CHAPTER 17

Revolutions of Industrialization
1750–1914

CHAPTER LEARNING OBJECTIVES

• To explore the causes and consequences of the Industrial Revolution
• To root Europe’s Industrial Revolution in a global context
• To examine the question of why industrialization first “took off” in Great Britain
• To heighten student awareness of both the positive and the negative effects of the Industrial Revolution
• To examine some of the ways in which nineteenth-century industrial powers exerted an economic imperialism over their nonindustrialized neighbors

CHAPTER OUTLINE

I. Opening Vignette
   A. Mahatma Gandhi criticized industrialization as economic exploitation.
      1. few people have agreed with him
      2. every kind of society has embraced at least the idea of industrialization since it started in Great Britain in the late eighteenth century
   B. The Industrial Revolution was one of the most significant elements of Europe’s modern transformation.

   1. initial industrialization period was 1750–1900
   2. drew on the Scientific Revolution
   3. utterly transformed European society
   4. pushed Europe into a position of global dominance
   5. was more fundamental than any breakthrough since the Agricultural Revolution

C. We don’t know where we are in the industrial era—at the beginning, in the middle, or at the end.

II. Explaining the Industrial Revolution
   A. Origins of Industrial Revolution lay in the population growth and an energy crisis.
      1. development of nonrenewable fossil fuels for energy
      2. mounting impact on the environment
         a. extractions of raw materials altered the landscape
         b. sewers emptied industrial waste into environment
         c. smoke polluted the air
         d. some voiced opposition
      3. for many historians Industrial Revolution ushered in the “age of man”
   B. The Industrial Revolution brought enormous increases in the output of goods and services.
      1. in Britain, output increased some fiftyfold in the period 1750–1900
2. based on a “culture of innovation”
3. before 1750/1800, the major Eurasian civilizations were about equal technologically
4. greatest breakthrough was the steam engine
   a. soon spread from the textile industry to many other types of production
   b. agriculture was transformed
5. spread from Britain to Western Europe, then to the United States, Russia, and Japan
6. in twentieth century became global

B. Why Europe?
1. many scholars have debated why industrialization appeared first in Great Britain, and why it started in the late nineteenth century
2. some have argued that unique features of European society explain the development
   a. the fact that other parts of the world have had times of great technological and scientific flourishing
   b. the fact that Europe did not enjoy any overall economic advantage as late as 1750
   c. the rapid spread of industrial techniques to much of the world in the past 250 years
3. that view has been challenged by:
   a. policy of religious toleration (established 1688) welcomed people with technical skills regardless of faith
   b. British government imposed tariffs to protect its businessmen
   c. it was easy to form companies and forbid workers’ unions
   d. unified internal market, thanks to road and canal system
   e. patent laws protected inventors’ interests
   f. checks on royal authority gave more room for private enterprise
4. contemporary historians tend to see the Industrial Revolution as a rather quick and unexpected eruption in the period 1750–1850
5. why it might have occurred in Europe
   a. some patterns of European internal development favored innovation
   b. European rulers had an unusual alliance with merchant classes
6. other societies developed market-based economies by the eighteenth century (e.g., Japan, India, and China)
   a. but Europe was at the center of the most varied exchange network
   b. contact with culturally different peoples encouraged change and innovation
   c. the Americas provided silver, raw materials, and foods

C. Why Britain?
1. Britain was the most commercialized of Europe’s larger countries
   a. small farmers had been pushed out (enclosure movement)
   b. market production fueled by a number of agricultural innovations
   c. guilds had largely disappeared
2. ready supply of industrial workers with few options
3. British aristocrats were interested in commerce
4. British commerce was worldwide
5. British political life encouraged commercialization and economic innovation
   a. policy of religious toleration (established 1688) welcomed people with technical skills regardless of faith
   b. British government imposed tariffs to protect its businessmen
   c. it was easy to form companies and forbid workers’ unions
   d. unified internal market, thanks to road and canal system
   e. patent laws protected inventors’ interests
   f. checks on royal authority gave more room for private enterprise
6. emphasis of the Scientific Revolution was different in Great Britain
   a. on the continent: logic, deduction, mathematical reasoning
   b. in Britain: observation and experiment, measurement, mechanical devices, practical applications
   c. in Britain, artisan/craftsman inventors were in close contact with scientists and entrepreneurs
d. the British Royal Society (founded 1660) took the role of promoting “useful knowledge”

7. Britain had plenty of coal and iron ore, often conveniently located
8. Britain was not devastated by the Napoleonic wars
9. social change was possible without revolution

III. The First Industrial Society
A. A massive increase in output occurred as industrialization took hold in Britain.
1. rapid development of railroad systems
2. much of the dramatic increase was in mining, manufacturing, and services
3. agriculture became less important by comparison (in 1891, agriculture generated only 8 percent of British national income)
4. vast transformation of daily life
   a. it was a traumatic process for many
   b. different people were affected in different ways
B. The British Aristocracy
1. landowning aristocrats had little material loss in the Industrial Revolution
2. but the aristocracy declined, because urban wealth became more important
   a. many businessmen, manufacturers, and bankers were enriched
   b. aristocrats had declining political clout
   c. by 1900, businessmen led the major political parties
3. titled nobles retained great social prestige and personal wealth
   a. many found an outlet in Britain’s colonial possessions
C. The Middle Classes
1. the middle classes had the most obvious gains from industrialization
2. upper middle class: some became extremely wealthy, bought into aristocratic life
3. middle class: large numbers of smaller businessmen and professionals
   a. politically liberal
b. stood for thrift, hard work, rigid morals, and cleanliness
   c. Samuel Smiles, *Self-Help* (1859): individuals are responsible for their own destiny
d. middle-class women were more frequently cast as homemakers, wives, and mothers
4. lower middle class: service sector workers (clerks, secretaries, etc.)
   a. by 1900, they were around 20 percent of Britain’s population
   b. employment opportunities for women as well as men
D. The Laboring Classes
1. in the nineteenth century, about 70 percent of Britons were workers
2. laboring classes suffered most/benefited least from industrialization
3. rapid urbanization
   a. by 1851, a majority of Britain’s population was urban
   b. by 1900, London was the largest city in the world (6 million)
4. horrible urban conditions
   a. vast overcrowding
   b. inadequate sanitation and water supplies
   c. epidemics
   d. few public services or open spaces
   e. little contact between the rich and the poor
5. industrial factories offered a very different work environment
   a. long hours, low wages, and child labor were typical for the poor
   b. what was new was the routine and monotony of work, direct supervision, discipline
   c. industrial work was insecure
   d. many girls and young women worked
   e. gendered hierarchy of labor in factories with men in supervisory and more skilled positions
E. Social Protest
1. “friendly societies,” especially of artisans, for self-help were common
2. other skilled artisans sometimes wrecked machinery and burned mills
3. some joined political movements, aimed to enfranchise working-class men
4. trade unions were legalized in 1824
   a. growing numbers of factory workers joined them
   b. fought for better wages and working conditions
   c. at first, upper classes feared them
5. socialist ideas spread gradually
   a. Robert Owen (1771–1858) established an ideal industrial community in New Lanark Scotland
   b. Karl Marx (1818–1883) laid out a full ideology of socialism
   c. socialist ideas were attractive among more radical trade unionists and some middle-class intellectuals in the late nineteenth century
6. British working-class movement remained moderate
   a. material conditions for workers improved in second half of the century
   b. capitalists and impoverished working class didn’t polarize because of the large middle and lower middle class
   c. workers bettered their standard of living
7. nationalism bound workers to countries rather than other workers around the world
8. but immense inequalities remained
9. by 1900, Britain was in economic decline relative to newly industrialized states like Germany and the United States

F. Europeans in Motion
1. massive migratory process uprooted millions, setting them in motion both internally and around the world.
   a. half or more of the rural population in Europe migrated to cities
   b. twenty percent of Europeans between 1815 and 1939 left Europe
2. temporarily increased Europe’s share of the world’s population
3. greatest impact in the Americas
   a. emigration to Latin America changed the social makeup of many regions
   b. emigration to the United States was larger and more diverse than elsewhere
   c. become part of the American myth—the melting pot
4. European immigration into the Russian empire as well
   a. 10 million or more migrated to Siberia from Russia and the Ukraine

