Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
L’arbi Ben M’hidi University-Oum El Bouaghi

Faculty of Letters and Foreign Languages
Department of English

Deconstructing History The Anglo American Change in Dynamics; Analytical Study

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in the Civilization and Literature of English Language Teaching

By: Mr. Fatih MECHARNIA
Supervisor: Mme. BOUJLIT
Examiner: Miss MERRAH

Academic Year 2017/2018
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Introduction</td>
<td>01</td>
</tr>
<tr>
<td>1.1. Algeria’s subordination to France in the Post Independence</td>
<td>02</td>
</tr>
<tr>
<td>period</td>
<td>02</td>
</tr>
<tr>
<td>1.2. Education</td>
<td>03</td>
</tr>
<tr>
<td>1.2.1. The discriminative Allotment</td>
<td>03</td>
</tr>
<tr>
<td>1.2.2. Imposition VS Ignorance</td>
<td>04</td>
</tr>
<tr>
<td>1.2.3. The problem of Culture</td>
<td>05</td>
</tr>
<tr>
<td>1.3. Algerian Economic Subordination to the French</td>
<td>05</td>
</tr>
<tr>
<td>1.3.1. The Evian Accords a Blessing or a Curse</td>
<td>06</td>
</tr>
<tr>
<td>1.3.2. Algerian Politics in Period Post_Independence</td>
<td>06</td>
</tr>
<tr>
<td>1.4.1. Ben Bella’s rule</td>
<td>07</td>
</tr>
<tr>
<td>1.4.2. Houwari Boumedian’s Reforms</td>
<td>08</td>
</tr>
<tr>
<td>1.4.3. Chadi Ben Jdide</td>
<td>09</td>
</tr>
<tr>
<td>1.5. The British Legacy over India a Brief Overview</td>
<td>10</td>
</tr>
<tr>
<td>1.5.1. Education</td>
<td>11</td>
</tr>
</tbody>
</table>
1.5.2. Charter Act of 1813………………………………………………... 12
1.5.3. The Economy of India Developmental factors, and Challenges……………………………………………………………………. 12
1.5.4. The Indian Economy, 1947_1965: The Nehruvian Legacy.. 13
1.5.4.1. Planning and Public Sector …………………………………… 13
1.5.5. Achievements……………………………………………………….. 13
1.5.6. Economic Reforms Since Independence……………………….. 14
1.5.6.1 Industrial Production………………………………………………. 15
1.5.6.2 Improvement In The Poverty Situation…………………………. 16
1.5.6.3 Liberalization, Privatization and Globalization (L P G)…. 17
1.5.7 India’s Politics Since Independence, Main Events, and Developments…………………………………………………………… 17
1.5.8 Political Unrest; Disputes Over Territorial Problems……….. 18
1.5.8.1. The Nehru’s Period; The Sino Indian War………………….. 19
1.5.8.3. The Post Nehru Period; The Indo-Pack Wars………………. 20
1.5.8.4. Indo Pakistani Wars; The War of 1965 and 1971………. 21
1.5.8.5. Indo Pak War of 1999; The Vijapayee Period……………… 22
1.5.9. Developments of Politics During The Years 2000-2010

1.5.9.1. Under Bharatiya Janata Party

1.5.9.2. Other Developments During This Period

1.6 The Mexican Experience With Colonialism

1.6.1 The Educational System In Mexico

Main Problems and Facts

1.6.4 The Mexican Corporative System

1.6.5 The Economy of Mexico

1.6.5.1. Long Term Productivity Challenges

1.6.5.2 Facts and Challenges about The Mexican Politics

1.6.5.3. Mexican Politics in Corporative Perspective

1.7. Conclusion

2 Second Chapter

2.1 Introduction

2.2 Education

2.2.1. Social Factors

2.2.2 Economic Factors
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.3 Political Factors</td>
<td>45</td>
</tr>
<tr>
<td>2.3 The Pedagogical Debate</td>
<td>46</td>
</tr>
<tr>
<td>2.4 American Foreign Politics; Factors of Dominance</td>
<td>48</td>
</tr>
<tr>
<td>2.4.1 Introduction</td>
<td>50</td>
</tr>
<tr>
<td>2.4.2 A Historical Glimpse</td>
<td>52</td>
</tr>
<tr>
<td>2.4.3. Isolation Phase</td>
<td>53</td>
</tr>
<tr>
<td>2.4.4. Phase of the Openness to The Openness to the Outside World</td>
<td>55</td>
</tr>
<tr>
<td>2.5. Phase of the Quest for Global Hegemony</td>
<td>56</td>
</tr>
<tr>
<td>2.6. The Stage of World Domination and the Events of 9/11</td>
<td>58</td>
</tr>
<tr>
<td>2.7. The Economy of The United States</td>
<td>60</td>
</tr>
<tr>
<td>2.8. Conclusion</td>
<td>62</td>
</tr>
</tbody>
</table>
List of Figures

Figure 1: Average years of schooling, 1870 to 1950.......................... 21
CHAPTER ONE

1.1. Algeria’s Subordination To France In The Post Independence Period

The French colonization of Algeria serves as a solid example over the issue of post-colonial dependency. As the case for many of the third world countries, Algeria’s struggle for a complete separation continues, be it political or economic. However, the coordination between the French settlement in Algeria between 1830 and 1962, and one of the purposes of this study is to shed some light on the impact of French settlement on Algerian education. This latter would be covered from many aspects and areas for the aim of understanding its challenges, as well weaknesses.

1.2. Education

Throughout the history of modern colonization, one of the common aspects of occupiers is their reluctance over providing education for the colonized. In particular, during the time of French settlement in Algeria only a handful of the Algerian population was able to receive education, namely those with European and French nationalities. Moreover, settlement in Algeria scarred its people to be left only with ten percent literate citizens by 1962, and not more than one-third of the Muslim children were enrolled by independence. (Merrouche 2)
1.2.1. The Discriminative Allotment

Furthermore, the study conducted by Dr. O. Merrouche to illustrate the unrelenting effect of the colonial period in Algeria even after independence was based on logic, and realistic factors; The emphasis of Dr. Merrouche over the unjust allotment of public resources during French colonization, as well as infrastructure provides insight on what she set forth as “discriminative”: “The purpose of this paper is to determine whether despite these massive investments the discriminative allocation of public resources and infrastructure that characterized the colonial period caused persistent regional disparities in education level”. (Merrouche 2)

Even after the Algerian independence by decades, the Algerian educational system still had regional cramps. Nevertheless, the system recovery was gradual, but such fact does not deny a one hundred and thirty year of educational deprivation for Algerians, paving the way for the colonizer to use other profiting policies; imposition, and ignorance. (Merrouche 2)

1.2.2. Imposition VS Ignorance

The French colonist weaponized the field of education in Algeria in order to attain cultural assimilation. The former colonizer attempted to impose certain educational norms and the ignorance of the Algerian to his own cultural identity; through the control of language, curricula, and methods of instruction. This disclose the strategy of the colonist to distract
Algerian educational system. The French replaced the Algerian educational norms via imposing the French ones in order to keep it dependent under French control through the implementation of basic changes of pre-colonial education and hidden challenges to this education. (Heggoy)

1.2.3. The Question of Identity:

Similarly, the analysis tackled by A Heggoy to interpret the impact that colonization brought despite more than 50 years of independence. The System of Education actually suffered from a weak infrastructure. His concern upon the domination, not only of the institutional schools, but also most of the other activities that are related to the educational system. In addition to what he named as the” instilling” of underdeveloped skills:

French colonial schools attempted to weaken the Algerian System through the instilling of underdeveloped basics along with the traditional beliefs, in order to maintain the Algerian dependency, and damage the whole System of Education. The strategy used was the limitation of Algerian elite only in domains of limited domains such as specific industries; that only suit the French side. (A. Andrew Heggooy)

Yet, the objective of Heggoys’ analysis goes in parallel with the French influence over the issue of former colonies particularly the stagnation of the Algerian educational system. The illustration here is that, though the Algerian government made huge efforts to get the legitimacy of the Algerian identity back, besides to the use of Algerian norms in the
educational system; but still so many instilling of French methods, contents as well as norms floated to the surface, and this does not deny the measures taken by the Algerian government to improve such a crucial field, nevertheless the already taken steps should be faced with realism of work, and adequate addressing of the challenges and problems. So as to bring the Algerian System back to his right path. Only this would bring the Algerian Educational System to its right path

In the period of 1962, about 80 per cent of the Algerians were illiterate; an illustration that signified the harm done by the French towards the Algerian education during the pre – colonial stands. The period from (1830-1962) witnessed a degradation of the Algerians in the cultural fields symbolizing high level of illiteracy, along with the prevention of the Algerians from studying the Arabic language in the traditional schools. In the meantime, Bordieu Pierre used the term cultural ” capital” as a clarification for the direction of education in Algeria to the demands of the administration. The reason why the Algerian Education was characterized by weak standards. On top of that, it was expected that the French culture is what suited the Algerian elite most. Due to the avaliability of jobs, and the privileges done by the French to attract the Algerians. (Dahmani, M1979)

However, the question that should be asked is what is the position of the government from the educational system dependency? Did they react, or were they just a subject of what “coloniability”? The answer is that the Federation of National Liberation (FLN) leaders refused at the first phase to cooperate with the French after independence, but as it was
impossible for Algeria to make a total rejection of pre-colonial standards, yet they agreed for a co-operation with France (Bouzidi, M 1973).

