

SYLLABUS-SCHEDULE AND ASSIGNMENTS

I WEEK of June 24

Sunday Evening, June 24: London Welcome Reception and Dinner. Meet at Schafer House at 5:30 PM. Dinner will be at The Queen's Head and Artichoke, 30-32 Albany Street.

Monday

9:00-12:00 Seminar Introduction and Logistics.

Film, "Credit Where Credit is Due," James Burke interpretation of the British industrial revolution; Kenneth Morgan, *The Birth of Industrial Britain: Social Change 1750-1850* (2004). We will discuss Burke's interpretation of the origin of the industrial revolution in Britain and point to the major challenges to this interpretation since the film was produced in 1985. Through a discussion based upon the knowledge the participants brought to the seminar and upon Kenneth Morgan's overview, we will list the most significant social changes brought about by the industrial revolution in Britain during the period and point to the major areas of historical controversy. What major changes in work and leisure, living and health standards, religion and education, family structure and gender roles, popular protests and worker organizations, and welfare provisions for the poor might have been brought about by the Industrial Revolution in Britain during the period?

Organization of cooperative learning groups.

Introduction to the library at the Institute for Historical Research.

Tuesday

9:00-12:00 Selections from contemporary sources (photocopies), such as Daniel Defoe, *A Tour Thro' the Whole Island of Great Britain* (1724-1727); Arthur Young, *The Farmer's Tour Through the East of England* (1771); Sir F. M. Eden, *The State of the Poor* (1797); Patrick Colquhoun, *A Treatise on the Wealth, Power and Resources of the British Empire* (1815); Edward Baines, *History of the Cotton Manufacture of Great Britain* (1836); William Cobbett, *Rural Rides* (1830); William Cook Taylor, *Notes of a Tour in the Manufacturing Districts of Lancashire* (1842); Andrew Ure, *The Philosophy of Manufactures*; Peter Gaskell, *Artisans and Machinery* (1836); Francis Place, "Handloom Weavers and Factory Works" (1835); Nassau W. Senior, *Letters on the Factory Acts* (1837); Friedrich Engels, *The*

Condition of the Working-Class in England in 1844 (1892): and letters by Richard Oastler, and Parliamentary Commissions of 1816 and 1832. What are the major characteristics of the eighteenth century British economic system according to contemporary observers? What are the major social, economic, technological and physical changes observed? How do we account for the very different attitudes toward these changes by contemporary observers?

Wednesday

9:00-12:00 Poets and a liberal critic (photocopies): William Blake, "Holy Thursday," "The Chimney Sweeper," "London," "The Little Black Boy," and others; William Wordsworth, "The French Revolution," "Composed Upon Westminster Bridge," "Michael," "The Solitary Reaper," "The World is Too Much With Us," and others; Percy B. Shelley, "The Mask of Anarchy;" Lord Byron, "Song of the Luddites," "Wellington," and a speech in the House of Lords; Ernest Jones, "The Factory Town;" Michael Sadler, "The Factory Girl's Last Day," and the anonymous song, "General Ludd's Triumph." What are Blake's views on religion, his revolutionary ideals, and how is his role as an artisan reflected in his work? What is Wordsworth's view of nature, traditional society, and the emerging new society? How is the experience of Blake and Wordsworth reflected in their work? How do Byron and Shelley reflect the revolutionary ideals of the period?

Selections from Robert Southey, *Sir Thomas More: or Colloquies on the Progress and Prospects of Society* (1829) and *Essays, Moral and Political* (1832); Thomas Babington Macaulay, "Southey's Colloquies," (1830), in *Critical and Historical Essays*, Vol. II (photo copies). What is the intellectual, political, and economic context of Macaulay's and Southey's debate on the state of society and its future prospects? What are Southey's assumptions about society, religion, philosophy, and politics? What is Macaulay's view of liberalism, utilitarianism, and political economy? How do their views on the nature of history differ from each other and from ours? In what sense are Shelley and Byron radical reformers? What role do poetic works play in our contemporary understanding of the industrial revolution?