IV. Variations on a Theme: Industrialization in the United States and Russia
A. The Industrial Revolution soon spread to continental Western Europe.
1. by 1900, it was established in the United States, Russia, and Japan
2. industrialization had broadly similar outcomes wherever it was established
   a. aristocratic, artisanal, and peasant classes declined
   b. middle and working classes grew
   c. middle-class women withdrew from paid labor
   d. working-class women were usually paid lower wages and had difficulty joining unions
   e. establishment of trade unions and socialist movements
3. but the spread of industrialization was affected by the cultures of the lands where it was established, pace and timing of industrialization, nature of major industries, role of the state, political expression of social conflict, etc.
   a. French industrialization was slower, perhaps less disruptive
   b. Germany focused at first on heavy industry
4. variations are most apparent in the cases of the United States and Russia
B. The United States: Industrialization without Socialism
1. American industrialization began with New England textiles (1820s)
2. explosive growth after the Civil War
   a. by 1914, the United States was the world’s leading industrial power
   b. closely linked to European industrialization
3. the U.S. government played an important role through tax breaks, land grants to railroads, laws making formation of corporations easy, absence of overt regulation
4. pioneering of mass production techniques
5. creation of a “culture of consumption” through advertising, catalogs, and department stores
6. self-made industrialists became cultural heroes (Ford, Carnegie, Rockefeller)
7. serious social divisions rose
   a. growing gap between rich and poor
   b. constant labor of the working class
   c. creation of vast slums
   d. growing labor protest
8. why socialism didn’t appeal to American workers
   a. “Populists” denounced corporate interests
   b. “Progressives” were more successful, especially after 1900
   c. socialism was labeled as fundamentally “un-American”

C. Russia: Industrialization and Revolution
1. Russia was an absolute monarchy, with the greatest state control of anywhere in the Western world
   a. in 1900: no national parliament, no legal political parties, no nationwide elections
   b. dominated by a titled nobility (many highly Westernized)
   c. until 1861, most Russians were serfs
2. in Russia, the state, not society, usually initiated change
   a. Peter the Great (r. 1689–1725) was an early example of “transformation from above”
   b. the state directed freeing of the serfs in 1861
   c. the state set out to improve Russia’s economic and industrial backwardness
3. Russian Industrial Revolution was launched by the 1890s
   a. focused on railroads and heavy industry
   b. substantial foreign investment
   c. industry was concentrated in a few major cities
   d. fewer but larger factories than was typical in Western Europe
4. growing middle class disliked Russia’s deep conservatism, sought a greater role in political life
   a. but they were dependent on the state for contracts and jobs
   b. also relied on the state to suppress worker radicalism
5. Russian working class (only about 5 percent of the population) rapidly radicalized
   a. harsh conditions
   b. no legal outlet for grievances
   c. large-scale strikes
6. Marxist socialism appealed to some educated Russians, gave them hope for the future
   a. founded the Russian Social-Democratic Labor Party (1898)
   b. got involved in workers’ education, union organizing, and revolutionary action
7. major insurrection broke out in 1905, after defeat in war by Japan
   a. in Moscow and St. Petersburg, workers went on strike, created their own representative councils (“soviets”)
   b. peasant uprisings, student demonstrations
   c. non-Russian nationalities revolted
   d. military mutiny
e. brutally suppressed, but forced the tsar’s regime to make reforms
8. limited political reforms failed to pacify the radicals or bring stability
   a. growing belief that only a revolution would help
   b. World War I provided the revolutionary moment
9. Russian Revolution broke out in 1917
   a. brought the most radical of the socialist groups to power—the Bolsheviks, led by Vladimir Ulyanov (Lenin)
   b. only in Russia did industrialization lead to violent social revolution

V. The Industrial Revolution and Latin America in the Nineteenth Century
   A. Beyond Europe and North America, only Japan underwent major industrialization in the nineteenth century.
   1. elsewhere, only modest experiments in industry
   2. did not transform societies
   3. nonindustrialized societies still felt the impact of European and North American developments
B. After Independence in Latin America
   1. the struggle for independence in Latin America took a long time and was very destructive
   2. the four vice-royalties of Spanish America became eighteen separate countries
   3. international wars hindered development of the new nations
      a. Mexico lost vast territories to the United States (1846–1848)
      b. Paraguay was devastated by war (1864–1870)
   4. political life was highly unstable
      a. conservatives tried to maintain the old status quo
      b. liberals attacked the Church, sought some social reforms, preferred federalism to a centralized government system
      c. often, military strongmen (caudillos) gained power
   5. independence brought little fundamental change to social life
      a. slavery was abolished (though not until late 1880s in Brazil and Cuba)
      b. most legal distinctions between racial categories were abolished
      c. creole whites remained overwhelmingly in control of productive economic resources
      d. the military and a small middle class allowed social mobility for a few
      e. the vast majority were impoverished
      f. only rarely did active rebellions occur
   C. Facing the World Economy
     1. second half of the nineteenth century: greater stability, integration into world economy
     2. rapid growth of Latin American exports to industrializing countries
        a. exported food products and raw materials
        b. imported textiles, machinery, tools, weapons, luxury goods
     3. major investment of European and U.S. capital in Latin America
   D. Becoming like Europe?
     1. rapid population increase
     2. rapid urbanization
     3. actively sought European immigrants
     4. few people benefited from the export boom
        a. upper-class landowners did very well
        b. middle class grew some
        c. more than 90 percent of the population was still lower class
     5. industrial workers made up a modest segment of the lower class
        a. attempted unions and strikes
        b. harshly repressed
     6. most of the poor remained rural
     7. only in Mexico did conditions provoke a nationwide revolution
        a. overthrow of the dictator Porfirio Díaz (1876–1911)
b. major, bloody conflict (1910–1920)
c. huge peasant armies
d. transformed Mexico

8. the export boom did not cause a thorough Industrial Revolution
   a. there was little internal market for manufactured goods
   b. rich landowners and cattlemen had little incentive to invest in manufacturing
   c. governments supported free trade, so cheaper and higher-quality foreign goods were available than could be made at home
   d. instead, economic growth was dependent on Europe and North America

VI. Reflections: History and Horse Races
A. Historians are fascinated by historic “firsts.”
B. But a focus on “firsts” can be misleading.
   1. most “first achievements” in history were not intentional
   2. the Industrial Revolution was certainly an “unexpected outcome of converging circumstances”
C. Europeans used their development of industrialization to claim an innate superiority.
   1. it’s important to emphasize the unexpectedness of the Industrial Revolution
   2. spread of industrialization around the world diminishes the importance of the “why Europe?” question
   3. industrialization will increasingly be seen as a global process

CHAPTER QUESTIONS

Following are answer guidelines for the Big Picture Questions, Seeking the Main Point Question, Margin Review Questions, Portrait Question, and Documents and Visual Sources Feature Questions that appear in the textbook chapter. For your convenience, the questions and answer guidelines are also available in the Computerized Test Bank.

Big Picture Questions

1. What did humankind gain from the Industrial Revolution, and what did it lose?
   - Among the gains were an enormous increase in the output of goods and services because of a wholly unprecedented jump in the capacities of human societies to produce wealth. Other gains included unprecedented technological innovation; new sources of power; and new employment opportunities for participants.
   - The losses included the destruction of some older ways of life; the demise of some older methods of production; miserable working and living conditions for many in the laboring classes; new and sometimes bitter social- and class-based conflicts; and environmental degradation.

2. In what ways might the Industrial Revolution be understood as a global rather than simply a European phenomenon?
   - The Industrial Revolution rapidly spread beyond the confines of Europe and was easily adopted across cultures.
   - Europe’s initial industrialization was influenced by its new position as a hub of the most extensive network of exchange in the world, by its extraction of wealth from the Americas, and by its dominance of the growing market for goods in the Americas.
   - Even areas that did not industrialize were affected by the Industrial Revolution, such as Latin America, where the economy was defined by exports of raw materials to supply the factories and the workforces of industrial countries in Europe and the United States.

3. How might you situate the Industrial Revolution in the long history of humankind? How do you think the material covered in this chapter will be viewed 50, 100, or 200 years into the future?
   - The Industrial Revolution and Agricultural Revolution represent the two most dramatic turning points in human history.
   - It transformed the productive capacity of the human race and set us down a road of unprecedented dominance of the earth.
   - While predicting the future is speculative, it is clear that the Industrial Revolution will continue.
   - Like the Agricultural Revolution, its impact has been so profound that it will continue to be an important chapter in human history.
• That through time some of its implications will become clearer, including its sustainability and its overall impact on humankind.