1.2.4. The Problem of Culture

In addition to the given arguments above about the problem of identity the field of culture after the Evian Agreement, France was said to cooperate with Algeria in so many domains such as education, vocational training, research specialists, civil servants to, name but a few (Mewad, N.1980). Nevertheless, these agreements were meant to be done over the short run. why it is remarkable then that Algerian dependency to France is still obvious in the administrative, educational, and so many other fields up till the long run in the present day. Therefore, it is worth arguing that the outcome inherited status quo of the French language that paved the way for a homogeneous cultural system, made the selection of language and culture in Algeria leading to a real economic and social changes. (Mignot Lfefebvre, 1974)

1.3. Algerian Economic Subordination to the French:

The issue of Algerian economic subordination to French terms remains debatable. Many scholars address the case from the angle of the Algerian-French relations in the post-independence period. While, on other platforms the history of the Algerian economy is entirely related to France’s impact as an ex-colonizer. Thus, it is arguable that such a point can be investigated through accuracy of the Algerian economic advancement during and after the colonization.
1. Evian accords: a referendum to approve the evian accords ending the Algerian war and granting self determination to Algeria was held in France on 8 april 1962.

During the period of colonization, one of France’s major interests was the acquisition of land. At the start of the 20th century, the oil refinement industry was still a young and indecisive field of investment. Nevertheless, the attainment of land meant a lucrative asset because the northern African geographical position allowed for an expound variety of plantations. The Algerian landscapes attracted the French settlers due to their vastness and the considerable number of future projects that can be established especially, in the highlands. In 2016, The University of Djelfa wrote an article illustrated in a table about the profit of the French settlers in regional Algeria. assets show a highest value of 2195000 Francs for utilities used on a landscape of 34000 acres; conclusively the concern about an agricultural region reached a focus of considerable funding. (Fechar et al. 347-350).

In the period of independence, the Algerian economic focus took a different route. The shift of focus from agricultural concern into the oil industry meant that the Algerian political administration, under Ben Bella and Boumedien showed great concern over the nationalization of oil. Undoubtedly, the governmental measures taken at the time were to not
only attempt to build a future economic backbone for the country but also to secure it via the nationalization of the main economic sources at that time; basically oil. (Watkins)

1.3.1. The Evian Accords; A Blessing or a Curse

Thanks to The Evian Accords, French petroleum companies, their concessions, discoveries and subsequent production were protected. The significance of the Saharan wealth of hydrocarbon to France was underscored by the memorandum dated 13 November was undeniably as a consequence to the huge supply of Algerian oil. Estimated as the second largest supplier of oil after Iraq was at the time (8% p.a.). France’s profits from the Algerian Sahara were summarized as follows: first, France had the advantage of writing off its investment due to accession to Algerian oil operated in the Sahara (10 billion francs, US$2 billion), and second, thanks to a cooperation with Algeria Frances ‘foreign currency augmented. Thirdly an interesting privilege was denied in this note, which is the permission of France to get rid of the Anglo American oil cartel when it comes to purchasing energy commodities.

Despite of the fact that the Algerian oil was sold to France CHECK THIS above regular price in the market, but still, the situation was beneficial for France. De Broglie WHO IS HE? stressed the importance of maintaining these privileges in a memorandum dated 26 April: “Cooperation between France and Algeria is based on the idea of providing France with
energy in the franc zone. To maintain the exercise of these rights provided for in Evian agreements, it is therefore for us to make any nationalization impossible” (TLD).

The French Colonizer was so cautious upon the question of nationalization; a policy that prevailed in 1971, this policy was seen in the reluctance of France to increase the demand of hydrocarbon, though it had the ability to ask for more production of the given resource. This culmination procedure was mainly for the sake of avoiding any confrontation with the Algerian policy makers. Another blatant trade argument was floating to the surface as well, Algeria was the fourth-largest importer of French goods, with a profit of France from the single and most crucial Algerian production of the time. (wine)

There is no denial that the Algerian economy served for a long time the economy of France. The reason why France’s policy makers were so careful upon disturbing the culminating situation between both sides. This policy was exceptional in the history of France, due to the advantages, and the benefits profited, such a demonstration was clearly set forth by (Henry Brunchwig ) that the French politics witnessed a constituency of record (before and after colonization) via giving only a second role to economics as opposingly to politics.”

Similarly the General himself expressed the same reasoning when criticized about the French aids to Algeria via quoting:”the importance of cooperation [sic] relates less to figures and immediate results than to advantages of a general nature”. Actually the French strategy was cautious via giving a second role to economy; i, e, the main concern was the political arena, even though that there would be some loss on the short run. But the given strategy was
criticized by a number of critics who expressed their doubtful outlooks towards the issue of stigmatizing the role of economy. Tony Smith expressed his opinion about what he considers as an exaggeration in a bilateral trade relations as well as unsubstantial investment in the Sahara region.

Additionally, despite that Iraq was the first supplier of hydrocarbons to France. The latter did not express the same assertive foreign policy with the former, though Iraq aimed at securing the flow of oil. Similarly, the same thing could be said when it comes to any other country in Africa or the Arab world. Actually, all such moves from the French policy makers were taken despite the privileges based in the Evian accords which absolutely work to the French suits.

The given arguments above prove nothing, but the restraint policy taken upon a significant issue like economy. This policy seems vague in its explicitness seems because it gives the impression that France lacked the confidence to cope with the circumstances that proceeded the Algerian independence, however, it was well thought and studied because in the long term the only beneficial part would be France. Since the French were really aware about the Algerian weaknesses, as well as challenges better than the Algerians, due to the occupation of the Algerian country for more than a century. Even though France had the means to express an aggressive action, or even use the agreements accepted in the Evian Accords that guaranteed a considerable privileges to the French side. Therefore the given phase opened the door to analyze the political mood of the post period independence. (Heggyo)
1.3. Algerian Politics in the Period Post-Independence

The long-term impact of French colonization on present day colonies is still a source of debate among scholars. As to whether or not such x colonies managed to move forward to establish a stable politics of independent rule, or the contrary. Henceforth the case of Algeria is of crucial importance when it comes to analyzing its politics in the period of post-independence.

1.4.1. Ben Bella’s rule

The period of 1962, was a great day for the Algerians as it represented the independence-day from France. However, for many scholars pessimism was explicit over to creating an autonomic political order; because the Algerians witnessed a period of long and difficult process. As the country became free now from outside intervention, the Algerians had to gather themselves for the sake of establishing a political self- rule based on stability, yet it was not the case, as the government was facing a deteriorated economy besides to a non-existing politics to speak of. The only government existed during the given phase was the FLN. The revolution party witnessed rivalries between its members which created harsh conditions in all the country levels leading to the outbreak of the Algerian civil war (Brill 44-45).

In the elections of 1962, Ahmed Ben Bella was elected as president and Boumediene was rewarded as defense minister (Brill 44-46). Under an authoritative regime Ben Bella started to
rule, during that period 70 percent of Algerians were unemployed because only the colons were skillful to work. In 1963 the president passed a set of laws aiming for occupying the territories taken by the colons. Also, the given property begun to lead into social policies for the sake of administrating them. The richest farmland, factories, mines, banks, transportation systems, and retail stores” (Brill 46). All in all none of these measures were sufficient, but rather the weaknesses of Ben Bella’s policies opened the door for Boumedien to carry a coup d’état, via carrying a forceful military which he actually succeeded in.

1.4.2. Houwari Boumediens’ Reforms

Boumedien’s rule experienced some sort of relaxation thanks to institutionalized changes that the government executed. The government became more representative and active compared to its predecessor, the individual’s confidence towards the government became apparent as there was some sort of justice. During this era the individual became more involved in the domestic affairs of his country. However the battle ground to Boumedien’s rule was the question of economy. Would he succeed in improving it, or not?

Improving the oil and gas production, besides the importance of industry were the main interests of Boumedien in the short run during the late sixties and early seventies for the sake of improving other industries later on in addition to forming some infrastructure moves, he invested 70 percent from the two already mentioned industries aiming at reinvesting in other ones. Moreover, as nationalization was a key component for Boumedien to meet the demands of the given era, contrary to his predecessor he went on for nationalizing the oil
refineries, besides he was eager to engage with France economically; as the latter still felt the need for buying Algerian oil paving the way for Algeria to marketize its oil production. On the final stage and for the sake of providing sufficient food for the people, Boumedien followed Ben Bella’s Socialism via giving more land that belonged to the state to the peasants, but actually non-of these reforms helped Algeria to move to the peaceful surface as it did not attain its fruits, due to the devastating French colonial legacy. Despite how the situations seemed, it was a real challenge for a country to be reconstructed fully to meet the needs of a whole society, a society that was no more but a property in the hands of the colonizer who used all what it took to block any move towards independence, and prosperity. (Bill 47-48).

In 1978 Boumedien died and his dreams and the people’s dreams remained unfulfilled. Algerians looked up to the new president as the one to carry on with the Boumedien’s dreams.

1.4.3. Chadli Ben Jdid

The new elections brought the former progressive Colonel Chadli Ben Jdid to power, The latter differs from his predecessor upon two issues of economy and culture. Colonel Chadli Benjedid practiced aggressive action over unethical issues like corruption. He separated large state operated business in order to diminish the problem of centralization and regionalism, along with the development of economy His objectives were meeting the demands of a modernized economy and foreign investment. Basically Algeria was a newly independent with a damaged infrastructure. Such reality revived many questions about the position of
Algeria in the near future. As Brill illustrated that Algerian independence came through a long way of sacrifice, nevertheless Algeria lacked the effectiveness and maturity to handle the given circumstances, as it kept grappling with its identity, and only time will be the judge as to whether or not it will succeed in coping with the harsh conditions. All in all, the Algerian case was but an example from a series of counties who almost experienced the same conditions; such as India. (Merrouche)

1.4. The British legacy over India; a Brief Overview

The occupation of India by the British empire during its height is still of crucial concern upon scholars. like most of todays undeveloped countries, India is still grappling with its identity in the modern industrialized world. Henceforth, the aim of this study is to analyze the position of India today; the impact of Britain upon the educational, economic as well as the political aspects of the Indian nation. (Zukkerov)

1.5.1. Education

Initially, it was under the East India Company duty that the old system of education was permitted to circulate. Rural society was given a special educational type under what is called Pathsalas, Sanskrit education was taught in tols. Muslims studied in Madrasas. The Upper class was given the privilege of studying higher education. This system later witnessed changes by the British. Introducing western education in India was a necessity for the company during the beginning of the 19th century, However, this pace was preceded by
Christian missionaries, who aimed in weaponizing education as a tool for spreading Christianity, as they created institutions related to their churches.