Thursday

8:30-5:00 The London Metropolis and economic growth in 18th century Britain: walking tour of the City's financial center and visits to the Bank of England Museum, the National Maritime Museum and

Royal Observatory in Greenwich, and the London Dockyards Museum in the West India Company Warehouse in Docklands.

Friday

9:00-5:00 Visits to the Museum of London, the Victoria & Albert Museum and the National Science Museum.

II WEEK of July 1

Sunday 6:00 PM: Nottingham Reception and Dinner

Monday

8:00-9:00 Breakfast

9:00-12:00 Charles Dickens, *Hard Times* (1854). Discussion of the Dickensonian picture of the common people in his fiction. What is the relationship of Dickens' picture of the common people in *Hard Times* to the industrial revolution? How are the topics of the school, marriage, and divorce related to industrialization in *Hard Times*? How are women portrayed in this novel and what is Dickens' view of the impact of industrialization on the family? What is Dickens' position on trades unions, class, political economy, and state policy in *Hard Times*? Political and literary criticism of Dickens' social novels. Comparison of Southey, Macaulay, and Dickens' view of modern industry and its ideology. The relationship of literature to history? Dickens and the social novels of the 1840's and 1850's. The use and abuse of fiction as history. The political, social, and economic context of the early Victorian social novels.

12:00 Lunch

2:00 Introduction to Hallward University Library's resources by a reference librarian.

6:00 Dinner

Tuesday

8:00-9:00 Breakfast

9:00-12:00

Introduction to other social novelists and critics of industrialization, such as Elizabeth Gaskell, *North and South*, *Mary Barton*; Benjamin Disraeli, *Sybil*; Charles Kingsley *Alton Lock*; Charlotte Bronte, *Shirley*; Frances Trollope, *Michael Armstrong*; Friedrich Engels, *The Condition of the English Working Class in 1844*; Thomas Carlyle, *Past and Present*; Henry Mayhew *London Labour and the London Poor*; John Ruskin, *Unto This Last*; William Morris, *News From Nowhere*; and Robert Tressell, *The Ragged Trousered Philanthropists*, the 1965 edition has an introduction by Alan Sillitoe.

Visual representations and society: paintings depicting scenes of nature, work, and industrial sites, including William Blake, Joseph Wright of Derby, G. P. De Louthembourg, J. S. Gotman, Thomas Girtin, J.M.W. Turner, John Constable, Peter De Wint, and Ford Madox Brown. What are the characteristics of the romantic landscape as depicted by these artists? How do they depict work? How did they depict the new industrial sites? How do these images reflect the views of contemporary poets and writers? What has been the legacy of these views for subsequent interpretations of the period and the industrial revolution?

12:00 Lunch

6:00 Dinner

Wednesday

7:45-8:30 Breakfast

8:30-6:00 Water powered rural industry: textiles in the Derbyshire and Cheshire river valleys. Visits to Richard Arkwright's Cromford and Quarry Bank Mill, Styal.

6:30 Dinner

Thursday

8:00-9:00 Breakfast

9:00-12:00 John L. and Barbara Hammond, *The Town Labourer: The New Civilization, 1760-1832* (1968 ed). The life and economic and political context of the Hammonds. Did Barbara Hammond's gender influence how the impact of industrialization is treated in this text? The relationship of the Hammonds to the historiography of social and economic history of their day, for example, to the Sidney and Beatrice Webb and J. H. Clapham. Universities and the development of economic history as

academic subjects. What do the Hammonds mean by the new discipline? What is the Hammonds' view of the role of religion and industrialization? What is their view of utilitarianism and classical political economy? Comparison of the description of the poor by the Hammonds and Dickens. What kind of sources did the Hammonds use for their study and how did they use them? Recent criticism of the Hammonds' tradition of social history and new directions in the social history of the industrial revolution.

