CIEE London, England

Course title: The British Industrial Revolution
Course code: HIST 3001 LNEN
Programs offering course: London Arts and Sciences Modified, London Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block III 2020

Course Description

During the late 18th and early 19th centuries, Britain experienced change in all aspects of life as a result of the Industrial Revolution. Scientific advances and technological innovations brought growth in agricultural and industrial production, economic expansion and changes in living conditions. These transformations promoted a new sense of national identity and civic pride. Juxtaposed to national developments was the ever-changing form of the British Empire, with expansion of control in India and Africa framing British economic power at the start of the 20th century. Students will visit sites relevant to the Industrial Revolution in order to gain a deeper understanding of the topics covered in the course.

Learning Objectives

By completing this course, students will:

- Analyse key points of the multifarious developments emerging during the Industrial Revolution
- Evaluate how labor, living standards and welfare changed as a consequence of the revolution
- Compare and contrast the revolution to the relationship of Britain with its Empire
- Critically analyse the interconnected nature of British economic, political, social and cultural changes in relation to the Industrial Revolution
- Develop historical thinking skills when analysing concepts of causation, contingency, periodization, objectivity, interpretation, narrativity, etc.

Course Prerequisites

None. An introductory-level communications, history, or social studies course is recommended.

Methods of Instruction

The methodology of our course will be informed by communications as well as economic and political theory. Students will be encouraged to challenge pre-existing assumptions about socio-economics as they are represented in popular media. Through class discussions and debates, critical readings of key primary and secondary texts, and written reflections, students will enhance their ability to read and understand a range of material while increasing their overall understanding of the causes and effects of historical events. Engaged student participation is crucial and productive controversy will be encouraged. As excursions we will visit, among others, the Science Museum and the Museum of London Docklands in London to meet with experts on the history of the industrial revolution, and to see first-hand the technological developments of the era.

Assessment and Final Grade

1. Site Visit Analysis 1 10%
2. Site Visit Analysis 2 10%
3. Site Visit Analysis 3 15%
4. Source Analysis 20%
5. Final Essay 25%
6. Participation 20%

TOTAL 100%
Course Requirements

Site Visit Analysis 1
Site Visit Analysis 2
Site Visit Analysis 3

Students will visit several sites to learn more about particular aspects of the Industrial Revolution. Students will consider how site visits extend and add to their understanding of weekly topics and relate this to class readings, lectures and seminars. After three of the site visits, students will be expected to write an analysis of 500 words minimum. Writings will be graded on the basis of the depth of analysis, grammar and syntax.

Source Analysis

Students will focus on one primary source to make an argument and analysis. For this, they can draw on a few secondary sources to provide background information and context to the primary source. The focus, however, needs to be on the primary source. The source analysis should be 1500 words long.

Final Essay

The final essay will be assessed based on the student’s ability to compose a text that critically evaluates a historical problem. Students should use primary and secondary sources in the composition of their essay. The essay needs to be 2000 words long.

**Note that all written work should use appropriate citations. Students should use Chicago formatting and include footnotes and a bibliography where appropriate. In class, we will go over how to use Chicago formatting in your writing.**

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.
Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Orientation & the Birth of the Industrial Revolution

Overview of course and introduction to key terms and concepts.

**Origins of the Industrial Revolution and the Early Empire**

What was Britain like before the revolution? What was the Industrial Revolution? Where was it centered in the UK? We will also investigate the British Empire during the eighteenth century and its relationship to the earlier period of Industrial Revolution. What was the state of the British Empire and how was it affected by the economic changes that took place in Britain during this period?

**Main Texts:**


**Additional Readings:**


**Week 2**

Class: The Industrial Revolution & Social Change

This week we will look in depth at the causes and consequences of the Industrial Revolution in terms of economic shifts, technological modernization, population migration and changes to social structure.

Class: 2.1 Industrial & Agricultural Revolutions / Technological Innovations
We will investigate the economic causes and effects of the Industrial Revolution and the accompanying changes in agriculture which had dramatic outcomes in Britain.

**Main Texts:**


**Additional Readings:**


**Class: 2.2 Urbanization, Work & Living Standards**

The Industrial Revolution brought shifts in population away from the land and into the cities, creating great changes in the role of the city in terms of the political, economic and social climate. Industrialization also contributed to the rise of the modern British class system. We will explore the role of the city on people’s work, leisure, and living situations during this period.