1.5.2. Charter Act of 1813

The utility of The Charter Act of 1813 that emphasized the Company to spend one lakh rupees on the education of Indians was fruitless due to the difference of attitude over the way of instruction. The classical languages of Sanskrit and Persian were advocated as Orientalists who advocated the old system of learning. The Anglicists, however, embraced the western educational way via the use of English as a way of impacting. The promotion of English as a way for educating the people in western thought and ideals was firstly introduced by Thomas Macaulay, a law member in the Governor General’s Council (Macaulay’s Minute of 1835). The latter’s perspectives were supported by William Bentinck. In 1835 based on the utility of the funds as a way for the imparting of western education via the medium of English. A new act was passed by the government based on the utility of the funds as a way for the imparting of western education via the medium of English. (Zukkerov)

Public employment was used as a way of attraction, because priority was given to knowledgeable people of English, in 1844. This pushed the English educational pace in India. In 1854, an intention of new reorganized educational system under Charles Wood, the President of the Company’s Board of Control was transformed into reality declaring the creation of new-properly system from primary school to university.
Despite the achieved changes in the educational system in India. Yet, policy makers are still depressed nowadays as they agonize over the defects of the Indian education system, the latter is characterized by high rates of teacher absenteeism in addition to the insufficiency of teaching methods as well as the lack of responsibility. Indeed, the indicators of good quality teachings if compared with other countries in Africa, Asia and Latin America India’s situation is worse. Except for some extremely poor countries in sub-Saharan Africa, India does worse in 1900 the ratio of attendance in the primary school was less than one per ten. As of 1931, the ratio of men able to read and write was less than one per five. The situation for women was worse compared to men. As literacy estimates than one per ten. The rank of India in 1930 was 106 out of 110 countries, with a ratio of only 46% of the population able to read and write in data compiled by Van Zanden et al. (2014). These statistics, reflect the damage that British rule had on the level of the educational system of India from 1858 to 1947.

**Figure 1:** Average years of schooling, 1870 to 1950
The difference between India and early leaders like the US and Germany in the years of schooling is huge, the gap between the years 1870 and 1890 shifted to 7.8. Although it may be unjust comparing colonial India to developed countries like the already mentioned ones. But the example given in figure 1b illustrates that even China and Latin America surpassed India by 1950. Actually comparing India with China particularly is significant due to the similarity in level income per capita in the nineteenth century. In this era particularly the twentieth century the school attendance was characterized by a reductive average, however it did surpass again the Indian average.

Source: (Lee and Lee, 2016).
In addition to the backwardness of India’s basic education, the only flourished schools were no more than a humble number of secondary and English male elites. Again in a comparison between China and India in 1930, primary school enrolment ratio overtook the Indian one, whereas the difference in the enrolment average of the secondary school was one fifth the Indian one. The case was not different compared to Latin America, the Indian primary school enrolment average was half the Latin American one, while the secondary enrolment was 1.3 the average.

1.5.3. The economy of India; Developmental Factors, and Challenges

The present day economic situation of India brings a lot of concern among experts and historians. Although the Indian economy witnessed a boom in the industrial field particularly. Still many experts tend to judge the economy of India from the angle of the British legacy. Stagnation of economy and third world status were the heritage of British colonialism. Besides to the exploitation of the whole nation and the drain of wealth, before it was a British colony, India’s situation was actually prosperous and rich. This prosperity was seen in cotton and textile industries that were exported to many areas of the world; particularly the European market. Europe and due to the industrial revolution considered the Indian industry of cotton and textile a real competitor to its capitalist ambition. British textile could not compete in quality and cheapness with the Indian textile. The reaction was an attack on the textile
industry of India with the aim of forcing deindustrialization. As a cause effect chain India appeared to be a poor rural country after being a manufacturing one. (Heggoy)

1.5.4. The Indian Economy, 1947-1965: The Nehruvian Legacy

Jawaharlal Nehru; (14 November 1889 – 27 May 1964), was the first Prime Minister of India, and a central figure of Indian politics before and after independence. He emerged as the paramount leader of the Indian independence movement under the tutelage of Mahatma Gandhi and ruled India from its establishment as an independent nation in 1947 until his death in 1964.

The deteriorating situation that the British left after independence needed realistic moves, and experts in the economic field in order to recover gradually and regulate what could be regulated. Indeed, Indian entrepreneurs managed to compete with European enterprise locally, as well as external imports. The industrial product in India captured 75 percent of the market. Additionally, dominance upon banking, life insurance...etc. were dominated by Indian capitalists. New entrepreneurial class appeared after independence aiming for acquiring improvement in the industrial scale. Such as; The Birlas, Tatas, Singhanias, Dalmia-Jains, to name but a few. Their concern was to improve significant fields like transport, industry, banking, etc.5 (Manas, Kumar, Das, 164, 165).
India was blessed with the appearance of entrepreneurs like the Ghandians, the socialists, the communists, and the capitalists who agreed on constructing an economy based on self-reliance; industrial strategy based on regulating the imports’ policy.

Forbidding of imperialist or external intervention, abolition of the zamindari system and reforming the agricultural policy. Land reforms involving abolition of zamindari, tenancy reforms and so forth. These reforms prevailed in a mood of collaboration between Nehru and the others who understood that the decision taken was an uncharted way.

1.5.4.1. Planning and Public Sector

In 1938, the National Planning Committee (NPC) was created for the aim of making an adequate improvable economic plan over the next decade. Under the control of Jawaharlal Nehru and its committee twenty-nine volumes of suggestions were produced. Public Sector in addition to partial nationalization were among the priorities of the already mentioned committee. The move towards supporting the public sector was initiated via the so called the Bombay plan. It was Initiated by business leaders in 1945. They concluded that the main factor behind India’s economic dependence to Europe; particularly Britain was the lack of an indigenous capital goods industry. Jawaharlal Nehru headed the Economic Programme Committee which was appointed by the AICC. The committee ended up with the production of new policies like organizing the public and the private sectors, in addition to the importance of nationalizing the industry. (NPC)
The strategy followed in 1956, was the collaboration of the public and the private sectors. The aim was mixing the economic resources via improving both sectors, and giving more freedom to the private one in order to better flourish, and grow under the aims of the national plan. This was the Nehruvian strategy; a collaboration of work, done in harmony, without individual commanding, or leading.

Under the leadership of Nehru there was the passage of the first plan (1951-56); such plan was produced in order to finish the initiated projects, and to cope with the colonizer legacy that followed the end of the war. Yet, it is with the Second Plan (1956-61) that the initiated goals were put into practice opening the door for the third plan (1961-66). These plans paved the ground shifting to the heavy industries within the smaller ones, as well as the creation of jobs specifically in the agricultural field through the prompting of cooperatives in order to reduce the ration of unemployment. These measures along with the imposition of strict laws on import and export to make the Indian economy a better one. (Manas, Kumar, Das, 165,166)

1.5.5. Achievements

Most of Nehru’s objectives were realized after his death, the first era witnessed an improvement in the national income by 4 percent per annum, from 1951-1954-65, respectively, regardless of the last year of the third plan; 1965-66 that experienced drought and war. The amount of saving and investment augmented as it was declared that investment and saving rates rose by 5.5 percent of national income in 1950_51. As the amount of savings
improved to 10.5 percent, the ratio of investment rose by 14 percent in 1965-66. As far as agriculture is concerned, the village level saw the establishment of a network for work improvement as well as agricultural extension. Since 1956 India was a market for US goods particularly food, this dependence, however, refrained only after the Green Revolution had it seeds during the late sixties. It was only after the process of the Green Revolution took off, since the late sixties.

As far as Industry is concerned, its pace of development was quicker compared to agriculture at about a rate of 7.1 percent per annum between the years 1951-1965.

The Indian economic growth knew actually long comings after all. Total subordination was diminished however, upon capital equipment and goods. A strategy that was necessary for establishing new investments and potentialities. A good illustration was when the ratio of Indian imports met the average of 89.8 per cent in 1950, including machine tools. (Manas, Kumar, Das 166)

This was a major achievement, and it was considerable. This move helped in creating a policy of self-reliance for the Indian economy. Moreover, transport and communication expenditures during each of the first three Plans was almost Rs 13 billion including an average of 26 percent including an average of about 26 percent of the whole plan expenditure in each plan. On top of that services like social/community and power were Rs 9.4 billion and 19.19 percent and 6.16 billion and 10.6 percent respectively. Henceforth, it is the Nehruvian era that created the basic physical and human infrastructure, which was a precondition for
independent modern development, particularly the global historical context of that phase. (Manas, Kumar, Das, 166, 167, 168).

1.5.6. Economic Reforms since 1991 and LPG:

As Economic stagnation persisted, production declined, and unemployment grew. The economic experts reacted via launching a series of reforms. The long-term impact of the economic crisis that led to a fiscal crisis and massive effects on the balance of was a blessing in disguise as it led to the embracement of India to policies like; Liberalization, Privatization and Globalization popularly known as LPG. Nevertheless, could such policies help India to get over this critical situation? (Manas, Kumar, Das, 171, 172).

1.5.6.1. Industrial Production

The year of 1992 experienced a decrease in production mainly about less than one percent. The situation, however, saw a radical change as the industry grew to about 2.3 percent in 1992-93, and boomed at a ratio of 12.8 percent between 1995-96 respectively.