4. **Looking Back**: How did the Industrial Revolution interact with the Scientific Revolution and the French Revolution to generate Europe’s modern transformation?

- The Industrial Revolution drew on the Scientific Revolution and French Revolution and also impacted on these developments.
- The Scientific Revolution helped to spur the technical developments that supported factory production including the harnessing of fossil fuels as sources of power.
- The Industrial Revolution impacted the Scientific Revolution by providing resources for research, and shaping that research towards practical applications.
- The French Revolution impacted the Industrial Revolution in a number of ways. The wars associated with it and Napoleon’s conquest were a spur to industrial production in Britain.
- The French Revolution’s new ideas of citizenship and popular sovereignty helped to shape ideas of class and participative politics.
- Ultimately the growing importance of science in the economy and society of Europe provided an alternative cosmology associated with modernity.
- New ideas of popular sovereignty and citizenship that originated in the French Revolution and developed in the context of industrialization shaped modern European states and ideas of nationalism.
- The immense increase in productivity and the new work and consumption patterns associated with industrialization were driving forces in the creation of a modern consumer economy in Europe.

**Margin Review Questions**

Q. In what respects did the roots of the Industrial Revolution lie within Europe? In what ways did that transformation have global roots?

- The roots of the Industrial Revolution lay within Europe because Europe’s political system, which was composed of many small and highly competitive states, favored innovation.
- Also, the relative newness of European states and their monarchs’ desperate need for revenue in the absence of an effective tax-collecting bureaucracy pushed European royals into an unusual alliance with their merchant classes, resulting in an unusual degree of freedom from state control and a higher social status for merchants than in more established civilizations.
- Globally, Europe after 1500 became the hub of the largest and most varied network of exchange in the world, which generated extensive change and innovation and stimulated European commerce.
- The conquest of the Americas allowed Europeans to draw disproportionately on world resources and provided a growing market for European machine-produced goods.

Q. What was distinctive about Britain that may help to explain its status as the breakthrough point of the Industrial Revolution?

- Britain was the most highly commercialized of Europe’s larger countries.
- Britain had a rapidly growing population that provided a ready supply of industrial workers with few alternatives available to them.
- British aristocrats, unlike their counterparts elsewhere in Europe, had long been interested in commerce. That commerce extended around the world, its large merchant fleet protected by the Royal Navy.
- British political life promoted commercialization and economic innovation in part through a policy of religious toleration, which
removed barriers against religious dissenters with technical skills.
• British government favored men of business with tariffs, laws that made it easy to form companies and to forbid workers’ unions, infrastructure investment, and patent laws, while checks on royal authority provided a freer arena for private enterprise.
• Europe’s Scientific Revolution also took a distinctive form in Great Britain in ways that fostered technological innovation, focusing on observation and experiment, precise measurements, mechanical devices, and practical commercial applications rather than logic, deduction, and mathematical reasoning.
• Britain possessed a ready supply of coal and iron ore, often located close to each other and within easy reach of major industrial centers.
• Britain’s island location protected it from the kind of invasions that so many continental European states experienced during the era of the French Revolution.
• Britain’s relatively fluid society allowed for adjustments in the face of social changes without widespread revolution.

Q. How did the Industrial Revolution transform British society?
• While landowning aristocrats suffered little in material terms, they declined as a class as elite urban groups grew in wealth and ultimately eclipsed the landowning aristocracy as a political force in the country. Titled nobles retained their social status and found opportunities in the empire.
• The upper middle class, composed of extremely wealthy factory and mine owners, bankers, and merchants, benefited most from the Industrial Revolution, and many readily assimilated into aristocratic life at the top of British society.
• Smaller businessmen, doctors, lawyers, engineers, teachers, journalists, scientists, and other professionals became more prominent as a social group and developed their own values and outlooks that emphasized ideas of thrift and hard work, a rigid morality, and cleanliness. The central value of the culture was “respectability,” a term that combines notions of social status and virtuous behavior.
• As Britain’s industrial economy matured, it gave rise to a sizeable “lower middle class”—people employed in the growing service sector as clerks, salespeople, bank tellers, hotel staff, secretaries, telephone operators, police officers, and the like.

This group distinguished itself from the working class because they did not undertake manual labor.
• The laboring classes lived in new, overcrowded, and poorly serviced urban environments; they labored in industrial factories where new and monotonous work, performed under constant supervision designed to enforce work discipline, replaced the more varied drudgery of earlier periods. Ultimately, members of the laboring classes developed new forms of sociability, including “friendly societies” that provided some insurance against sickness, a decent funeral, and an opportunity for social life in an otherwise bleak environment. Over time, laboring classes also sought greater political participation, organized after 1824 into trade unions to improve their conditions, and developed socialist ideas that challenged the assumptions of capitalist society.
• Artisans and those who labored in agriculture declined in prominence.

Q. How did Britain’s middle classes change during the nineteenth century?
• Middle-class society was composed of political liberals who favored constitutional government, private property, free trade, and social reform within limits.
• Ideas of thrift and hard work, a rigid morality, and cleanliness characterized middle-class culture.
• The central value of the culture was “respectability,” a term that combines notions of social status and virtuous behavior.
• Women were cast as homemakers, wives, and mothers and charged with creating an emotional haven for their men. They were also the moral center of family life and the educators of respectability, as well as the managers of consumption in a setting in which shopping became a central activity. An “ideology of domesticity” defined the home and charitable activities as the proper sphere for women.
• A sizeable lower middle class took shape that included people employed as clerks, salespeople, bank tellers, secretaries, police officers, and the like. They distinguished themselves from the laboring classes by their work in the growing service sector, which did not require manual labor.

Q. How did Karl Marx understand the Industrial Revolution? In what ways did his ideas have an impact in the industrializing world of the nineteenth century?
• Marx saw the Industrial Revolution as the story of class struggle between the oppressor (the
bourgeoisie, or the owners of industrial capital) and the oppressed (the proletariat, or the industrial working class).

- For Marx, the Industrial Revolution bore great promise as a phase in human history, for it made humankind far more productive, thus bringing the end of poverty in sight.
- However, according to Marx, capitalist societies could never eliminate poverty, because private property, competition, and class hostility prevented those societies from distributing the abundance of industrial economies to the workers whose labor had created that abundance.
- Marx predicted the eventual collapse of capitalism amid a working-class revolution as society polarized into rich and poor. After that revolution, Marx looked forward to a communist future in which the great productive potential of industrial technology would be placed in the service of the entire community.
- In terms of its impact in the industrializing world of the nineteenth century, Marx’s ideas were echoed in the later decades of the nineteenth century among more radical trade unionists and some middle-class intellectuals in Britain, and even more so in a rapidly industrializing Germany.
- But the British working-class movement by then was not overtly revolutionary, and when the working-class political party known as the Labour Party was established in the 1890s, it advocated a reformist program and a peaceful democratic transition to socialism, largely rejecting the class struggle and revolutionary emphasis of Marxism.

Q. What were the differences between industrialization in the United States and that in Russia?

- Industrialization in the United States took place in one of the Western world’s most exuberant democracies, while Russia’s took place in the last outpost of absolute monarchy, in which the state exercised far greater control over individuals and society than anywhere in the Western world.
  - In the United States, social and economic change bubbled up from society as free farmers, workers, and businessmen sought new opportunities and operated in a political system that gave them varying degrees of expression. In autocratic Russia, change was far more often initiated by the state itself in its continuing efforts to catch up with the more powerful and innovative states of Europe.
  - In the United States, working-class consciousness among factory laborers did not develop as quickly and did not become as radical, in part because workers were treated better and had more outlets for grievances in the United States than in Russia.
  - Unlike industrialization in the United States, Russian industrialization was associated with a violent social revolution through which a socialist political party, inspired by the teachings of Karl Marx, was able to seize power.

Q. Why did Marxist socialism not take root in the United States?

- A number of factors underlie the failure of Marxist socialism to take root in the United States, including the relative conservatism of major American union organizations.
  - The immense religious, ethnic, and racial divisions of American society undermined the class solidarity of American workers and made it far more difficult to sustain class-oriented political parties and a socialist labor movement.
  - The country’s remarkable economic growth generated on average a higher standard of living for American workers than their European counterparts experienced.
  - There was a higher level of home ownership among U.S. workers.
  - By 1910, a particularly large group of white-collar workers in sales, services, and offices outnumbered factory laborers.

