



IRE332Y0: Work and the British Industrial Revolution

Summer 2024

Course details	
Instructor	Prof. Padraic X. Scanlan
Email	padraic.scanlan@utoronto.ca
Class day/time:	Monday to Thursday, from 10:00-13:00; field trips will occur both during and outside of scheduled class meetings.
Office hours	By appointment
Course website	Quercus

Course description

In the eighteenth and nineteenth centuries, Britain (and, after 1801, the United Kingdom) became a dominant imperial power, its rise given impetus by globe-spanning commercial and financial networks. As the British empire ascended, Britain itself was transformed by new industries, new sources of energy, new technologies, new forms of financing and capitalisation, and new ways of organising and disciplining workers. This process of industrial revolution – though often uneven and incomplete, and far less sudden and ‘revolutionary’ than its name suggests – nonetheless had a profound impact on the world of work. Industrialisation created new models of employment and solidified a model of wage labour that shapes the present in profound and surprising ways. This course explores the history of industrialisation, and draws connections and makes comparisons between the era of industrialisation and the present.

Learning Objectives

By the end of the course, students will have a working knowledge of the history of the industrial revolution in Britain and the wider British imperial and colonial world. Students will acquire basic skills in historical research, particularly in reading primary sources and interpreting objects, architecture, and other elements of industrial material culture. Students will be able to draw connections – and identify disjuncture – between present-day ideologies and models of employment relations and forms of employment in the eighteenth and nineteenth centuries.

Class Contributions

Attendance is required – and marked – in this course and will be taken at every class meeting. Course meetings will include a mixture of lectures, discussions of readings and course themes, student presentations, visits to nearby sights in Oxford and field trips outside the city.

Course Readings

All required readings will be available on Quercus.

Evaluation

Assessment and assigning a final grade are an important element of course design. Your overall course grade is meant to assess your academic performance inside and outside of the classroom (relative to the course materials).

Assessment	Weight (%)	Due Date
Reading quizzes	20%	Weekly while course meets
Primary source analysis (2 pages)	20%	TBD
Photo essay	20%	TBD
Class presentation (10 minutes)	25%	TBD
Participation	15%	Ongoing

Term Work Policies

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference, as well as keeping rough and draft work and hard copies of their assignments, as these may be required by the instructor. You must keep all of your graded term work until your final grade has been released on ACORN. Any grade miscalculations or other grade-related issues may require that you provide your graded assignments to the instructor and/or the Program Office.

Assignments

Reading quizzes (20%)

Students are expected to read and take notes on course readings before the course meets. Each week, on one of the four course meeting days, students will be asked to complete a short quiz, including both multiple-choice and short-answer questions, related to the assigned readings. The three best of the four quizzes will be counted toward the final mark; quizzes will be completed hand-written and without notes.

Primary source analysis (20%)

For this assignment, students will choose either an eighteenth or nineteenth-century object or printed primary source and write a short analysis explaining its relationship to course themes, placing the object or text in context and explaining its relationship to industrialisation or Britain's industrial heritage.

Photo essay (20%)

Students will take at least 10 photographs related to the themes of the course during the Summer Abroad period, ideally in Oxford or its environs. Students will post the images to Quercus with a short explanation – up to 1 page – of where they were taken, how they connect to each other, and how they connect to the themes of the course.

Class presentation (25%)

Students will choose a topic from a list (to be made available on Quercus) and prepare a 10-minute presentation, accompanied by a PowerPoint or similar slide deck, explaining the topic – a person, place, era, object, text, etc. – in detail, and placing the topic in context, both in the history of industrialisation in Britain and the British world and in the contemporary world of employment and labour relations. Students will submit a copy of their slide deck, as well as annotated bibliography comprising at least 5 additional relevant sources on the day they make their presentation.

Course participation (15%)

Students are expected to attend every course meeting, and to arrive prepared and ready to discuss course themes and materials. Participation is evaluated qualitatively and holistically; speaking often is not necessarily 'better' than making a few thoughtful interventions into class discussions.

Class field trips are mandatory; participation in field trips will be considered as part of the overall participation grade.