1.5.6.2. Improvement in the Poverty Situation

The improvement of expenditure upon social services and agricultural development led to the decrease of the level of poverty as the amount was almost 10 percent difference in the years 1992-1998. Also, the years 1993-4 saw an increase of about 5 percent compared with the years 1991-92 in the agricultural wages. Add to that the annual rate of inflation
diminished by about 5 percent in the year 1996, besides to the improvement of oil pool deficit as well as the rate of employment respectively. (Manas, Kumar, Das 166)

1.5.6.3. Liberalization, Privatization and Globalization (LPG)

The changes occurred in the aftermath of the Second World War such as the new globalization demanded more strategies to be done in order to better improve the economic situation. Such strategies were seen in the so called the LPG, or Liberalization, participation, and Globalization. Nevertheless, all these moves, and despite the achievements they acquired, yet, India is still having some missed pieces in the economic system that should be reviewed in order to collaborate more with the missed areas.(Manas, Kumar, Das,174)

1.5.7. India’s Politics since Independence; Main Events, and Developments

The British legacy upon India stood in contrast upon many of the present-day scholars, and historians’ perspectives. As it actually did some goods to the Indians, it still has so many cramps that come across India’s development as a Developing World. The objective behind this analysis is to analyze some of the Indian main political developments since independence as well as the obstacles that are stopping India from being among the world powers nowadays. (Manas, Kumar, Das 166)

1.5.8. Political Unrest; Disputes over Territorial Problems

1.5.8.1. The Nehru’s Period; the Sino-Indian War
The legacy of British rule over India for decades was seen in the disputes that occurred with frontier countries particularly China. The latter engaged in a war with China in 1962 over the frontier of the Himalayas. After a short time fight China left the confronted territory in what is to China Tibet. The war made India to review its policy towards the building-up arms, and it helped in developing its relationship the United States.

1.5.8.3. The Post Nehru Period; The Indo-Pak Wars

The dispute between India and Pakistan in the so called the Indo–Pak War or wars was a sign of the British legacy. The two countries used to be as one country, however and as any colonialism strategy to break a nation is to divide it from within and to support ethnicities.

During the years 1947-48 the confrontation over what is known as the area of Kashmir in the far North of the subcontinent (Muslim majority with a Hindu king) resulted in the first War between India and Pakistan. With the intervention of the United Nations a culmination took place as ceasefire was accepted. An agreement that guaranteed the control of two thirds of the disputed area. But escalation reemerged again as Jawaharlal Nehru denied the agreement upon the United Nations support due to the United States’ sending of arms. The offspring of the Nehru’s denial was the declaration of the clauses of article 370 forcefully to the Indian State.
1.5.8.4. Indo-Pakistani Wars: The War of 1965 and 1971

As Jawaharlal Nehru died on May 1964, another War was launched India during his predecessor’s rule as Prime Minister; Lal Bahadur Shastri. This War was not like the first War as it did not guarantee the alteration of the Kashmir territory from both sides thanks to the intervention of the Soviet Union that calmed the growing confrontations. In addition to the already mentioned War, confrontations escalated again leading to the engagement in another War in 1971. Such war was upon self rule in the East of Pakistan; ended up with the creation of the Bangladesh, and the withdrawal of Pakistan. Poor structure. (Manas, Kumar, Das 166)

1.5.8.5. Indo-Pak War of 1999: The Vajpayee Period

The Indo-Pak War of 1999 is considered as the last war between India and Pakistan in contemporary history. The cause behind the growing tension was due to nuclear test carried by India, which led to reacting similarly from the Pakistani side as the latter carried its own tests. The United States moved towards the accusation of India to carry an armed race, and withdrawal of the 1994 Nuclear Proliferation Prevention Act. Eventually the Indian Prime Minister Vajpayee went to Pakistan and signed an agreement of a bilateral peace agreement, however the peaceful agreement did not last long as India realized a terroristic plan over the Indian country resulted in the killing of the terrorists by the Indian forces and the acquisition of significant territorial areas.

1.5.9. Development of Politics during The Years 2000-2010
1.5.9.1. Under Bharatiya Janata Party

India’s politics during the years of the Millenia witnessed so many ups and downs. As the year 2000 brought the number of population to about the Billion, so many scandals exploded instead of developing the political vision in India. Corruption, and ruthless methods where used by the government to increase their popularity and to suit their interests neglecting the already tremendous given number of the population. As an illustration the scandal of Fernandes; the Prime Minister who took bribes according to allegations that led to the loosing of credibility upon people. In addition to the political weakness of intelligence failures that left the question of the Kashmir region unresolved due to failure of talks with the Pakistani President, besides to the sanctions that were imposed by the U.S.A on India and Pakistan due to the 11th attacks of September 2002 accusing them of being parts of the terroristic plan. 

(Manas, Kumar, Das 166)

1.5.9.2. Other Developments During This Period

The Indian ups and downs in politics continued to dominate the whole image. As in 2007, Pakistani Civilians were killed due to an explosion of a bombing attack in the area of Panipat Haryana. Such attack was followed by another attack in 2008 in Mumbai which affected the peace agreement between Pakistan and India; blaming Pakistani Militants as being behind the attack. Moreover, the diversion upon the question of the Commonwealth in the Country in 2010 that halted the effectiveness of the government, proceeded by a series of strikes mainly the one that was carried by the social activist Anna Hazar over the question of
State Corruption that lasted 12 days. All in all and despite the fact that India launched its first mission to the moon in October 2008, as well as the election of the first female president as a sign of Democracy. Nevertheless all such moves towards development were not sufficient to be among the World Powers apart from Economy. India is still crippling with its domestic affairs in order to realize the so called “First World”, as all aspects should work hand in hand; Sociology, Politically as well as Economy.

1.6. The Mexican Experience with Colonialism

1.6.1. The Educational System in Mexico

Mexico as an ex-colony of Spain, tends to be of paramount concern while talking about the present-day situation. In particular the educational system of Mexico was and still is debatable upon critics.

1.6.3. Main Problems and Facts

First of all, and for the sake of understanding the Mexican Education, there are some key concepts that should be taken into account. The nature of Education in Mexico before the advent of the Modern Mexican State up until the 1880s. The difference lies in the societal aspect; particularly because the dissident army was the one behind the realization of independence in coordination with the hegemony of landed interests. Such groups sacrificed their efforts over a long lifetime confrontation opposing the appearance of influential urban
groups. The given situation blocked any aim for establishing National Institutions, besides to paving the way for the seizing of half of Mexico’s’ areas by the United States. Moreover, the armies were the single Organizations in the Country, and up until the 1880s only urban areas witnessed the establishment of schools targeting only humble number of the population.

The Education System was so weak that until very late, particularly in the second half of the twentieth century that professional training was taught, in addition to that secondary and higher education were concerned with nothing but producing administrators; a fact that symbolizes the mediocrity of the Mexican Education System. Such a prevailing mood was faced by a non-entrepreneurial middle class characterized by positivism that was combined of professionals who aimed for creating their own institutions, yet such a move was tortured by external political disturbances. The educational system was based on territory rather than culture, as it was an irony to talk about a National Education.

No single group or force was powerful enough to establish its hegemony and hence build a national system of schooling. However each was powerful enough to dismantle whatever their opponents set up during their fleeting moments of power. On top of that, and even with the coming of the quasi-dictatorial regime headed by Profirio Diasz (1876-1911) who aimed for establishing a state based on the idea of mechanical solidarity, yet, his move was to no avail due to a conflict with foreign interests as well as the dissatisfaction of newly emerged urban (David Scott. C .M .Posner. Chris Martin. Elsa Guzman).
1.6.4. The Mexican Corporative System

For the sake of understanding the nature of Education in Mexico, and how it is controlled, and executed within the Mexican society, one should take into account the huge difference between the Mexican society, and that of Europe for instance; France, Germany, and the United Kingdom. In these societies the judgmental player is the liberal system where all citizens should behave in respect to the lawfulness of the given system, and the institutions created in such societies are mostly handled via competition and merit. Whereas the complexity of the Mexican society lies in the relationship between social groups; these groups are to be considered as the key component of the execution and control of the Mexican Education.

The Mexican society is best described by the term corruption; a term coined in order to illustrate the corporativist system that is composed of mutual suspicion within a weak system where all groups tend to make alliances, or even compete upon the execution of the Mexican institutions; whether socially, politically, economically.

The given equation has one single meaning which is any kind of new perspective, procedure or reform is meant to be fruitless due to the presence of such mutual groups whose objective is nothing but avoidance of conflicts, even though the subject matter would be such an interesting field which is education. Because those groups permit themselves to interfere to
whatsoever Educational process, and have the right to agree, or disagree over it via gathering themselves in the streets to stop the reform.

Based on compromises, the social groups turn in some situations to a specific agenda; an agenda that damaged the educational system since it built its particular norms and rules on one particular system based on exchangeable interests between them and leads sometimes to the disputes even with their sponsored organizations. Additionally, it is worth mentioning that holding a position in a given institution does not at all require specific competences or characteristics, but rather via what is coined as a networking controlled by one single organization; that is, positions are no more but an exchangeable service between those elites regardless of the competence, or the potential required, Contrary to societies that do behave according to the lawfulness of liberal systems based on democratic norms. The given term to such an uneasy system is called corruptive system.

Hence, all the conducted data prove nothing, but, a contradictable education system based on rewards between those social groups, where no competence exist; only rewards and promotion based on exchangeable services and interests. Yet it is no exaggeration to claim that Mexico is still underdeveloped, and its norms and rules are so weak if compared with even with poor countries. An equation that reflects the marginalization of a significant sector like Education paving the way for more damage of the Mexican infrastructure along with the backwardness and deterioration of the economic sector as well.
1.6.5. The Economy of Mexico

The Mexican economy as a whole could be said to have many ups and downs, particularly contemporary speaking. As the former actually achieved certain seeds thanks to the modernization of the economic field. Nevertheless the opposite could be said upon some areas that were left uncovered up till the present day. Thus the following research will be set upon the cramps and challenges of the Mexican economy.