Q. What factors contributed to the making of a revolutionary situation in Russia by the beginning of the twentieth century?

- Rapid state-directed industrialization concentrated in a few major cities led to explosive social outcomes, including the emergence of a modern and educated middle class of businessmen and professionals, many of whom objected strongly to the deep conservatism of tsarist Russia and sought a greater role in political life.
  - Russian factory workers quickly developed an unusually radical class consciousness, based on harsh conditions and the absence of any legal outlet for their grievances.
  - A small but growing number of educated Russians found in Marxist socialism a way of understanding the changes they witnessed daily and hope for the future in a revolutionary upheaval of workers.
  - The tsar’s reforms after the failed 1905 revolution did not tame working-class radicalism or bring social stability to Russia.
• Revolutionary groups published pamphlets and newspapers, organized trade unions, and spread their messages among workers and peasants. Particularly in the cities, these revolutionary parties had an impact in that they provided the language through which workers could express their grievances, created links among workers from different factories, and furnished leaders able to act when the revolutionary moment arrived.
• World War I caused enormous hardships that, when coupled with the immense social tensions of industrialization within a still autocratic political system, sparked the Russian Revolution of 1917.

Q. **Summing Up So Far:** What was common to industrialization everywhere, and in what ways did it vary from place to place?

• In the process of industrialization everywhere, new technologies and sources of energy generated vast increases in production, and unprecedented urbanization took place.
• Class structures changed as aristocrats, artisans, and peasants declined as classes, while the middle classes and a factory-working class grew in numbers and social prominence.
• Middle-class women generally withdrew from paid labor altogether, while working-class women sought to do so after marriage.
• Working women usually received lower wages than their male counterparts, had difficulty joining unions, and were subject to charges that they were taking jobs from men.
• Working-class frustration and anger gave rise to trade unions and socialist movements.
• The pace and timing of the Industrial Revolution varied by country. Other variables include the size and shape of major industries, the role of the state, the political expression of social conflict, and the relative influence of Marxism.

Q. **In what ways and with what impact was Latin America linked to the global economy of the nineteenth century?**

• Latin America exported food products and raw materials to industrializing nations, increasing exports by a factor of ten in the sixty years or so after 1850.
• In return for these exports, Latin America imported the textiles, machinery, tools, weapons, and luxury goods of Europe and the United States.
• Both Europeans and Americans invested in Latin America, buying up food and raw material-producing assets and building railroads, largely to funnel Latin American products to the coast for export.
• Upper-class landowners benefited from the trade as exports flourished and the value of their land soared, while middle-class urban dwellers also grew in number and prosperity.
• But the vast majority of the population lived in rural areas, where they suffered the most and benefited the least from exports to the global economy; many lower-class farmers were pushed off their land, ending up either in remote and poor areas or working as dependent laborers for poor wages on the plantations of the wealthy.
• In Mexico, inequalities exacerbated by the global economy sparked a nationwide revolution in which middle-class reformers, workers, and peasants overthrew the government and instituted some reforms that benefited the lower classes.
• Participation in the global economy did not jump-start a thorough Industrial Revolution anywhere in Latin America.
• The Latin American economy became dependent upon Europe and America, with its development dependent on investment from and access to the economies of Europe and the United States.

Q. **Did Latin America follow or diverge from the historical path of Europe during the nineteenth century?**

• The population of Latin America increased rapidly, as did urbanization, similar to what was occurring in Europe.
• Many Europeans immigrated to Latin America.
• A middle class formed, although it was much smaller than that of Europe.
• However, Latin America diverged from the historical path of Europe in certain ways; central to this divergence was the lack of a thorough Industrial Revolution anywhere in Latin America and the development instead of an economy dependent on financial capital from and exports to the industrial economies of Europe.

**Portrait Question**

Q. **How would you describe Ellen Johnston’s outlook on industrial Britain?**

• She resisted the emerging ideology of domesticity.
She was aware of the inequalities and exploitation of industrial life.

- She did not advocate socialism or revolutionary upheaval that some of her peers supported. Rather she implicitly called upon mill owners to behave benevolently.
- She found an emotional and spiritual home in the mills and a higher status than domestic laborers.
- She understood that the class system in which she lived stopped her from mixing with middle- and upper-class members of the literary establishment.

Using the Documents and Visual Sources Features

Following are answer guidelines for the headnote questions and Using the Evidence questions that appear in the documents and visual sources essays located at the end of the textbook chapter.

Headnote Questions

Document 17.1: The Experience of an English Factory Worker

Q. Child labor was nothing new, for children had long worked in the fields and workshops of pre-industrial Europe. What was different about the conditions under which children worked in early industrial factories?

- They worked in an industrial setting with modern machines.
- They were overseen by strangers rather than family members.
- They worked longer hours and more intensively.
- They worked for wages.

Q. Why do you think the investigator queried Elizabeth specifically about the treatment of girls?

- Societal beliefs held that women and girls needed special protections.
- Elizabeth was a woman and so would have greater insight concerning the specific jobs assigned to girls and the working conditions that they experienced.
- The legislation that came out of these hearings dealt with the employment of women and children. The investigator may have had such legislation in mind while conducting these interviews.

Document 17.2: A Weaver’s Lament

Q. Who or what does the song blame for the plight of the weavers?

- The new industrial economy
- The uncertain work environment which left weavers exposed to lower pay and worse conditions
Q. What does the song mean by mentioning the “commercial plan” and “political economy”? And how do you understand the line “He’s only a weaver that no one owns”?

- “Commercial plan” refers to the new industrial economy.
- “Political economy” refers to the new factory work regime which, as the next line notes, decides the work day for the worker.
- “He’s only a weaver that no one owns” refers to their independent artisanal status that differentiates them from factory workers who are “owned” by the factory owner.

Q. What does the song imply about the contrast between the former life of these weavers and their present circumstances?

- They once had greater control over their work days.
- They once worked in the profession for which they had been trained.
- They once had pride in their work, now they are working in a public relief scheme.

Q. How might you compare the life of an unemployed weaver with that of a factory worker like Elizabeth Bentley?

- They are similar in that both are now employed in hourly wage labor.
- They are both experiencing the new realities of industrialization.
- They are just getting by, but not prospering in the new economy.
- They are different in that the weavers have a skilled profession separate from the new economy, albeit one in decline.
- As a woman and a child laborer, Bentley’s experience of work is different from the adult male weavers who had participated in artisanal production in the past.

Document 17.3: A Middle-Class Understanding of the Industrial Poor

Q. What is Smiles’s explanation for poverty amid plenty?

- Poverty is caused by selfishness—by the greed to accumulate wealth on the one hand, and by improvidence on the other.
- Poverty is the cause of human ignorance and self-indulgence. “Everything that is wrong in Society results from that which is wrong in the Individual.”
- The poor are poor because they fail to save for their future, even if they were paid more they would squander higher wages on indulgences.

Q. What hope does he hold out for improving the condition of the industrial poor?

- The working classes have large earnings, so with better management of these earnings they can improve their situations.
- Education will help them to better use their earnings.
- Extended knowledge of the uses of economy, frugality, and thrift will help them to spend their lives more soberly, virtuously, and religiously.

Q. How might Elizabeth Bentley and the weavers of Coventry respond to Smiles’s analysis?

- They might agree with Smiles’s assessment that greedy factory owners contribute to the poverty of the working poor.
- They would likely take offense to the assessment that they are “improvident” and that this is the reason for their poverty. Although they may self-identify as one of the “many admirable exceptions” that Smiles refers to in his book.
- They would undoubtedly question the assertion by Smiles that the working class receives “large earnings.”

Q. Why might middle-class men and women appreciate Smiles’s point of view? In what ways might they find it offensive?

- In terms of appreciating his views, it explains and justifies their success and therefore their privileged position in society.
- It provides an explanation as to why the working class are poor and why raising their wages will not help matters.
- In terms of taking offense, Smiles largely ignores the middle class in this document, focusing exclusively on capitalists and workers. It could be construed in the opening paragraphs that the middle class did not contribute to the wealth of the nation.

Document 17.4: Socialism According to Marx

Q. How did Marx and Engels understand the motor of change in human history? How do they view the role of class?

- Marx and Engels understood the motor of change to be one of class struggle between oppressor and oppressed.
• They believed that class was central to human history; in each age the struggle between oppressor and oppressed classes defined society and ultimately provided the motor for systemic change.

