



LISS1005 Building Britain, 1700-1840: Industrial 'Revolution' or 'Evolution'?

Module Syllabus

Module leader: Alexander Lock

Email: a.j.lock@leeds.ac.uk



Module summary

In the short span between the accession of George III (1760) and the death of his son William IV (1837) the face of England changed dramatically. Roads, railways, rivers and canals sprung up across the land, country hamlets became populous towns, factories replaced farms and chimney stacks dwarfed church spires, as technological innovations drove rapid economic growth. The structure of British society was changed forever, with mass migration from country to towns and cities. Yet, despite significant economic and social changes in this period, the popular notion that these developments were rapid and 'revolutionary' has been questioned by recent scholarship, suggesting certain industrial developments in the eighteenth century were the result of a culmination of gradual changes dating back to Tudor England.

This course sets out to examine both the processes and social effects of England's Industrial Revolution and in so doing explore the accuracy of the term 'revolution'. It will take advantage of the wealth of local evidence of industrial development in West Yorkshire (an important area in the broader history of England's industrial past) and include study visits to sites of special historic interest. Field trips include visits to the National Coal Mining Museum, the Leeds Industrial Museum and the city of Liverpool.

Objectives

This module provides a broad introduction to Britain's 'industrial revolution', broadly from 1700 - 1840, to evaluate how far changes in the economy, technology, and social organisation, can be understood to represent a watershed (or revolutionary change) in the transition to a modern industrialized society. It is designed to introduce students to the key issues debated by historians of the period, and uses key primary source material to explore and evaluate these debates.

Learning outcomes

Students will gain strong knowledge of the historical debates relating to Britain in the 'long eighteenth century' and the broader historiography of the 'industrial revolution'. They will become familiar with a range of contemporary historical sources and become adept at locating, handling and synthesizing that material. They will participate in presentations, discussions and field trips that will foster analytical, interpretative and creative responses. The dual assessment, by essay and group presentation, will enable students to develop high-level skills in oral and written communication and enhance their ability to analyse, challenge and develop complex ideas. Furthermore, seminars and field trips will enable students to engage constructively with their surroundings and the ideas of their peers and tutors. Students will also develop skills in close reading and research and will further develop an ability to engage empathetically with different historical periods and social contexts.

Teaching methods

Delivery type	Number	Length hours	Student hours
Fieldwork	2	20	20
Fieldwork	4	3	15
Seminar	16	1.5	24
Private study hours			41
Total Contact hours			59
Total hours (100hr per 10 credits)			100

Private study

Students will be encouraged to undertake further reading during non-class time set from primary source packs and using the 'suggested further reading' on the module syllabus as a guide; they will also be set preparation tasks.

Methods of assessment

Assessment type	Notes	% of formal assessment
Essay	2000 words	60
Tutorial Performance	Class participation	20
Presentation	5 - 10 minute individual presentation	20

Late Penalties

University rules on penalties for late submission of coursework require 5 full marks to be deducted for each calendar day that passes after the date of required submission. If coursework is not submitted by the end of 14 calendar days following the prescribed deadline, a grade/mark of zero will be returned for that component.

Module outline**Monday – Class 1: Introduction – What was the Industrial Revolution: Theory, Practice and Problems?**

Questions to consider:

- What do we understand by the term ‘industrial revolution’ and what are its connotations?
- When was the ‘industrial revolution’?
- What are the limitations of the term?

Recommended reading:

Robert C. Allen, *The Industrial Revolution: A Very Short Introduction* (Oxford: Oxford University Press, 2017)

T.S. Ashton, *The Industrial Revolution* (Oxford: Oxford University Press, 1968)

Nick Crafts, ‘The Industrial Revolution’, in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 44-59

Martin Daunton, ‘The Wealth of the Nation’, in *Short Oxford History of the British Isle: The Eighteenth Century*, ed. by Paul Langford (Oxford: Oxford University Press, 2002), pp. 141-180

Pat Hudson, *The Industrial Revolution* (London: Edward Arnold, 1992)

E.A. Wrigley, *Continuity, Chance and Change: The Character of the Industrial Revolution in England* (Cambridge: Cambridge University Press, 1988)

Monday – Class 2: Change in the Countryside: An Agricultural Revolution?