Late/Missed Work/Late Penalties

Late assignments will be penalised 2% per day late. However, lateness will be calculated by rounding down, rather than up, based on the time the assignment was submitted. For example, if an assignment is due by the end of the day on a Wednesday, and you turn it in late Saturday evening, it might be 2.8 days late. You would be penalised 4%, rather than 6%.

Extensions

Please alert the instructor to any difficulties that you may be experiencing in a timely manner so that appropriate assistance and/or direction can be provided.

Absences and Accommodations

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on the Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Documentation Types

The following are recognized forms of documentation for student absences.

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter
- Letter of Academic Accommodation from Accessibility Services

Religious observances

The University also provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences, and instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. For more information, and to link to the University's policy on accommodations for religious observances, please see the website of the [Office of the Vice-Provost, Students](#).

Remarking Term Work

A student who believes an individual item of work has been incorrectly or unfairly marked may ask the person who marked it for a re-evaluation. The request must be submitted by email and include a detailed statement that highlights which specific questions or portions of the test/assignment you would like to be reviewed and why you feel the marks given do not reflect your answer. The statement should refer to course texts or lecture notes. Any remarking may result in the grade being raised, lowered, or unchanged. .

Continuing with the remark or the appeal means the student accepts this condition. It is not to your advantage to submit a request for remarking unless you believe you will actually gain points. The deadline for requesting a remarking is two weeks from the date the term work was made available for pickup; the deadline for an appeal is one week after the remark was made available for pick up. Late requests will not be accepted.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Accessibility Services

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information on services and resources available to instructors and students, please see the [Accessibility Services website](#).

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement;
2. Submitting your own work in more than one course without the permission of the instructor;
3. Any use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is absolutely and strictly prohibited.
4. Making up sources or facts;
5. Obtaining or providing unauthorized assistance on any assignment.

In academic work:

1. Falsifying institutional documents or grades;
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
3. When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources. See page 5 for *IRHR Library Research Guides & Resources*.

Copyright

“Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor’s explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student’s own study purposes and does not include permission to “publish” them in any way. It is absolutely forbidden for a student to publish an instructor’s notes to a website or sell them in other form without formal permission.” [Faculty of Arts & Science Academic Handbook for Instructors](#) Section 4.5 Taping/Recording/Photographing Lectures etc.

Weekly Schedule

Theme	Day	Date	Topic
<u>Part 1</u> Political Economy, Work Ethic, and Labour	1	4 August	Introduction: Industrious and industrial revolutions
	2	5 August	Empire, revolution and the political economy of the British empire
	3	6 August	Poverty, slavery, industriousness and starvation
	4	7 August	Smith and Malthus – poor relief, wages, and the ‘science’ of political economy
	5	8 August	Day trip to London: ‘Darkest Victorian London’ walking tour; Borough Market; London Museum Docklands
<u>Part 2</u> Daily Bread – Enclosure, Agriculture and Empire	6	11 August	Custom, enclosure and ‘improvement’ – agriculture in the industrial era
	7	12 August	Rural labour and the global countryside in the era of empire
	8	13 August	The rise and fall of the Corn Laws – free trade and cheap bread
	9	14 August	Day trip to Cotswold ONB: Blenheim Palace, country walk and pub lunch
	10	15 August	No course meeting
<u>Part 3</u> Dark Satanic Mills – Coal Mines and Factories	11	18 August	The ‘factory system’ and the empire of cotton
	12	19 August	The making of the English working class
	13	20 August	Water, coal, gas and the energy revolution

	14	21 August	Child labour, public education and trade unionism
	15	22 August	Day trip to Birmingham and Black Country Living Museum (Dudley, W. Midlands)
Part 4 Counting Houses, Offices, and Nineteenth-Century Globalisation	16	25 August	The world of the Victorian professional
	17	26 August	Technology: rail and steam
	18	27 August	Labour relations at the high noon of empire
	19	28 August	Day trip to Cambridge: Lunch at Cambridge marketplace; 'Cambridge and Colonialism Walking Tour'; Cambridge University and University Museums

Reading list

Prior to the beginning of the course a final reading list of materials will be made available online. The list below is meant to give a sense of the kinds of material we will read for the course; the final reading list will include a selection of excerpts from these and similar books, articles and other materials.