Q. Notice that Marx and Engels have much that is positive to say about capitalism. What do they see as its major achievements? And why then do they believe that the capitalist system is doomed?

• In terms of its major achievements, Marx and Engels believed that the social system had been the first to show what man’s activity can bring about, surpassing even the greatest accomplishments of the past. The bourgeois system improved industrial production and communications; drew all, “even the most barbarian, nations into civilization” (p. 869); “rescued a considerable part of the population from the idiocy of rural life” by creating cities (p. 869); and “during its rule of scarce one hundred years, has created more massive and more colossal productive forces than have all preceding generations together” (p. 869).

• In terms of why it is doomed, they believe that periodic crises of overproduction weaken the system. Also, the system caused the formation of modern working-class proletariats who would ultimately overthrow the bourgeoisie in the course of the natural class conflict between the two.

Q. Which of Marx and Engels’s descriptions and predictions ring true even now? In what respects was their analysis disproved by later developments?

• Many of Marx’s and Engels’s predictions still ring true. For example, the Industrial Revolution has both revolutionized the productivity of modern economies and brought much of the world into a single economic system.

• The new system is prone to crises of overproduction.

• Labor has to a certain extent become a commodity.

• In some places a communist system was instituted following a revolution.

• There are tensions between proletariats and bourgeoisie in the system.

• The monotony and the discipline of the factory system as described by Marx does exist in some industries.

• In those nations that did experience communist revolutions, the system was not able to operate in the manner conceived by Marx.

• What Marx describes as the lower-middle class has not disappeared.

• The family remains more than merely an economic unit.

Q. By what process do Marx and Engels think that capitalism will collapse and socialism emerge? How do they describe that postcapitalist socialist society?

• Marx and Engels foresaw only revolution achieving a socialist society because they believed that class struggle was the primary motor of historical change. The very basis of the capitalist bourgeois system in the accumulation of private property makes it impossible for the two systems to coexist, and it is based on the exploitation of the proletariat, so there is no way to modify the system to diffuse class conflict or satisfy the needs of the proletariat.

• The socialist society will centralize all instruments of production in the hands of the state and eliminate all class distinctions. Public power will lose its political character as it will no longer be used to oppress one group to the benefit of another. It will create a system where the free development of each is the condition for the free development of all.

Visual Source 17.1: The Machinery Department of the Crystal Palace

Q. What overall impression of Britain’s industrial technology was this engraving intended to convey? Notice the building itself as well as the machinery.

• The scale, intricacy, and complexity of the machinery, and the sophistication of the manufacturing process on display, indicate that British manufacturing technology was on the cutting edge of industry.

• The setting contributes to the sense of how this machinery shaped British life. The building was considered a marvel of its time and was built of steel and glass produced by British factories using similar machinery.

Q. How are the visitors to this exhibit portrayed? What segment of British society do you think they represent? What does their inclusion suggest about the beneficiaries of the Industrial Revolution?
• The visitors are portrayed as interested spectators and in family units indicating that the outing was suitable for all genders and ages.
  • They are dressed in clothing that suggests middle- and upper-class backgrounds. No working class figures are present.
  • The middle class and the industrial bourgeoisie classes were the chief beneficiaries of the Industrial Revolution, gaining not only greater material wealth from the profits of industry but also free time to attend such events.

Q. Why did technological development become such a prominent “measure of human achievement” in industrial age Europe? To what extent was this a new phenomenon?
  • Technologies, and especially those that harnessed new fossil fuel energy sources, were central to the growth in human productivity.
  • Technological breakthroughs were prominent symbols of the broader industrializing process.
  • Technological development was driven by human ingenuity.
  • While technological advances were appreciated in the past, this was a new phenomenon as never before had economic development been so closely related to technological innovations.
  • The pace of technological change was much quicker.

Visual Source 17.2: The Railroad as a Symbol of the Industrial Era

Q. What attitude toward the railroad in particular and the industrial age in general does this image suggest?
  • It was a positive development that allowed for greater leisure and travel.
  • The industrial age provided new opportunities for people and improved the quality of life for some.

Q. Notice the view out the window. What do the telegraph lines and St. Paul’s Cathedral, a famous feature of the London landscape, contribute to the artist’s message?
  • The telegraph lines remind the viewer of other advances ushered in by the Industrial Revolution that have helped to improve communication.
  • Saint Paul from an artistic standpoint provides a familiar background. From the perspective of the new industrial society, it reminds the viewer of how the new developments have cut into the heart of the old cities (also shown in the train crossing the Thames) and how the new technologies coexist with the older accomplishments of preindustrial England.

Q. What marks this family as middle class? How would you compare this image with the painting of middle class life on p. 838? Do the two families derive from the same segments of the middle class? Do you think they could mix socially?
  • Details that mark the family as middle class include their travel on a train in a luxury cabin; their dress; the father’s ability to read, as represented by the newspaper; and the fact that they are returning from a vacation.
  • Both families display the trappings of the middle class through their clothing and the items in their possession.
  • It is unclear whether they derive from the same segments of middle-class society; one family is returning from vacation while another is having tea or coffee in their home.
  • A student could make the case that the family on p. 838 is of a higher social standing because of their dress, the presence of a servant, and the quality of the porcelain table setting. Therefore, they would be unlikely to mix with the family on the train.
  • However, a student could also argue that the family on the train is of the same status as the family depicted on p. 838, but because they are in the process of traveling, they do not display the same trappings of status. In this case, the two families could reasonably be expected to socialize.

Q. What does the poem at the top of the image suggest about the place of “home” in industrial Britain? How does the image itself present the railway car as a home away from home?
  • Home was a familiar venue for everyday life and leisure. It carried with it a sense of familiarity and security in a world that was rapidly changing because of new transport and travel opportunities.
  • As a home away from home, the railway car possesses covered benches, curtains, and other soft furnishings similar to those found at home. The family sits in a private cabin, maintaining an element of privacy similar to home.

Visual Source 17.3: Outside the Factory: Eyre Crowe, The Dinner Hour, Wigan

Q. How do you respond to Crowe’s painting? Do you think it was an honest portrayal of factory life for women? What might be missing?
• Students might conclude that the factory setting and the clothing and demeanor of the women indicate an honest portrayal of factory life.
  • Students could also argue that the scene has an idyllic quality that may be misleading, with women happily socializing during one of the few moments of rest in a long day of labor. They are in simple but clean attire on a brick-paved square that gives no indication of the squalor and overcrowding common in many urban neighborhoods.
  • Missing from the scene is the squalor of urban life. None of the women display injuries from their work, and the scene depicts one of the few periods of rest in a day dominated by intense labor.

Q. Why do you think Crowe set this scene outside the factory rather than within it?
  • The outside setting is more aesthetically pleasing, with better light and a more interesting background.
  • Women interacting socially rather than in a work situation provided a more interesting subject.
  • Crowe wished to depict these women in a more human setting rather than on the factory floor.

Q. Notice the details of the painting—the young women’s relationship to one another, the hairnets on their heads, their clothing, their activities during this break from work. What marks them as working-class women? What impression of factory life did Crowe seek to convey? Was he trying to highlight or minimize the class differences of industrial Britain?
  • The details that mark their working-class status include their clothing; their presence in a public setting without men from their household; their eating in public on the street; and their hairnets, which indicate their status as factory workers.
  • Crowe does not portray any of the deprivations, monotony, or dangers of factory work; instead he focuses on a brief period of rest and socializing in what otherwise was a long and difficult workday.
  • Because Crowe neglects to include many of the worst problems of factory life, students could argue that he is seeking to minimize class differences. Students might also argue that by choosing these women as a subject for a painting that would be viewed by middle- and upper-class observers, Crowe was highlighting class differences.

Q. Notice the small male figure in a dark coat and carrying a cane, perhaps the owner of the mill. If so, how would you imagine his relationship to the young women?
  • Students could argue that he saw these women as one commodity among many needed to keep his factory operating.
  • He may have viewed these women with paternal interest, since they were an important part of his operation.
  • He may have viewed them with suspicion, because periods of socializing among workers could provide an environment in which they could organize.

Visual Source 17.4: Inside the Factory: Lewis Hine, Child Labor, 1912

Q. What impressions of factory life does Hine seek to convey in this photograph?
  • The intense labor
  • The crowded and dirty conditions
  • The use of child labor

Q. How do the women and children in this image compare with those in Visual Source 17.3?
  • Here, the women are depicted at work rather than at leisure, and inside rather than outside.
  • Their clothing is less substantial and they are less likely to have shoes.
  • The supervision by factory management is much clearer.