Discussion of essay topics in individual seminar projects in the cooperative learning groups.

12:00 Lunch

6:00 Dinner

Friday

8:00-9:00 Breakfast

9:00-6:00 Wealth and power in the countryside. Visit to two historic landed estates, Chatsworth and Haddon Hall, in Derbyshire.

III WEEK of July 8

Monday

8:00-9:00 Breakfast

9:00-12:00 T. S. Ashton, *The Industrial Revolution, 1760-1830*, (1997 ed. Oxford). The career, political, and social context of T.S. Ashton. The relationship of Ashton to economics and traditions of economic history. How does Ashton explain the origin and nature of the industrial revolution? What are Ashton's chief sources and how do they differ from those of the Hammonds? What are Ashton's views on laissez faire in his history? How does Ashton seek to resolve the standard of living controversy? Comparison between Ashton's and the Hammonds' views on the wider significance of the industrial revolution and their views on future progress. Discussion of recent work in the Ashton tradition and criticism of Ashton's position.

Discussion of contemporary illustrations of the technical social and cultural history of British industrialization, including on 'Railways and the Victorian Imagination' and "The Great Exhibition of 1851."

12:00 Lunch

6:00 Dinner

Tuesday

8:00-9:00 Breakfast

9:00-12:00 E. J. Hobsbawm, *Industry and Empire* (1999 ed.), chapters 1-5. The career and political and social context of Hobsbawm. The contribution of Marxism to historical inquiry. In what sense can we consider *Industry and Empire* to be Marxist history? What is Hobsbawm's view on the nature of history? What is Hobsbawm's argument on the relationship between empire and the industrial revolution? Does Hobsbawm's analysis of class differ from that of Dickens, the Hammonds, and Ashton? What is Hobsbawm's solution to the standard of living controversy? Comparison of Hobsbawm's and Ashton's sources. Based on the texts, what are Ashton's and Hobsbawm's views on the future progress of society? What roles do gender issues play in Ashton and Hobsbawm's interpretations? Implications of recent work on the industrial revolution as an 'evolution' for both the work of Hobsbawm and Ashton

Discussion of essay topics in individual seminar projects in the cooperative learning groups.

12:00 Lunch

6:00 Dinner

Wednesday

7:45-8:30 Breakfast

8:30-6:00 Site visit to Iron Bridge Gorge—the birthplace of the industrial revolution? Visits to Coalbrookdale, Museum of Iron, Iron Bridge, Blist Hill Open Air Museum, and Bedlam Furnace.

6:30 Dinner

Thursday

8:00-9:00 Breakfast

9:00-12:00 Selections (photocopies) from P. J. Marshall, ed., *The Oxford History of the British Empire, Vol. II, The Eighteenth Century* (1998): Patrick K. O'Brien, "Inseparable Connections: Trade, Economy,

Fiscal State, and the Expansion of Empire, 1688-1815,” pp. 53-77; Jacob M. Price “The Imperial Economy,” pp. 78-105; and David Richardson, “The British Empire and the Atlantic Slave Trade, 1660-1807,” pp. 440-64. Selections from Andrew Porter, *The Oxford History of the British Empire, Vol. III, The Nineteenth Century* (1998): P. J. Cain, “Economics and Empire: The Metropolitan Context;” B. R. Tomlinson, “Economics and Empire: The Periphery and the Imperial Economy;” and Martin Lynn, “British Policy, Trade and Informal Empire in the Nineteenth Century.”

What are the connections between trade, empire, force and industrialization according to the articles from *The Oxford History of the British Empire*? Do their methods of analysis differ from Hobsbawm’s?

Jan de Vries, “The Industrial Revolution and the Industrious Revolution,” *Journal of Economic History*, vol. 54, (1994): 249-70; Maxine Berg, “In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century,” *Past and Present*, No. 182 (2004): 85-142 (photocopies).