1.6.5.1. Long-Term Productivity Challenges

Despite the reforms done by the Mexican government, the improvement of Mexico’s economy did not meet the already expected demands. The ratio of GDP growth per capita between the years 1951 to 2013 did not exceed 2.4 percent. Such a humble amount was characterized by downward of 0.8 percent since 1981. Yet it would take about more than 92 years to make income doubled. The given statistics actually diverge with the development of the leading Asian countries. (Sánchez, M. 2014)

By far, total factor productivity (TFP), also called multi-factor productivity; it is a measure of economic efficiency and accounts for part of the differences in cross-country per-capita income. The rate of TFP growth is calculated by subtracting growth rates of labor and capital inputs from the growth rate of output. The given (TFP) was the main challenge for the Mexican economy. As an illustration for this; China’s TFP witnessed a boom in development while the Mexican one was actually stagnant.
It is difficult to fetch for the reasons behind the obstacles to the economic Mexican productivity. However research upon the subject indicates that a number of problems are really stopping the pace of improvement. Some of the problems can be summarized in the following: inadequate articulation of institutions, weak regulation, stagnant infrastructure, and finally the absence of competition in main areas. Also in an investigation conducted over labor productivity in Mexico, statistics showed that services and non-manufacturing industrial companies are characterized by a deteriorated and lack of productivity, a fact that exceeded mining, construction and so forth. In addition to sub fields like business and construction which are described by poor functioning due to inadequate regulation of the given sectors.

Other services like healthcare, education, and finance are characterized by humble competition. Additionally, Total domestic financing given to the private sector in Mexico is characterized by low average; about 27 percent a number that indicates the backwardness of Mexico’s’ financing GDP upon developing economies. (Sánchez, M. 2014)

Surprisingly, the amount of growth is very low due to the inappropriate infrastructure that blocks any move towards development. Finally, the ratio of agriculture is also stagnant, along with the energy sector suffers from the lack of competition, which only very late that the government made some efforts to have some kind of competition. In the last few years, Mexican natural resources like gas and oil witnessed a regular downward despite the existence of natural fields. This fact contradicts with the boom in such fields in countries like the United States. Even further, the limited capacity of the Mexican pipeline led to the
inability of buying cheap natural gas. Due to the lack of cheap suppliers of gas that made the prices of electricity prices approach twice U.S average. The telecoms sector was no different, due to the absence of challenge. Such a given equation indicates that the services of mobile phone were amongst the lowest ones on international levels. The standards of internet services are weak compared to the other nations.

The Mexican government though very lately responded, yet it planned to reconstruct some the uncovered areas; such as opening more sectors to privatization, regulating the infrastructure of fields such as education, finance, health...etc simplifying procedures to attract more investors, in addition to other magnates done by the Mexican government. Nevertheless, only time will prove whether these reforms would be fruitful, or not. (Kehoe, T.J. and K.J. Ruhl (2010)

1.6.5.2. Facts and Challenges about the Mexican Politics

Mexico and despite the long time of independence from the Spanish colonizer. Its politics, whether internally or externally are still proving its cracks to challenge the modernized world of the advanced countries. Therefore a number of specialists were gathered to understand the real reasons behind the Mexican inability to compete with the modernized world of today.

Mexico as an ex-Spanish colony faced so many cramps and obstacles due to the Spanish legacy that was left even after independence. Bridging the gap between the past, and the
present Mexico is still suffering from numerous problems and challenges that are of crucial concern if any attempt towards improvement is needed. One of the contemporary challenges of Mexican politics is the question of abusers who need real moves by human rights. Torture, imprisonment, and disappearances are but illustrations. Nevertheless, any moves towards reducing the given humanitarian problems were affected by the nature of the Mexican society that is characterized by the weakness of its judiciary system, in addition to the intervention of the military over the civilian issues. The practiced intervention is guaranteed under the cover of impunity. In addition to the direct interference in enforcing the laws in order to weaken any attempt done by human rights upon dismantling the trafficking drugs organizations. All such facets are but clarifications of the weakness of the political agents in Mexico, that despite the credibility it gained lately, however, without the help of the Mexican government that should go hand in hand with the humanitarian attempts, it would be fruitless to realize the attempted objectives; such as the indigenous people, political dissidents, migrants, as well as poor people, to name, but a few. a very long sentence

Democracy, is another challenge that Mexico faces in the present time; protecting minorities, in addition to ethnic and religious groups are but examples. Moreover, the case of women who asked for more equality with man on the political and economic side made the situation even worse for a country that is based mostly on a military government. For the sake of illustrating the given facts, it is of paramount concern to mention the Catholic Church; which is the largest religion in the country. The latter is losing a considerable number of its
believers to the protestant belief. Similarly, the same could be said upon the case of women who are asking for more equalization with man in political and voting action.

The balance between the national identity, and the quick pace of the global economic integration that threatens the country’s sovereignty is another obstacle for the Mexican policy makers to reconsider their strategy upon the subject. Characteristics of the Mexican people are basically the historical heritage, myths, and symbols that brought concern over the relationship with the United States. Such symbols are seen the revolution of 1910 that stands in contrast to capitalist, as well as militarist principles of the country.

Another crucial challenge in Mexican politics is seen in the problem of international migration. The lack of jobs led a considerable number of citizens to leave the country seeking jobs in the United States. Such a migration affected the Mexican identity as people who leave their country get acculturated by new norms tradition, values, and so forth. TV programs, music, fast food, and consumer goods. Moreover, the attacks of September 11, 2001, threatened the migration procedure at a time where migrants were a source of income for the Mexican economy. A procedure that led even the present day president Donald Trump to make more provisions in the migration procedure, a decision that made the situation even worse for Mexico (Mark Kesselman. Joel Krieger. William A. Joseph)

1.6.5.3. Mexican Politics In Comparative Perspective
Mexico is as the same as the developing countries that come across many daring obstacles that need realism in action, and more practicality towards the challenges; setting more democratic institutions, dealing with social obstacles, reacting to the global economy or politics, reconciling national identity within a global diversity. All in all, the Mexican economy is but an example of a developing country which seeks to find its position within a modern global world, that only seriousness in action, and farsightedness, in addition to putting the right person in the right position would calm the growing tensions and reduce the given obstacles. (Mark Kesselman. Joel Krieger. William A. Joseph)

**Conclusion:**

After studying the given facts in the discussion above, now it could be concluded that third World Countries, do not suffer from natural resources, neither from human resources. But rather from a mentality based on coloniability; they are the ones paving the way for the other to conquest them, they are the ones who deconstruct their countries. As Malek Bne Nabi says “We are the ones who create coloniability to our selves”. Based on this quote the it could be summarized that being under developed is but an outcome of being able to be colonized from within. The case of Algeria shares the same mentality, the same concept as the case of India or Mexico; they do share the one common criteria which is deterioration from within, backwardness from within along with letting the door opened for some people who know nothing but profitness. Thus perpetuating the myth of a developing world based on the concept of the survival of the featest.
Second Chapter

2.1. Introduction

The British Empire during the middle ages occupied so many crucial territories that are up till the present day under its imperialistic legacy. The United States, however, did not only deconstruct such an imperialistic rule, but rather managed to surpass the British crown in all of the present day challenges. For this reason, this research will be set forth to analyze the facts, as well as secrets behind the U.S surpassing of Britain today, and advancement in its basic fields; Education, Economy, and Politics.

2.2. Education

2.2.1. Social Factors

After the end of the Second World War in favor of the Americans in 1946 the American people felt the need to undertake urgent work required by the community and the need to have children and the formation of families and this requires attention to education and readiness to accommodate the growth in the increase of pupils in subsequent years. Based on this need The Supreme Court reacted accordingly as it declared in 1960 that social discrimination was
not consistent with the equal opportunities in terms of blacks and thus their equality with the rest of the Americans led to the development of their educational system and their schools, which led to the development and expansion of education in general. In addition to that, Continued immigration to the United States of America imposed an increase in the number of schools to accommodate immigrants, where the proportion of minorities in 1992 (21%) of the American people. Also, The Declaration of the 1990s as a decade for children and a decade for cultural development made the United States care for children through its curriculum and take into account its tendencies and needs for better education and cultural interest. Finally, the declaration of the International ” Alliance for Education for All” was another significant reason behind the advancement of the American Educational system, along with the separation of religion from the State in a multi religious country. To this end, the U.S Constitution separates the state from religion, where it is forbidden to be in the American public schools any explicit religious activity associated with any church, but is addressed to explain the meaning of religion in general in historical studies and literature. It is important here to note that the number of students enrolled in public schools in States is about 87% of American students, along with the availability of churches to open private schools called sectarian schools that are run by the Catholic Church because religion is characterized by multicity where the State does not have the direct right to interrupt people about their belief. (TLD)

2.2.2. Economic Factors

Increasing the education budget from 1910 to 1930 to quadruple, as it jumped from $ 246 million to $ 23 billion, was one of the most important periods in American history that affected education and led to its spread and breadth. Besides to the recession of the above development, and the subsequent slow recovery, with 28% of the population having no income at all, such a feat helped in The transformation of the United States from an industrial
society to an information-based society that required special attention to education to realize its goals; as in 1950, 55% of American workers were engaged in hard labor. Such a number was reduced to 24% in 1984. In 1986, 56% of jobs in the services, industry and agriculture sector were classified as information-based jobs. The American policymakers did not refrain here, but rather many other measurements were done to better develop the Educational system. For the sake of illustration, the heads of States attended the European Common Market in 1986 (Europika Summit), to discuss means of promoting education for the economy. This move made the United States reconsider its educational system to further strengthen the economic side. Finally, Education spending in the 2012 budget in the United States was 5.5% of the state budget. The former budget augmented to about 15% in 2013. President Barack Obama said in a speech translated by the team that in 2014 there will not be any cut in the educational budget despite the economic crisis experienced by the states in this period due to the decline of the dollar. (Zukkerov)

2.2.3. Political Factors

In 1958, the US Congress passed the National Security Law on Education, which provides a quarter of a billion dollars a year as a reaction to the Soviet launching of a rocket called Sputnik to improve education in areas vital to national security, space exploration, and interest in science and foreign languages, especially the Russian one. Given this step, The United States made a presidential report issued in the United States in 1983 entitled "A Nation at Risk" warned that the American education system was not suitable for preparing citizens for the twenty-first century. This report was the most important document on education in the United States during the past decades. It actually pointed to weaknesses in American education, both in terms of quality, effectiveness and feasibility. The basic points the report targeted were the increasing interest in mathematics, science and English language and
extending the school day. The outcome was a practical step for educational reform that have been reflected in two main thrusts:

The first (1983 - 1986): It was based on the perception that the problems of the American nation in education are due primarily to the low academic levels of students and the low quality of teaching.