Q. How would you imagine a conversation between Hine and Crowe discussing these two images?
  • Hine, as a social campaigner, would likely point out the romanticized aspects of Crowe’s painting; question the choice of a leisure setting rather than a factory work scene; and point out the lack of urban squalor.
  • Crowe might question the aesthetic values of Hine’s photo.
  • Hines and Crowe might have agreed that the working class were worthy of depiction, and that such depictions provide an opportunity to raise awareness among elites of the factory workers’ lives.
Q. Notice the male figure smoking a pipe. What do you think his role in the factory might be?
- He could be the factory floor manager or the factory owner.

Q. Is a photograph necessarily a more truthful image than a painting? Consider the advantages and disadvantages of each as a source of information for historians.
- The camera does faithfully replicate the scene before its lens. However, it can be difficult to assert that a photograph is necessarily more truthful because the photographer can shape the image, for example by choosing the lighting or the angle at which the photo is taken. The photographer can also stage or alter a scene before taking a photo.
- A painting depicts a scene through the eye of the artist and is therefore subjective. Nonetheless, the artist is capable of creating a painting that faithfully depicts a scene, so it is possible that some paintings may be more “truthful” than photographs.

Visual Source 17.5: John Leech, Capital and Labour

Q. How precisely would you define that theme?
- The leisure, wealth, and luxury of the rich are made possible by the labor, suffering, and deprivation of workers.

Q. How are the sharp class differences of industrial Britain represented in this visual source?
- Class differences are presented in the juxtaposition of well-dressed, upper-class figures, being waited on by servants, surrounded by luxurious furnishings and pets, placed at the top of the panel and depicted in color; with the working poor, including children, those stooped with age and injury, and workers engaged in hard mining labor, in the background. The working poor are placed at the bottom of the panel and depicted in shades of brown, while the overseer to the left is in color.

Q. How does this visual source connect the Industrial Revolution with Britain’s colonial empire? Notice the figure in the upper right reclining in exotic splendor, perhaps in India.
- The figure to the far upper right of the panel seems to be a native colonial elite figure, represented by his servant, his dress, the exotic furnishings, and the pet parrot.

Q. To what extent does the image correspond with Karl Marx and Frederick Engels’s description of industrial society in Document 17.4 (pp. 867–870)? How does it compare with the poster on p. 843?
- This visual source possesses many features that correlate well with passages in Document 17.4, including the sharp contrast between privileged bourgeois and exploited proletariat. The integration of the entire world into the bourgeois system is represented by the figure in the top right of the panel. There is a sense of humans as mere labor commodities to be used up in industrial toil.
- However, not all of the Marx selection is represented. There is no sign of the class struggle or revolution envisioned by Marx and Engels, nor is there a sense of the great strides in productivity brought on by industrialization.
- The poster on p. 843 reflects many of Marx and Engels’s assertions, especially that the workers produce the wealth in society and that the capitalists, through their control of the government and army, exploit the workers. It also reflects Marx and Engels's assertion that religion is used by capitalists to fool the workers.
- Again class struggle is not represented in this picture, although it does show the circumstances that Marx and Engels felt would inevitably lead to class struggle.

Q. How might you understand the figure of the woman and small angel behind a door at the left?
- These figures might represent hope on the other side of the door from the struggling workers.
- The angel could mean many things and perhaps may even indicate that immigration may provide an outlet for these workers.

Using the Evidence Questions

Documents: Experiencing Industrialization

1. Comparing Marx and Smiles: How might Marx and Smiles criticize each other’s views? What common ground might they find?
- Marx would take issue with a number of assertions made by Smiles. Perhaps most important, he would criticize both Smiles’s belief that the lot of the proletariat could be improved without violent revolution and his contention that it is the failings of the working class, not the system in which they work, that explains their poverty.
Smiles would reject Marx’s criticisms above. For Smiles Britain is already a well-ordered and prosperous society in no need of revolutionary change. While Smiles might accept that in some cases greedy capitalists have caused their workers harm, he would reject Marx’s assertion that this is the primary reason for the poverty among the working class.

• In terms of agreement, they both would agree that industrialization in principle is a good thing for society and that education is important for the betterment of the working classes.

2. Considering the appeal of Marxism: Why might ordinary working-class men and women, such as Elizabeth Bentley and Ellen Johnston, be attracted to the ideas of a middle-class intellectual like Karl Marx? Do you think that artisans, such as the silk weavers of Coventry, would find his ideas equally appealing?

• Karl Marx’s ideas offer hope for a better, more prosperous, and less difficult life.
• Marx identifies abusive factory owners as the chief problem with the system, an interpretation that Bentley and Johnston likely shared.
• Marx’s optimistic message and prescription for decisive change were undoubtedly attractive.
• The silk weavers of Coventry would on one level find Marx’s message appealing in that it calls for the elimination of factory owners, the same group that had destroyed their industry.
• They may be more wary of Marx’s message than Bentley or Johnston, because he does not call for the end of factory work but rather its reorganization.
• He also calls for the end of private ownership of the means of production, which runs counter to the artisanal organization of their trade.
• Nonetheless, they may have found his lamenting of the loss of skilled jobs and their replacement with repetitive factory production heartening.

3. Understanding class: How do these documents coupled with the Portrait of Ellen Johnston (pp. 840–841), help you to understand the experience of “class” during the early industrial era?

• The Ellen Johnston portrait along with Documents 17.1 and 17.2 cast light on the variety of ways that working class people understood their own class.

Document 17.3 casts light on how the middle class and rich understood the reasons behind poverty in the working class.

Document 17.4 shows that class became a defining feature around which political movements were formed.

Document 17.1 provides the perspective of a factory owner.

Visual Sources: Art and the Industrial Revolution

1. Deciphering class: In what different ways is social class treated in these visual sources?

• Visual Sources 17.1 and 17.2 depict aspects of a new middle-class lifestyle that emerged with the Industrial Revolution.
• Visual Source 17.3 depicts working-class women at a moment of leisure, providing a contrast to Visual Source 17.4 which shows the hard labor and suffering endured by working-class people.
• Visual Source 17.5 also contrasts the bourgeois and working classes more starkly than any other image by portraying the bourgeois in color, surrounded by luxury at the top of the panel, and the working poor in shades of brown at the bottom.

2. Celebrating industrialization: Based on these visual sources, the documents, and the text of Chapter 17, construct an argument in celebration of the Industrial Revolution.

• A good response would draw on Visual Source 17.1 to illustrate technological advances; and Visual Source 17.2, along with the passages on textbook pp. 837–838, to explain the emergence of the middle class.
• Also included would be passages from Marx that chronicle the accomplishments of the bourgeois period, along with the passages on pp. 828–830 to explain the revolutionary transformation in the productive capacity of society.
• Document 18.3 could be used, particularly Smiles’s opening paragraphs which address the wealth produced by industrialization.

3. Criticizing industrialization: Construct another argument based on the evidence in the chapter criticizing the Industrial Revolution.

• A good response will note the structural problems with the bourgeois system that guarantee economic crises and the exploitation of workers as explained by Marx in Document 17.4, along with the passages on pp. 839–844 in the text.
• Visual Source 17.4 and Document 17.1 which depict the conditions of industrial labor and the issue of child labor, along with the passages on pp. 839–844, would be mentioned.

• Document 17.2 should be used to highlight the economic dislocation caused by industrialization.

• Document 17.4 provides evidence of social and political conflict caused by industrialization.

4. Considering images as evidence: What are the strengths and limitations of visual sources, as compared to documents, in helping historians understand the Industrial Revolution?

• Visual sources effectively portray the new spaces created by the Industrial Revolution; the impact of the Industrial Revolution on the preindustrial landscape; and the new middle-class culture of leisure.

• Photographs like the one by Hine provide a sense of working conditions that complement written descriptions.

• Images such as Visual Source 17.3 provide a sense of how the industrial revolution could be romanticized.

• Document 17.1 provides a more detailed accounts of worker’s experiences through time rather than capturing a moment as in Visual Sources 17.3 and 17.4.

• Document 17.4 provides a full political agenda rather than criticism of the current situation as displayed in Visual Source 17.5.

• The documents allow workers to express their situation in their own words, whereas Visual Sources 17.3 and 17.4 display that experience through the prism of the artist.