Beckert, Sven. *Empire of Cotton: A Global History*. New York: Knopf, 2014.

Berg, Maxine, and Pat Hudson. *Slavery, Capitalism and the Industrial Revolution*. Cambridge: Polity, 2023.

Cannadine, David. *Victorious Century: The United Kingdom, 1800–1906*. London: Penguin, 2018.

Chadwick, Edwin. *Report to Her Majesty's Principal Secretary of State for the Home Department, from the Poor Law Commissioners on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain: With Appendices*. London: William Clowes and Sons, for His Majesty's Stationery Office, 1842.

Engels, Friedrich. *The Condition of the Working Class in England*. Edited by David McLellan. Oxford World's Classics. Oxford: Oxford University Press, 2009.

Freeman, Joshua B. *Behemoth: A History of the Factory and the Making of the Modern World*. New York: Norton, 2018.

Griffin, Emma. *Liberty's Dawn: A People's History of the Industrial Revolution*. New Haven & London: Yale University Press, 2013.

Hay, Douglas, Peter Linebaugh, John G. Rule, E.P. Thompson, and Cal Winslow. *Albion's Fatal Tree: Crime and Society in Eighteenth-Century England*. Revised. London: Verso, 2011.

Hazlitt, William. *The Spirit of the Age, Or, Contemporary Portraits*. London: Henry Colburn, 1825.

Hobsbawm, Eric. *The Age of Capital, 1848-1875*. London: Abacus, 1975.

———. *The Age of Revolution, 1789-1848*. 1st Vintage Reprint Edition. New York: Vintage, 1996.

Hobsbawm, Eric, and George Rudé. *Captain Swing*. New edition. London: Verso, 2014.

- Marx, Karl. *Capital: Volume I*. Translated by Ben Fowkes. Penguin Classics. London: Penguin, 2004.
- Mayhew, Henry. *London Labour and the London Poor*. Edited by Victor Neuberg. New York: Penguin Classics, 1985.
- Rose, Jonathan. *The Intellectual Life of the British Working Classes*. New Haven: Yale University Press, 2001.
- Rothschild, Emma. *Economic Sentiments: Adam Smith, Condorcet and the Enlightenment*. Cambridge, MA: Harvard University Press, 2001.
- Rule, John. *The Labouring Classes in Early Industrial England, 1750-1850*. Themes in British Social History. London: Routledge, 2013.
- Senior, Nassau William, and Leonard Horner. *Letters on the Factory Act, as It Affects the Cotton Manufacture, Addressed to the Right Honourable the President of the Board of Trade*. London: B. Fellowes, 1837.
- Simmons, Jr., James R., ed. *Factory Lives: Four Nineteenth-Century Working-Class Autobiographies*. Peterborough, ON; Orchard Park, NY: Broadview Press, 2007.
- Taylor, William Cooke. *Factories and the Factory System: From Parliamentary Documents and Personal Examination*. London: Jeremiah How, 1844.
- Thompson, E. P. *Customs in Common*. New York: Norton, 1991.
- . “The Moral Economy of the English Crowd in the Eighteenth Century.” *Past & Present*, no. 50 (1971): 76–136.
- . “Time, Work-Discipline, and Industrial Capitalism.” *Past & Present*, no. 38 (December 1, 1967): 56–97.
- . *The Making of the English Working Class*. New York: Vintage Books, 1966.
- Weber, Max. *The Protestant Ethic and the “Spirit” of Capitalism: And Other Writings*. Edited by Peter Baehr and Gordon C. Wells. Penguin Classics. New York: Penguin, 2002.
- Ure, Andrew. *The Philosophy of Manufactures: Or, An Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*. London: Charles Knight, 1835.
- Smil, Vaclav. *Energy and Civilization: A History*. Cambridge, MA: MIT Press, 2017.
- Smith, Adam. *The Wealth of Nations, Books I-III*. Edited by Andrew Skinner. Penguin Classics. London: Penguin, 1986.