What does de Vries mean by ‘the industrious revolution’ and how does this concept provide a new perspective on the origin of industrialization? According to Berg, why was there a debate about luxury and consumption in eighteenth century Britain and how was this related to economic growth? How was trade with the East a stimulus to British manufacturing and the development of a consumer society? Why is Berg’s emphasis on detailed research on industrial processes important to her view that luxury goods in such industries as textiles, chinaware, glass and hardware (the ‘toy’ trade) crucial to the origin of Britain’s industrial revolution? In what sense does Berg’s view of the industrial revolution support earlier cataclysmic interpretations and in what sense does she support a more gradualist view? What, according to Berg, are the links between colonial products, women’s desires, consumer demand and industrialization? What is the relationship between Berg’s emphasis on the demand factor of consumption and our own recent experience?

12:00 Lunch

6:00 Dinner

IV. WEEK of July 15

Monday

8:00-9:00 Breakfast

9:00-12:00 Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870* (2000).
What was the chief contribution of feminism to the historiography of the industrial revolution according to Honeyman? What are the chief characteristics of the family economy for the common people of Britain before the industrial revolution? What was the chief contribution of women to industrialization in Britain? How did industrialization contribute to the making of gender identity in Victorian Britain? Why is the concept of a “family wage” crucial to her analysis? How did gender influence the development of class-consciousness in Britain?

12:00 Lunch

6:00 Dinner

Tuesday

8:00-9:00 Breakfast

9:00-12:00 Robert C. Allen, *The British Industrial Revolution in Global Perspective* (2009), chapters 1-5. How does Allen demonstrate that pre-industrial Britain had a high-wage economy? How does Allen reinterpret Britain’s agricultural revolution in the pre-industrial period? Why are declining industries crucial to Berg’s view of the revolutionary nature of industrialization? What is Allen’s argument about Britain’s cheap energy economy in the preindustrial period? How does Britain’s pre-industrial economy explain that Britain could produce the first industrial revolution?

Discussion of essay topics in individual seminar projects in the cooperative learning groups.

12:00 Lunch

6:00 Dinner

Wednesday 8:30 AM to Friday 6:00 PM:

Site visit trip to the Northeast with overnight stays on Wednesday and Thursday nights at Durham University. We will visit Abbeydale iron works in Sheffield, the National Coal Mining Museum in Wakefield, urban sites in New Castle-upon-Tyne, the Darlington Railway Museum, the Lead Mining Museum in Killhope, the Derwencote Steel Furnace, and the National Railway Museum in York.

V. WEEK of July 22

Monday

8:00-9:00 Breakfast

9:00-12:00 Robert C. Allen, *The British Industrial Revolution in Global Perspective* (2009), chapters 6-11. According to Allen, why did Britain have the first industrial revolution? What according to Allen were the key technologies of the first industrial revolution and why were they British? Why is the Enlightenment important for Allen's argument? What is Allen's argument about Britain's industrial revolution and modern economic growth? Judging from Allen's study, what are the chief characteristics of the new economic history?

12:00 Lunch

6:00 Dinner

Tuesday 9-12

8:00-9:00 Breakfast

9:00-12:00 Seminar Project presentations and discussion of the industrial revolution and teaching in the schools.

12:00 Lunch

6:00 Dinner

Wednesday

7:45-8:30 Breakfast

8:30-6:00 Manchester: 'Cottonopolis,' visits to the Museum of Science and Industry, the Pump House Labour Museum, the City Center and City Art Gallery.

6:30 Dinner

Thursday

8:00-9:00 Breakfast

9:00-12:00 Seminar Project presentations and discussion of the industrial revolution and teaching in the schools.

12:00 Lunch

6:00 Conference Reception and Dinner, Awarding of Certificates, and Farewell Party

Friday, July 27

8:00-9:00 Breakfast

Depart Rutland Hall after breakfast