5. Distinguishing capitalism and industrialization: To what extent are these visual and documentary sources actually dealing with the Industrial Revolution itself and in what ways are they addressing the economic system known as capitalism? How useful is this distinction for understanding reactions to the industrial age?

• Visual Source 17.1 deals directly with the machinery and technologies of the Industrial Revolution, although they could address the capitalist system that created the markets for their products and the capital for their construction.

• Visual Sources 17.3 and 17.4 depict factory workers, and therefore explore an aspect of the Industrial Revolution, while at the same time they depict the capitalist system in action as wage labor is employed in the production of goods for the market.

• Visual Source 17.2 depicts middle-class consumption and so might be considered primarily an image of capitalism, although the scene is set in a train and depicts telegraph poles—both new communication systems associated with the Industrial Revolution.

• Visual Source 17.5 primarily concerns itself with the gap in living conditions between rich and poor in the bourgeois system, and therefore might best be considered a commentary on capitalism, although it does depict mining, an industrial activity.

• Such a distinction can be useful because the Industrial Revolution was a specific manifestation of the wider phenomenon known as capitalism. However, the impact of the Industrial Revolution was also the impact of capitalism, making a clear distinction between the two difficult.

LECTURE STRATEGIES

Lecture 1: Imagining the Industrial Revolution

It is often difficult for students to imagine the physical reality of the early Industrial Revolution, so this lecture strategy is intended to help students conceptualize and visualize the new world of machines. It is possible to approach this lecture strategy using images or literature, or a combination of the two. Its objectives are:

• to help students picture the course of the Industrial Revolution—its major inventions and how they were employed

• to encourage students to consider the physical and emotional costs and benefits of industrialization.

A good place to start is with a literary figure who will probably be familiar to most students—Bob Cratchit, the lowly clerk in Charles Dickens’s *A Christmas Carol* (you might care to show a clip from one of the movie versions of the novel). Explore with students this depiction of a member of the lower middle class in the 1840s—the difficult conditions of his life, his utter dependence on a skinflint tyrant, and the novelty of jobs like Cratchit’s in the early Industrial Revolution. Go on to consider what had changed in British life by the 1840s, at the time Dickens wrote his novel.

Consider the physical presence of machines, a handy point at which to introduce students to important early industrial inventions and how they affected patterns of work. Some machines to include are:
• the Watt steam engine (How big was it? How loud was it? How hot was it?)
• Arkwright’s water frame
• Hargreaves’s spinning jenny
• the power loom
• the reverberatory furnace
• the railroad

Discuss working conditions, taking care to consider the context of the time (e.g., child labor was perfectly normal among the poor). Particular points to include are:

• how physically demanding different sorts of work were
• the danger of death or maiming
• whether wages were sufficient for a family to live decently.

Help your students to imagine living conditions in an early industrial city, such as Manchester, England, dubbed “Cottonopolis” in the nineteenth century. Particular points to consider are:

• types of housing available to workers
• means of heating or cooling
• the availability of reasonably nutritious food in adequate quantities
• what the city might have smelled like
• the fears of epidemic disease.

Consider other social classes, including such points as:

• how enviable Bob Cratchit’s position was compared to that of a factory worker
• the strains that attended life in the middle class
• the satisfactions of a new culture of consumption.

Include literary, film, or photographic examples to emphasize your points (see the Further Reading section). It may be useful to refer to the chapter’s Visual Sources feature during your lecture.

Lecture 2: Socialism

The topic of this lecture is socialism—where it came from, its principles, where it flourished, and why it was feared. The lecture strategy’s objectives are:

• to help students understand that socialism is a phenomenon with a long history
• to explore the thought of Marx and Engels and their influence in world history
• to investigate whether the fear and hatred that the upper classes and governments felt toward socialism was justified in the nineteenth century.

Begin by reading a short excerpt from Plato’s Republic, in which he outlines the ideal society. Ask students what they think the source is (leave out any specific reference to ancient Greece that could give the game away). With any luck, somebody will think it is Marx’s Communist Manifesto. This can lead to a presentation on the early socialists. Some points to include are:

• a careful definition of socialism
• precursors of socialism (such as Plato, or Thomas More’s Utopia)
• the radicalizing effect of the Peterloo Massacre (1819)
• the Chartist movement
• the writings of intellectuals such as Robert Owen, Charles Fourier, and Louis Blanc.

Go on from there to examine Karl Marx and his legacy. Some important points are:

• Marx’s biography
• his collaboration with Friedrich Engels
• his historical approach to the problem of industrialization
• The Communist Manifesto: what it says, why it says it, and what impact it had.

In the remaining time, you could address additional points such as:

• what socialism had to offer women
• whether socialism had anything to offer peasants
• what means socialists advocated to realize their goals for society
• whether all socialists were violent
• whether Marx would have recognized the form of socialism that initiated the Russian Revolution of 1917.

It may be useful to refer to the chapter’s Documents feature during your lecture.

Lecture 3: Economic imperialism

Americans are often indignant at the suggestion that we could be regarded as imperialists, yet this chapter presents a form of economic imperialism in Latin America in which the United States was deeply involved. The purpose of this lecture strategy is to examine U.S. relations with Latin America in the
nineteenth century in greater detail, considering economic imperialism as a factor. For the sake of comparison, it is suggested that the lecturer weave in a discussion of the more overt economic imperialism that Great Britain exercised over India. The purposes of this lecture strategy are:

- to explore in greater detail the history of Latin America after independence
- to examine the relationship between Latin America and its big sister the United States in the nineteenth century
- to discuss the ways in which foreign economic manipulation could shape states that were only marginally industrialized
- to compare Britain’s economic sway over India to that of the United States over Latin America.

Begin with a clip from the glorious 1982 film Gandhi, specifically the scene in which a desperate villager enlists Gandhi’s help after the British stop buying the products they had ordered the Indians to produce. This can proceed naturally to a wider presentation of industrial nations’ unrelenting quest for raw materials and for markets for their finished products. From there, tell the tale of industrial nations’ involvement in Latin America and India. Some issues to consider are:

- how local elites were made to participate in the system in the two regions
- the type of foreign involvement (investment, direct ownership, etc.)
- how each region increased its exports to satisfy foreign need
- internal movements that resisted the process
- the effects on Latin America and India
- the role of warfare in both cases.

THINGS TO DO IN THE CLASSROOM

Discussion Topics

1. Contextualization (large or small group). “Jane Austen’s England meets the Industrial Revolution.”

Show the class a clip from a Jane Austen movie such as Emma, Pride and Prejudice, or Sense and Sensibility. Then divide the class into groups and ask them to discuss what relationship Jane Austen’s world might have to the early Industrial Revolution.

2. Comparison (large or small group). “Industrial Revolution and global divide.”

Direct your students’ attention to the Snapshot on p. 856 entitled “The Industrial Revolution and the Global Divide.” Encourage them to make a list of the patterns they see in the table and to discuss the implications of those patterns.

3. Misconception/Difficult topic (large or small group). “Europe must be special, since it came up with the Industrial Revolution.”

The main thrust of this chapter is to argue against this common misconception. Ask students to take a few minutes to reread the Reflections section at the end of the chapter. Then ask them to discuss whether they are convinced by the author’s argument that the Industrial Revolution’s development in Great Britain in the decades around 1800 was more an accident than anything else.

Classroom Activities

1. Analysis exercise (large or small group). “Life in an industrial city, ca. 1850.”

We tend to take the organization of urban space for granted—on payment of a small fee, our garbage is collected, water miraculously appears in our houses, we’re hooked up to an electrical system, and mail even turns up on our doorsteps. The purpose of this exercise is to help students consider how hard it really is to make a modern city functional, thus encouraging them to consider how intractable some of the problems of industrialization really were. This exercise has several parts:

- Encourage the class as a whole to come up with several end results that they consider necessary to reasonably healthy and bearable life in a city of 100,000 people (such as a municipal water system that pumps clean water to somewhere reasonably close to most people’s homes).
- Divide the class into groups, assigning one end result to each group.
- Ask the students in each group to discuss and make a list of the conditions that would have to be satisfied to reach their end result (e.g., in the case of water supply, the need to dig wells or divert other water sources, some sort of water treatment facility, miles and miles of pipes laid, the creation of pumping stations, etc.).
• Bring the groups back together to discuss their findings.