- The second (1986 - 1988): The solutions to those problems that were identified during the first period did not come in 1988, but there were 44 states with a system of professional qualification exam for the teacher's license work who raised the average salary of the teacher from 7423 dollars a year to 26551 dollars In the year. All these moves along with The collapse of communism, the end of the Cold War, the rapid increase in the volume of information and knowledge, and the growing openness of the world due to the development of communications and transportation were basic tenets behind the agrandizement of the American Educational System. On the final phase The United States’ leadership of the International Alliance for the Liberation of Kuwait in the Desert Storm in 1991, which was bound to lead the educational system, obliged her to lead the Educational System as well. The result was the delivery of two important speeches to the American people by president Bush During the month of April 1991, announcing the end of the second U.S-led liberation war in Kuwait, and the second was a United Nations’ document in which it was declared that that the United States ought to lead the System Of Education. This document was a practical response of “A Nation At Risk”. (Zukkerov)

2.3. The Pedagogical Debate

What are the major reforms and directions in school policy in the United States since the post-war period? During the 1930s and 1940s, so-called progressive education was in its final phase. This pedagogical approach which places the child at the center of its concerns (the
teacher and the pedagogy must adapt to the child and not the opposite) is beginning to be questioned by the partisans of a return to a pedagogy more strict and more systematic and rigorous teaching. In 1934, one of the leaders of school affairs in the city of Denver, Colorado, ironically expressed a certain disenchantment with progressive pedagogy, which he reduced to learning by "activities" based on an idealistic conception of man and society:

“It is the confused mixture of the dominant laissez-faire philosophy applied to society and the economy, and the notion of efficiency coming from the business world, in addition, a vague democratic and Christian idealism” Quoted in M. Montagu, History of Education

In the name of excellence, part of the intellectual class then attacked the progressive school and called for reforms and a reorientation of education. After the Second World War, the progressive school was caught in the turmoil of the Cold War and the hysteria of McCarthyism. Progressive teachers became one of the first targets of subversive activity surveys and, in the context of competition with the Soviet Union, questioned about the educational content of teaching and the educational level. The majority of Americans expect education to enable the country to defeat communism and win international technological competition. The news helped to reinforce this feeling: in 1953, the news of a thermonuclear explosion in the Soviet Union, then in 1957, two days apart, the successful launch of Sputnik I and Sputnik II by the Soviet Union upset and worried leaders as well as public opinion. These events are enough to put an end to the practice of progressive pedagogy and to allow the reformers to be heard. In 1956, President Eisenhower convened a Conference on Education in the White House. The committee's report is very clear about its vision of the role and responsibility that the school must have in a triumphant America:

“It is obvious that the school has become the essential instrument that allows our Nation to remain the legendary land of success that it was in its infancy. [...] As long as there are good
schools, not an individual, or the son of it, will be stuck at any level in the world of work. The school frees men by allowing them to rise to the level of their natural talents. [...] By channeling ambitions, it replaced the Frontier and at a highly technical period, it preserved the spirit of independence of a pioneering nation. Schools are the mainstay of the American tradition of justice and equity and a perpetual recommencement of each generation”.

(Conference on Education in the White House)

A group of critics is particularly concerned by the need to improve scientific programs. Admiral Hyman Rickover, director of the Nautilus project, the first nuclear submarine, led a book in 1959 calling for the training of more scientists and engineers in the defense and defense sciences. space, as well as a skilled workforce to work in the corresponding industries [6] [6] H. Rickover, Education and Freedom, New York, Dutton, ..

The 1950s and early 1960s, therefore, were years in which teachers returned to more traditional and demanding teaching methods, where teaching of basic subjects was meant to be reinforced. All secondary schools provide a teaching by sector, and students who aim for getting the best academic studies are chosen according to the results obtained, and those who intend to pursue higher education, for the average students and vocational, that is to say a technical and pre-vocational education, for those who will enter the world of work at the end of secondary studies. But these years were also tormented years when America began to realize the serious inequalities that divided its society, both racial and social inequalities. A reorientation of school policies was being prepared. It will be done against the backdrop of social unrest, organized movements by minorities who claim that their rights are recognized and respected in the same way as any other American. In the first place, the United States will have to desegregate its schools. Huge and difficult task. If in 1954, in the Brown decision, the Supreme Court declared segregation in schools unconstitutional, then from then on, a good decade or so would have to be necessary for desegregation to become effective in most
institutions. But during the second half of the 1960s and the 1970s, blacks were not the only ones to demand more equality. These years represent a period of strong protest also by Indians, Hispanics, the handicapped and women, as many groups who feel aggrieved in the American society and who all model their protest action on the strategies adopted by them. Black. It is spurred by this challenge that the federal government is putting in place, as we saw above, a legal and illegal framework that, in the name of equal opportunities, must provide access to quality education. Equal to all young Americans. (Montagutelli)

2.4. American foreign politics; factors of dominance

2.4.1. Introduction

The foreign policy is based on the principle of achieving interests through the understanding of the sources of power and the objectives that the ruling elites seek to achieve through their political action in the international environment. Therefore, foreign policy is linked to the size of the internal possibilities and the size of political ambition. The foreign policy reflects the overall orientations of the state towards other countries and actions. We can see the roles of any country in foreign policy through its positions and opinions on world politics, the events and developments in the world, and how it views its present and its future amidst a number of conflicting events in the midst of Regional and international interactions, which are difficult for any country to distance itself in front of many issues and positions.

The definition of the foreign policy of a country such as the United States of America is extremely difficult because of its relatively large geographical area and the political and social changes that accompanied the emergence of the United States since its independence from the United Kingdom in 1783 to this day. In the difficulty of determining the general framework of
American foreign policy; the extent of its impact and effectiveness on the international scene as well as its place in the international forces.

In order to arrive to a comprehensive conception of American foreign policy, we must address the historical process and the multiple factors that accompanied the emergence of the United States before we begin to monitor the most important actions through which we can draw key points in US foreign policy.

2.4.2. A Historical Glimpse

In 1775, the United States was under British colonialism that expressed its hegemony in taking most of the American goods to its profit mainly in the southern coasts of North America, which led the states to revolt and revolt against this colonialism until it declared its independence on July 4, 1776, led by George Washington.

Eight years later, with the help of France, Spain and the Netherlands, British forces were defeated and a treaty was signed in which Britain recognized the independence of the Northern States in 1783. The first US Constitution was enacted in 1787, which came into force in 1789 and appointed George Washington as the first president of the United States

After the independence of the United States and the recognition of the major powers, it was necessary for this country to adopt specific foreign policies, especially towards the issues and files raised in the surrounding environment, the United States since then adopted a series of general trends in several stages and accompanied the development, These stages had an impact on the building of American foreign policy. To simplify and summarize, we will divide the stages into four phases:

2.4.3. Isolation Phase
The foreign policy of the United States was characterized by isolationism in the period that proceeded independence until World War I. After the independence, American leaders realized that a strong state must be built to protect its independence and prevent external dangers. American politicians believed that this can only be achieved through social, cultural and economic construction directed at the interior and self-sufficiency in all external files and problems.

This explains the reluctance of the United States on the political association of European countries, which experienced conflicts and problems between them in that era for fear of the transmission of their effects to the American interior.

The isolationist trend of the United States emerged as President George Washington came to power to build internal strength and preserve independence, a policy that was adopted even with the arrival of the second president of the United States, James Monroe, who has the slogan "America for the Americans."

In this period, the United States was able to build an internal stability and a good economic base, which will be one of the cornerstones of the openness towards the outside world.

(Washington)

2.4.4. Phase of the Openness to The Outside World

The United States first considered the First World War as a European war with no interest in it. This ensured the advantage of dealing with all parts, especially in economic terms, which formed a stable American base alongside internal stability in return for the fragility of the European economic base. This is what motivated US politicians to be open to the outside between the two wars.
In 1916, then President Wilson proposed American mediation to resolve European disputes under the slogan of peace without victory. This was the first indication of US intention to open up abroad. In fact, the United States entered the war in 1917 along with the conciliation state, which was the main reason behind the defeat of the central Powers and the emergence of the American role in the foreign arena.

After the end of the First World War and the emergence of the United States star, President Wilson announced the 14 famous principles on human rights, freedom, democracy, free trade and the idea of an international organization. Thus, the United States emerged intelligently from its isolation, which lasted from its independence until the end of the First World War, achieving a political success through its role in ending the war and economic success by reducing the negative effects of the economic crisis that hit the world after the war. (Washington)

2.5. Phase of the Quest for Global Hegemony

Contrary to the strategy that was taken in the First World War, the United States largely distanced itself in the midst of World War II, where it did not intervene directly in the war and did not take any military action against any part despite its readiness for the war, Pearl Harber. "which guaranteed the United States the support from the American public to enter the war, as well as to expand the response to Japan and turn the war for the benefit of Britain and the allied countries. (Harber)

As in the first instance, the United States emerged with an important international and economic weight that made it a qualified state to expand its foreign policy and move from isolation to openness. At the same time, however, the Soviet Union emerged as a base of global socialism in exchange for the American capitalist base. The outcome was the appearance of new social order that moved from bipolarity to bipolar.
Conflicting interests and the emergence of the two states (the United States and the Soviet Union) as the only superpowers competing to lead the world led to the emergence of the so-called Cold War era that lasted until the collapse of the Soviet Union in the 1990s. At that time, the United States opened up to the world. This openness is the presence of a range of cross-cutting interests of American foreign policy, mainly containing the communist tide and the quest for global hegemony.