**Main Text:**


**Additional Readings:**


**Assignment:** Source Analysis

**Class: 2.3 Site Visit: The National Science Museum**

**Assignment:** Site Visit Analysis 1

**Week 3**

**Class:** The Rise of Factory Production & Social Welfare

This week we will continue to examine the impact of the Industrial Revolution on society. We will focus on the rise of factories and the lives of workers in these industries. We will also assess the expansion of social welfare to combat societal issues that resulted from the Industrial Revolution.

**Class: 3.1 Factory Production**

Today we will explore the implementation of the factory system, particularly focusing on the textile industry, which was heavily concentrated in the North of England. We will also look at the importance of natural resources to the British Industrial Revolution, focusing specifically on coal
Main Texts:

Class: 3.2 Social Welfare

Standards of living changed drastically during this period as many people flocked to the city for employment. As a result of these changes, social welfare expanded and shifted to meet the demands of the society. Today, we will investigate the welfare system as it developed at this time.

Main Texts:

Additional Readings:

Class: 3.3 Site Visit: Museum of London / The Foundling Museum

Assignment: Site Visit Analysis 2

Week 4

Class: Trade & Empire / Protest & Punishment

Exploring the nineteenth century developments in the United Kingdom, this week looks at the impact of the Industrial Revolution on national and international trade, and the movement of people and communities across the Empire. A second focus will be on popular protests to industrial practices, as well as the development of criminal law.

Class: 4.1 From Mercantilism to Free Trade & Foreign Markets

We will investigate the transition of the British economy from mercantilism to free trade policies and the effects of this on the nation economically, socially and politically.

Main Texts:

Additional Readings:
Thompson, A., “Chapter 8: The Forging of British Identities”, *The Empire Strikes Back: The Impact*
Class: 4.2 Crime and Punishment

In today's class, we will examine people's reactions to the shifting political, economic, social and cultural changes that accompanied the Industrial Revolution. We will also assess the changes in criminal law.

**Main Texts:**


**Additional Readings:**


Gunn, S., *The Public Culture of the Victorian Middle Class: Ritual and Authority and the English Industrial City, 1840-1914* (2001), Chapter 1: "The Industrial City, the Middle Class and Bourgeois Culture", pp. 10-35; Chapter 2: “Building the City”, pp. 36-59.


Class: 4.2 Site Visit: Museum of London Docklands

**Assignment:** Site Visit Analysis 3

**Week 5**

Class: Modernization & Review

This week we will explore the late Victorian and Edwardian periods to assess the impact of the First and Second Industrial Revolutions on society and the build-up to the First World War. We will also review what we have learned in the course.

Class: 5.1 The End of the British Industrial Revolution

In this class, we will explore the end of the British Industrial Revolution and the slide towards the First World War. WWI not only signaled the conclusion of one type of industrial expansion of Britain, it also represented an outcome of rapid industrialization. These ideas will be discussed in this class.

**Main Texts:**

Choose a reading from below for today's class.

**Additional Readings:**


Week 6

Class: 6.1 Guest Speaker

Class: 6.2 In-class Debate Activity

Class: 6.3 Conclusions

Today, we will discuss what conclusions can be drawn from our studies of the British Industrial Revolution in terms of how it impacted the political, economic, social and cultural structures of society.

Main Texts:


Assignment: Final Essay

Course Materials

Readings

The main texts for this course are Kenneth Morgan, *The Birth of Industrial Britain – Economic Change*, 1750-1850 (1st Edition, London: 1999); and Kenneth Morgan, *The Birth of Industrial Britain – Social Change*, 1750-1850 (2nd Edition, London: 2011). Each week, students will be expected to read the portion of the main text listed in the syllabus prior to coming to class. In class, lectures, seminars and discussions will be based on the main text and additional materials.

Students will also be presented with a list of additional reading material to help supplement their understanding of the topics discussed in class, and help with their class assignments.

Online Resources

Science Museum http://www.scencemuseum.org.uk/
Museum of London http://www.museumoflondon.org.uk/collections-research/
The Liverpool Slave Museum http://www.liverpoolmuseums.org.uk/ism/
The Jewish Museum London Collections http://www.jewishmuseum.org.uk/Collections
People’s History Museum Collections http://www.phm.org.uk/our-collection/
Chetham's Library http://www.chethams.org.uk/
The National Archives http://www.nationalarchives.co.uk/
The British Library http://www.bl.uk/
The Transport Museum Collections http://www.ltmuseum.co.uk/collections
National Trust-Quarry Banks Collections, related to the cotton industry. http://www.nationaltrust.org.uk/quarry-bank/