# 5B Industrialization Recitation

**Class debate.**

The notion: “**The Industrial Revolution improved the workers’ standard of living in the 19th century.”**

Gp 1 & 2: For the notion

Gp 3 & 5: Against the notion

Again all groups must prepare for the debate notion **BEFORE** class. Arrange for 1st speaker, 2nd speaker, etc… in **EACH** goup.

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**(A) Strens (ed.) Documents in World History**

**i. “British Child Labor Inquiry” (1831-1832) p.122-123**

1. Who is asking the questions here?

2. Who is the person responding?

3. What is the attitude of the questioner with regards to child labor? How can we infer this?

**ii.“Rules for Workers in the Factory of Benck and Co. in Buhl, Alsace” (1842) p. 123-124.**

1. What is happening to the way time is experienced by workers in a factory? What concrete policies and practices noted in the reading support your answer? See Article 3 and 4.

2. What other forms of discipline are encoded in the rules?

3. What are the consequences of failing to follow the rules?

**iii.“Max Lotz, A German Miner, Describes His Work” (ca. 1900) p.124-125**

1. Are there any similarities between mining and factory work?

**(B)"Factory Rules in Berlin," in Sources of the Making of the West, ed. Lualdi, 119-123.**

Are the rules expressed in Berlin similar to anything you have experienced? Discuss the implications of term – “disciplined workforce.”

**(C) Frader (ed.) The Industrial Revolution**

**i. Cotton picking in the American South (No Date, ca. early 19th century) p.54-55**

1. How do plantati on owners ensure slaves pick a certain amount of cotton each day? How does this sort of disciplinary regime compare to that of the miners and factory workers?

2. In light of the comparison, can we call the policies for factory workers innovations? What does the proliferation of new rules for work tell us about the industrial revolution in general?

**ii. Lowell Factory Girl Account (1844) p. 55-57**

1. What is the girl’s impression of the mill where she works?

2. Would you say her working conditions are as bad as those of child laborers?

3. Why can we justify long hours for adult women but not for children?

**iii. Louis Reybaud’s account of women workers in the silk industry (1859) p.57-**

1. What does the author think about women laborers?

2. What does this reading tell us about the changing nature of the economy in Europe in the mid-19th century?

**iv. Cobbett’s account from Political Register on working conditions in Britain p. 60-62**

1. What is the writer’s goal in publishing this article in a newspaper?

**v. Emile Zola’s Germinal (1874) p. 62-63**

1. Is this fictional account of work in a mine more effective than the coal miner’s account in expressing the conditions of their work? In what ways?

**(D) Adam Smith, The Wealth of Nations (1776)**

In light of the aforementioned documentation of the abuses in the factory system, do you think Adam Smith was unaware of its shortcomings or simply mired in Industrial Utopian dreams?

**(E) Neil Tongue, "The Standard of Living Controversy," in *Industrialisation & Society* (Nelson, 1993): 198-205**

**Optional**

**John Komlos, “Shrinking in a Growing Economy? The Mystery of Physical Stature during the Industrial Revolution,” *The Journal of Economic History* Vol. 58, No. 3 (1998): 779-802.**

1. Why did people in the upper income brackets benefit more from Industrialization? P.783-785
2. How did the poor make do with increases in the prices of food? p785-787
3. How did inelastic food prices affect the decision made by food producers? P789-790
4. What does the phenomena of shrinking people and poor working conditions (from earlier readings) tell us about industrialization and the idea of progress? Does increased productivity always mean progress?