The policies of the United States for global hegemony were clearly demonstrated by the arrival of President Harry Truman in power through changes in US foreign policy that addressed the idea of the need to protect all liberals in the world, an ideological interpretation of US aid known as the Truman Doctrine, was seen in the assistance to Turkey and Greece in 1947.

Later, in addition to the Truman principles, the so-called containment policy, which sought to react to the Communist tide, was clearly demonstrated by the Marshall Plan to rebuild the European continent and assist in the reconstruction of the devastated war, and the expansion of the U.S influence, and hegemony.

From 1963 to 1969, American policy was divided as a result to the Vietnam War into two streams called hawks and doves. The falconist movement called for continued US intervention in international affairs and containment of the Communist tide, while the doves called for peace and finding formulas of consensus between the giants.

With the arrival of Richard Nixon from the Republican Party to the presidency, he followed a policy of reconciliation between the two poles and later he called for the idea that we can live in peace, and thus began the policy of reducing the armaments by the parties to show goodwill that soon collapsed with the Soviet intervention in Afghanistan. (Herbor)
the arrival of Democrat Jimmy Carter to power, led American politics to pursued the idea of encouragement and intimidation through the promotion of democracy and human rights on the one hand, and the threat not to prejudice any of the American interests in the world on the other hand, and here emerged what is known as the principle of Carter, which stated: "The United States considers any attempt by the Soviets to control the Gulf region is an attack on its vital interests ... and will repel this aggression by all means, including armed

At the end of the Cold War and with the return of the Republicans to the presidency with Ronald Reagan, foreign policy began to establish a single global vision based on the idea of spreading the American model by combining military power and spreading the principles of capitalist peace and democracy. As Reagan said: "I want to rehabilitate America’s position, despite the damage done by Jimmy Carter upon the American politics. (Reagan)

2.6. The Stage of World Domination and the Events of 9/11

With the collapse of the eastern camp, unilateralism began to dominate the world and impose the American model. America had to assure to the world that it is the dominant state in international affairs. Thus, a new phase of the American strategy was opened with the announcement by President George HW Bush of a new world order devoid of Terrorism and seeks justice and more security, and allows the nations of the world to flourish and live together in harmony, and this new order was devoted more with the advent of Clinton, whose policy is known as the strategy of "commitment and expansion" on the pillars of three principles; the preservation of free hegemony American Convention in the world, and to achieve economic prosperity along with strengthening and promotion of free market democracies in the world. (Bush)

In 2001, the events of September 11 marked the beginning of a new phase in the history of international relations, as they bore the United States one of the worst events in its history
since the Pearl Harbor incident. The United States received a blow to its most prominent economic, political, military and security symbols, A difficult stage as a superpower dominating the world order, and as a result, the United States declared aggression by all available means on what it called global terrorism. It can be concluded that the US foreign policy at the time of Bush junior has four main principles: American exceptional military power, Pre-emptive war, the Dissemination of democratic ideas and The use of force in order to confront four dangers: global terrorism, rogue states, failed states and weapons of mass destruction. (Bush)

In the study of American foreign policy, we see a set of basic principles that were adopted since independence and directed its external behavior to this day. However, the study of the development of American foreign policy between the previous periods reveals the existence of intermittent periods can be described as pragmatism, or in the restoration of power in which the personality of the President and the psychological aspects in general have their own touch, so we see them devote most of their concerns on issues of economy and internal security than issues of international security, and they see that the improvement of foreign affairs pushes the circulation, and development of the domestic ones, and this is even more evident among Democratic politicians. Such a policy can be seen in the strategies of both Presidents Bill Clinton and Barack Obama, who practice a policy based on pro-compromise approach, aiming for satisfying most parties, relying on negotiations, international agreements and their inclination towards joint action under the umbrella of the international community, Such as the United Nations and NATO. (Obama)

The president's personality plays an important role in influencing foreign policy, especially when combined with broad powers given on the external arena. His character is composed of a range of distinctive needs such as the need for accomplishment, the need for
power and control. These principles Play an important role in determining the behavior of individuals, as well as policy makers in the contemporary American politics. (Obama)

2.7. The Economy of the United States

Post the American Revolution and victory over the colonial British Empire, the nation faced highs and lows on economic basis. On the one hand, the foregoing restrictions by the British Empire on trade and industry in general concluded, which promised development within the American industry and manufacture. Additionally, the end of constraint over western spread brought to the country significant European migration, by providing multiple economic opportunities for the immigrants. (Historycentral.com)

Furthermore, the remains of the British economic system and its followers were abolished. The properties and estate previously owned by British loyalists were gradually divided into smaller parcels. An evidence of eradicating one of the British economic practices was the abolition of Primogeniture; a pervious British economic system of passing on a family's entire estate to the eldest son. Thus, chances were available for modest independent farmers across the country. (Historycentral.com)

By contrast, a negative impact hit the American economy post its victory in the revolutionary war. In the West Indies, the British Empire ruled out many of the American merchants, which meant they were no longer a favored trade partner. Moreover, the fall of agricultural prices due to wartime demand resulted in significant unemployment rates in the urban regions, however commerce was maintained with Mediterranean countries and the United States opened trade with China in the 1870s. (History central.com)

Following the economic hardships the country faced, graver threats were currency and debt. On the continental level, the currency witnessed a dramatic inflation rate, which in its
turn lead to its decrease. Following as economic impairment to the country, was that the national government owed about $12 million in foreign debt and $44 million in domestic debt; and state governments owed approximately $25 million, mostly in war debts. Therefore, the major economic concerns of the country during the post-war period were the reduction of inflation, focus over raise of the currency and the repay of government debts (Historycentral.com).

Furthermore, in the revolutionary period, the United States could not possibly recover from the aftermath. The author of *An Empire of Wealth: The Epic History of American Economic Power* argues that the country faced a European economic giant that stood on unlimited amounts of resources. Despite the fact that the British were not only in military confrontation, but also in an economic one since North of America was about to slip away as a British set of colonies. (Gordon 61)

Accordingly, the United States needed also to gather different means as attempt to maintain economic stability. At the time, there was no national government, which meant that the thirteen states had neither a national nor an economic unity, and with the British control thrown overboard, they were not yet ready to cede sovereignty to one centralized government. Additionally, the Second Continental Congress did not have power to tax rather it forecast its revenue needs and then demand the states to provide the money, however, few did and only 6 percent of revenues were from taxes. (Gordon 61)

Another form of income for the United States during this period was the printing press. The Continental Congress in 1775 enacted negotiable bills of credit, namely continentals. Four years later, it passed on bills with a value of no less than $225 million, a significant amount relative to the size of the American economy at that time. This rapid increase of the money supply caused a huge inflation; thus, prices two folded in 1776. Moreover, in the period of 1779-1781, prices increased nearly drastically and the Congress attempted to mend the
economic spiral so it reevaluated the continentals already in circulation at 2.5 percent of their face value. (Gordon 61)

In the following years of the revolution and precisely in 1781 the states concurred on a new form of government. The enactment of the Articles of Confederation as a replacement for the administration of the Second Continental Congress marked the start of a national unity, which later on gave a boost to the country’s economy.

Nevertheless, there were grave issues with the Articles of Confederation as well. Accordingly, the lack of power to fund operations of the administration through taxes and to regulate commerce across the states. In its attempt to adjust with these problems, it was not seemingly prepared to face the states’ disinclination to cede sovereignty. Nonetheless, the introduction of the Virginia legislature by James Madison, invited a number of states to meet at a convention to how a unitary political and economic system would meet their needs. (Gordon 63)

Despite the difficulties the United States faced at the time, a number of countries sought its alliance. For the case of Britain, it promoted separatist movements in the Northwest, and declined the evacuation of its forts in different regions. For the Spanish empire, it did not recognize the sovereignty of the states. Nonetheless, these empire felt threatened as settlers relocated in the fertile lands (today Kentucky and Tennessee). The notion was that, with the increase of agricultural output in the regions, and the Mississippi river being the outlet for export, the Spanish were eager to form allegiance for benefit and so was the case. Thus, in a race to commit with the newly established states, Spain became a periodical trade partner with the United States. (Gordon 63)

During the civil war, the American economy went through a passage period. What passed in the preceding times as purely agricultural economy in 1800, paved the way for an industrial revolution that would result in the United States to render itself as one of the world’s major
industrial powers by 1900. However, the start of the industrial revolution in the years prior to
the war was limited to the regions north of the Mason-Dixon line, leaving much of the South
far behind.

On the other hand, the American south was still agricultural in a world where industry
presented itself. By 1815, cotton was the most valuable export in the United States; by 1840,
it was worth more than all other exports combined. However, while the southern states
produced two-thirds of the world's supply of cotton, the South had little manufacturing
capability, about 29 percent of the railroad tracks, and only 13 percent of the nation's banks.
The South did experiment with using slave labor in manufacturing, but for the most part, it
was also satisfied with its agricultural economy.

The North part of the states, in contrast, headed for a commercial and manufacturing
economy. By 1860, 90 percent of the nation's manufacturing product came from northern
states. The North produced 17 times more cotton and woolen textiles than the South, thirty
times more leather goods, and produced 3,200 firearms to every 100 produced in the South.
Only about forty percent of the Northern population still pursued in agriculture by 1860, as
compared to eighty-four percent of the South. All in all, the northern part of the states
engaged in industry and commerce while the south still maintained agricultural.