2. Clicker question.
Do you find socialism appealing?

3. Role-playing exercise (small group). “Where to invest?”
The members of the class are the board of directors of a major bank based in London; the year is 1880. They wish to invest a large amount of capital in heavy industry and are hearing reports from their agents to help them decide the best place for their capital investment. Choose three groups of students to make the case for Mexico, Russia, or Great Britain itself as the best place to invest. After the groups have made their arguments, let the board of directors vote. Finish the class by discussing what really was the most likely to happen historically to each of the three investment possibilities, and why.

Class Discussion for the Documents and Visual Sources Features

Critical Analysis (large or small group): Revolution or Evolution?
Ask students to return to the documents to identify the advantages and disadvantages for the working class of a revolutionary overthrow of the capitalist system. In discussing revolutions, some questions to consider include:

• What are the advantages to revolution?
• What are the potential disadvantages?
• Do Marx and Engels offer a clear sense of how the economy and government will work under the new system?
• Can students identify any potential dangers to revolution?

Conclude by asking whether students think that the lot of industrial workers across the world today has improved markedly compared with the experiences of their predecessors in the eighteenth and nineteenth centuries?

Classroom Activities for the Documents and Visual Sources Features

Contextualization (large or small groups): Was the Industrial Revolution a good thing?
Expand on Using the Evidence questions 2 and 3 to explore the accomplishments and costs of industrialization. Ask students whether they believe that the Industrial Revolution was a good or bad thing. What specifically makes it good? What were its costs? What criteria are your students using to assess it? Does the impact of the Industrial Revolution on their own life shape their perception? How does the impact on the lives of people at the time affect their assessment? If students use alternative criteria, does it change their opinion? Conclude by pushing the debate forward. What has been the legacy of the Industrial Revolution? Be sure to cover both its positive impact, on such things as standards of living, and its negative impact, on such things as the environment.

Contextualization (large or small groups): Recruiting Marxists
Ask students to refer to Document 17.4 to identify what aspects of the Communist message were likely to appeal to working-class people in the factory towns of the United States during the Industrial Revolution. If they place themselves in the situation of a factory worker, would they find the socialist message appealing? How can they account for the failure of most factory workers in America to embrace communism? What can these factors tell us about the relationship between political ideology and other cultural and social forces in societies? You might expand this discussion to ask whether location mattered. Do you think that Bentley of Leeds in Document 17.1 or the Weavers of Coventry in Document 17.2 would be more or less likely to be attracted to Marx and Engels message?

Contextualization (large or small groups): Marx in pictures
Ask students how they would use the visual sources to illustrate Document 17.4. Conclude by asking what this project can tell us about the usefulness of visual sources for conveying ideas. Which parts of
the Marx selection are best suited to illustration? Which parts are least easily illustrated? Why?

WHAT’S THE SIGNIFICANCE?

caudillo: A military strongman who seized control of a government in nineteenth-century Latin America. (pron. kow-DEE-yohs)
dependent development: Term used to describe Latin America’s economic growth in the nineteenth century, which was largely financed by foreign capital and dependent on European and North American prosperity and decisions.

Indian cotton textiles: For much of the eighteenth century, well-made and inexpensive cotton textiles from India flooded Western markets; the competition stimulated the British textile industry to industrialize, which led to the eventual destruction of the Indian textile market both in Europe and in India.

Johnston , Ellen: Scottish textile worker and single mother (1835–1875) who became a published poet with a modest local reputation.

Labour Party: British working-class political party established in the 1890s and dedicated to reforms and a peaceful transition to socialism, in time providing a viable alternative to the revolutionary emphasis of Marxism.

Latin American export boom: Large-scale increase in Latin American exports (mostly raw materials and foodstuffs) to industrializing countries in the second half of the nineteenth century, made possible by major improvements in shipping; the boom mostly benefited the upper and middle classes.

lower middle class: Social stratum that developed in Britain in the nineteenth century and that consisted of people employed in the service sector as clerks, salespeople, secretaries, police officers, and the like; by 1900, this group comprised about 20 percent of Britain’s population.

Marx, Karl: The most influential proponent of socialism, Marx (1818–1883) was a German expatriate in England who advocated working-class revolution as the key to creating an ideal communist future.

Mexican Revolution: Long and bloody war (1911–1920) in which Mexican reformers from the middle class joined with workers and peasants to overthrow the dictator Porfirio Diaz and create a new, much more democratic political order.

middle-class values: Belief system typical of the middle class that developed in Britain in the nineteenth century; it emphasized thrift, hard work, rigid moral behavior, cleanliness, and “respectability.”

Progressives: Followers of an American political movement (progressivism) in the period around 1900 that advocated reform measures to correct the ills of industrialization.

proletariat: Term that Karl Marx used to describe the industrial working class; originally used in ancient Rome to describe the poorest part of the urban population. (pron. proh-li-TARE-ee-at)

Russian Revolution of 1905: Spontaneous rebellion that erupted in Russia after the country’s defeat at the hands of Japan in 1905; the revolution was suppressed, but it forced the government to make substantial reforms.

socialism in the United States: Fairly minor political movement in the United States, at its height in 1912 gaining 6 percent of the vote for its presidential candidate.

steam engine: Mechanical device in which the steam from heated water builds up pressure to drive a piston, rather than relying on human or animal muscle power; the introduction of the steam engine allowed a hitherto unimagined increase in productivity and made the Industrial Revolution possible.

FURTHER READING


• The History Guide: Industrial Revolution Resources, http://www.historyguide.org/intellect/ind_rev.html. This site supplies both Internet links and a useful bibliography of books on the subject.
• Marxism Page, http://www.anu.edu.au/polsci/marx/marx.html. This site includes Marxist classics, graphics, and even a recording of “The Internationale.”


LITERATURE


• Halsall, Paul, ed. Internet Modern History Sourcebook. http://www.fordham.edu/halsall/mod/modsbook.html. A large number of primary sources that address a range of issues of the nineteenth-century world.


FILM

• An Age of Revolutions. Films for the Humanities and Sciences, 1996. 23 minutes. Examines the impact of the French and Industrial revolutions on European society.

• The Age of Revolutions: 1776–1848. Insight Media, 1985. 26 minutes. Surveys the Atlantic revolutions in America, Latin America, and France before examining the influence of Marx in this wider context.


• Karl Marx. Insight Media, 2006. 22 minutes. Examines the life and ideas of Karl Marx in the context of the Industrial Revolution.

• Organizing America: The History of Trade Unions. Films for the Humanities and Sciences, 1994. 38 minutes. Traces the history of American trade unions from the formation of “friendly societies” in the eighteenth century to the 1990s.

• Working Lives. Films for the Humanities and Sciences, 1992. 20 minutes. Examines the changes to working lives caused by the Industrial Revolution.
ADDITIONAL BEDFORD/ST. MARTIN’S RESOURCES FOR CHAPTER 17

PowerPoint Maps, Images, Lecture Outlines, and i>clicker Content

These presentation materials are downloadable from the Media and Supplements tab at bedfordstmartins.com/strayer/catalog, and they are available on an Instructor’s Resource CD-ROM. They include ready-made and fully customizable PowerPoint multimedia presentations built around lecture outlines that are embedded with maps, figures, and selected images from the textbook and are supplemented by more detailed instructor notes on key points. Also available are maps and selected images in JPEG and PowerPoint format; content for i>clicker, a classroom response system, in Microsoft Word and PowerPoint formats; the Instructor’s Resource Manual in Microsoft Word format; and outline maps in PDF format for quizzing or handouts. All files are suitable for copying onto transparency acetates.

Online Study Guide at bedfordstmartins.com/strayer

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. Each chapter contains specific testing exercises, including a multiple-choice self-test that focuses on important conceptual ideas; a flashcard activity that tests students on their knowledge of key terms; and two interactive map activities intended to strengthen students’ geographic skills. Instructors can monitor students’ progress through an online Quiz Gradebook or receive email updates.

Computerized Test Bank

This test bank provides over fifty exercises per chapter, including multiple-choice, fill-in-the-blank, short-answer, and full-length essay questions. Instructors can customize quizzes, add or edit both questions and answers, and export questions and answers to a variety of formats, including WebCT and Blackboard. The disc includes correct answers and essay outlines.

Documents and Essays from Worlds of History: A Comparative Reader, Fifth Edition

The following documents, essays, and illustrations to accompany Chapter 17 are available in the following chapters of this reader by Kevin Reilly:

Chapter 21:

- Adam Smith, The Wealth of Nations
- The Sadler Report of the House of Commons
- Karl Marx and Friedrich Engels, The Communist Manifesto