Even in the agricultural sector, Northern farmers were out-producing their southern
counterparts in several important areas, as Southern agriculture remained labor intensive
while northern agriculture became increasingly mechanized. By 1860, the free states had
nearly twice the value of farm machinery per acre and per farm worker as did the slave states,
leading to increased productivity. As a result, in 1860, the Northern states produced half of
the nation's corn, four-fifths of its wheat, and seven-eighths of its oats.

The industrialization of the northern states had an impact upon urbanization and
immigration. By 1860, 26 percent of the Northern population lived in urban areas, led by the
remarkable growth of cities such as Chicago, Cincinnati, Cleveland, and Detroit, with their farm-machinery, food-processing, machine-tool, and railroad equipment factories. Only about a tenth of the southern population lived in urban areas. (Gordon 63)

Free states attracted the vast majority of the waves of European immigration through the mid-19th century. Fully seven-eighths of foreign immigrants settled in free states. As a consequence, the population of the states that stayed in the Union was approximately 23 million as compared to a population of 9 million in the states of the Confederacy. This translated directly into the Union having 3.5 million males of military age - 18 to 45 - as compared to 1 million for the South. About 75 percent of Southern males fought the war, as compared to about half of Northern men.

The Southern lag in industrial development did not result from any inherent economic disadvantages. There was great wealth in the South, but it was primarily tied up in the slave economy. In 1860, the economic value of slaves in the United States exceeded the invested value of all of the nation's railroads, factories, and banks combined. On the eve of the Civil War, cotton prices were at an all-time high. The Confederate leaders were confident that the importance of cotton on the world market, particularly in England and France, would provide the South with the diplomatic and military assistance they needed for victory.

As both the North and the South mobilized for war, the relative strengths and weaknesses of the "free market" and the "slave labor" economic systems became increasingly clear - particularly in their ability to support and sustain a war economy. The Union's industrial and economic capacity soared during the war as the North continued its rapid industrialization to suppress the rebellion. In the South, a smaller industrial base, fewer rail lines, and an agricultural economy based upon slave labor made mobilization of resources more difficult. As the war dragged on, the Union's advantages in factories, railroads, and work force put the Confederacy at a great disadvantage.
Nearly every sector of the Union economy witnessed increased production. Mechanization of farming allowed a single farmer growing crops such as corn or wheat to plant, harvest, and process much more than was possible when hand and animal power were the only available tools. (By 1860, a threshing machine could thresh 12 times as much grain per hour as could six men) This mechanization became even more important as many farmers left home to enlist in the Union military. Those remaining behind could continue to manage the farm using laborsaving devices like reapers and horse-drawn planters. Northern transportation industries boomed during the conflict as well—particularly railroads. The North's larger number of tracks and better ability to construct and move parts gave it a distinct advantage over the South. Union forces moving south or west to fight often rode to battle on trains traveling on freshly laid tracks. In fact, as Northern forces traveled further south to fight and occupy the Confederacy, the War Department created the United States Military Railroads, designed to build rails to carry troops and supplies as well as operating captured Southern rail lines and equipment. By war's end, it was the world's largest railroad system.

Other Northern industries—weapons manufacturing, leather goods, iron production, textiles—grew and improved as the war progressed. The same was not true in the South. The twin disadvantages of a smaller industrial economy and having so much of the war fought in the South hampered Confederate growth and development. Southern farmers (including cotton growers) were hampered in their ability to sell their goods overseas due to Union naval blockades. Union invasions into the South resulted in the capture of Southern transportation and manufacturing facilities. (Gordon 63)

The Southern economy, while shaky throughout the war, grew markedly worse in its later years. The Emancipation Proclamation both enraged the South with its promise of freedom for their slaves, and threatened the very existence of its primary labor source. The economy continued to suffer during 1864 as Union armies battered Confederate troops in the eastern
and western theaters. In the East, General Ulysses S. Grant threw men and materiel at Robert E. Lee's depleted and increasingly desperate army. Grant took advantage of railroad lines and new, improved steamships to move his soldiers and had a seemingly endless supply of troops, supplies, weapons, and materials to dedicate to crushing Lee's often ill-fed, ill-clad, and undermanned army. Though the campaign eventually fell into a stalemate at Petersburg, Virginia, Grant could afford to, as he stated, "fight it out along this line if it takes all summer," while Lee could not. In the western theater of the war, William T. Sherman's Union troops laid waste to much of the Georgia countryside during the Atlanta Campaign and the subsequent "March to the Sea." Sherman's campaigns inflicted massive damage to Southern industry, agriculture and infrastructure. His soldiers destroyed rail lines and captured the major economic and transportation hub of Atlanta and the critical seaport of Savannah. When Sherman famously telegraphed Lincoln in December 1864, "I beg to present you as a Christmas gift the city of Savannah," his gift included "about twenty-five thousand bales of cotton." Sherman himself later estimated that this campaign, which eventually moved north and similarly influenced the Carolinas, caused $100 million of destruction. An already troubled Confederate economy simply could not absorb such massive losses and survive. As the war progressed, substantial and far-reaching changes were taking place far from the battle lines. When Lincoln became president in March 1861, he faced a divided nation, but also a Congress dominated by Republicans after many Southern Democratic members left to join the Confederacy. Lincoln and congressional Republicans seized this opportunity to enact several pieces of legislation that had languished in Congress for years due to strong Southern opposition. (Gordon 63)

Many of these bills set the course for the United States to emerge by war's end as a nation with enormous economic potential and poised for a massive and rapid westward expansion. When Southerners left Congress, the war actually provided the North with
opportunity southerners from Congress, the war actually provided the North with an opportunity to establish and dominate America's industrial and economic future.

From the era of Reconstruction to the end of the 19th century, the United States underwent an economic transformation marked by the maturing of the industrial economy, the rapid expansion of big business, the development of large-scale agriculture, and the rise of national labor unions and industrial conflict. (American history.com)

An outburst of technological innovation in the late 19th century fueled this headlong economic growth. However, the accompanying rise of the American corporation and the advent of big business resulted in a concentration of the nation's productive capacities in fewer and fewer hands. Mechanization brought farming into the realm of big business as well, making the United States the world's premier food producer—a position it has never surrendered. However, the land hunger of white Americans continued unabated. This led to wars against the Native Americans of the Plains and the "second great removal" of indigenous peoples from their ancient home lands. (American history.com)

3. Conclusion

There is no doubt, that America equipped the political conditions to escape the belonging mentality of the British colonizer. Even though, other conditions such as economical and educational conditions also exist. American exceptionalism that the founding fathers believed in since the hay day of the discovery of the United Stated had actually got its seeds in the contemporary history. Through analyzing the educational, economical as well as political factors of the United States, and comparing them to the three case studies of the first chapter. One might understand the American character who believed in expansionism, aggrandizement and boom in a very limited period of time. Actually it is a unique case in the contemporary history that a country manages to surpass its colonizer backing him up and dominates the World arena. Such domination came after a collaboration of the three basic sectors; economy,
education along with politics. The latter as one author claimed that “whenever political power goes, economy follows.”, thus proving that colonization is not measured via the concept of time, but through the achievements and good will that the American character sacrificed for since their first feet in the new world.

References


Ted Morgan, My Battle of Algiers,


General Conclusion

Third World Countries, despite their geographical difference, however the mentality is the same. The Algerian writer and philosopher Malek Ben Nabi has already talked about a very significant aspect called “coloniability”; such term have been used with the inner aptitude of some societies to be colonized. It is actually the destruction from within that opens the door for the other to express his hegemony, imperialism as well as control. The research conducted spot the light over three case studies in the first chapter. All fell under the same umbrella where the ability to be colonized along with the damage of the nation by the native people before anyone else expresses his hegemony over that country.

Analyzing the data gathered of all the given case studies, there is no denial that those societies have been used to live under chaos, discollaboration, coloniability as well as the destruction of any modernized aspect that they were not used to under the name of the so assumed “unity”; bragging of society who preserves its traditions and norms. But the fact that no one needs to come along is the destruction of modernity hiding behind the slogan of traditionality and gatherness.

The concept tackled by Malek Ben Nabi was and still workable due to its farsightedness and smartness while dealing with the issue of colonization. However the underdeveloped world is deaf, rather it is blind to see the facts of the given concept” coloniability” that sparks all the attention to deal with the facts behind the backwardness and deterioration that they are experiencing up till the present day.
Appendices

ملخص

توضح الفرضية الأساسية لهذه الدراسة. التغيير الأنجلو أمريكي في الدينيميكريات. تهدف الدراسة الحالية إلى تحليل تاريخ التفكك من أجل التحقق. تحليل العوامل الرئيسية وراء التفوق الأمريكي، والإرادة بالإضافة إلى تفكك التاريخ، وسيطرة الساحة العالمية. تم جمع البيانات من مصادر سياسية، وكذلك اقتصادية، و من الكتب في المكتبة. تم تطبيق طريقة كمية ونوعية من صحة فرضية تكشف تيات بيانيات على نحو متنازل عن نقاط الضعف في أنظمة التعليم والاقتصاد والسياسي وبعض في جامعة أم البواقي الحلول المهمة، أو الاستراتيجيات التي يجب استخدامها لتعزيز مجتمعنا.

Resume

La présente étude vise à analyser l'histoire de la déconstruction; le changement de dynamique anglo-américain. L'hypothèse de base de cette étude expose l'analyse des principaux facteurs à l'origine de l'agrandissement et du boom américains, ainsi que la déconstruction de l'histoire et la domination de l'arène mondiale. Afin de vérifier la validité de l'hypothèse tested, une méthode quantitative et qualitative a été appliquée. Les données ont été recueillies à partir de ressources politiques et économiques, et de livres de la bibliothèque de l'Université Oum EL Bouaghi. Les résultats de mes données révèlent de façon optimiste des faiblesses dans nos systèmes éducatifs, économiques et politiques et des solutions importantes, ou des stratégies qui devraient être utilisées pour améliorer notre communauté.