Questions to consider:

- What was the ‘agricultural revolution’?
- How did changes in agriculture in this period foster industrial and economic growth?
- How accurate is the term ‘revolution’ in this context?

Recommended reading:

Robert Allen, ‘Agriculture in the industrial revolution’ in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 96-122

J.V. Beckett, *The Agricultural Revolution* (Oxford: Blackwell, 1990)

Mark Overton, *Agricultural Revolution in England: The Transformation of the Agrarian Economy 1500-1850* (Cambridge: Cambridge University Press, 1996)

Tuesday – Class 3: Population, Towns and Urban Development*Questions to consider:*

- What affect did population growth have upon the economy and society in this period?
- How did changes in agriculture and population affect urban development?
- And to what extent did these towns affect industrial change?

Recommended reading:

Penelope Corfield, *The Impact of English Towns 1700-1800* (Oxford: Oxford University Press, 1982)

E.L. Jones and M.E. Falkus, 'Urban Improvement and the English Economy in the Seventeenth and Eighteenth Centuries', *Research in Economic History*, vol. 4 (1979), pp. 193-233

Roger Schofield, 'British Population Change, 1700-1871' in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 60-95

E.A. Wrigley, 'A Simple Model of London's Importance in Changing English Society and Economy, 1650-1750', *Past and Present*, vol. 37 (1967), pp. 44-70

Tuesday – Class 4: Transport Improvement: Roads, Rivers, Canals and Railways*Questions to consider:*

- How did improvements in communications help promote agricultural and industrial development in Britain?

Recommended reading:

William Albert, *The Turnpike Road System in England, 1663-1840* (Cambridge: Cambridge University Press, 1972)

Derek Aldcroft and Michael Freeman, eds., *Transport in the Industrial Revolution* (Manchester: Manchester University Press, 1983)

T.C. Barker & C.I. Savage, *An Economic History of Transport* (London: Hutchinson, 1974)

T.R. Gourvish, *Railways and the British Economy 1830-1914* (London: Macmillan, 1980)

Wednesday – Class 5: Technological Innovations: Inventions, Inventors and Pioneers of Industry – An Enlightened Economy?*Questions to consider:*

- How far was the 'industrial revolution' a consequence of technological innovation?
- Who were the pioneers of industry: inventors, gentry, merchants?
- Was there a 'Protestant' work ethic and spirit of Capitalism?
- What drove technological innovation in this period?
- Does the pattern of technological change support the notion of an 'industrial revolution' in this period?

Recommended reading:

Joel Mokyr, 'Technological Change, 1700-1830' in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 12-43

A.E. Musson and Eric Robinson, *Science and Technology in the Industrial Revolution* (Manchester: Manchester University Press, 1969)

J.V. Beckett, *The Aristocracy in England 1660-1914* (Oxford: Blackwell 1986)

Wednesday – Class 6: The Means of Production: Workshops, Mills and Factories*Questions to consider:*

- How did means of production and manufacture change throughout our period?
- How did this effect industrial development?

Recommended reading:

Maxine Berg, *The Age of Manufacture 1700-1820* (London: Fontana, 1985)

Maxine Berg, 'Factories, workshops and industrial organisation' in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 123-150

Stanley D. Chapman, 'The Transition to the Factory System in the Midlands Cotton-Spinning Industry', *Economic History Review*, vol. 18, no. 3 (1965), pp. 526-543

Stanley D. Chapman, 'The Textile Factory before Arkwright: A Typology of Factory Development', *Business History Review*, vol. 48, no. 4 (1974), pp. 451-478

John Rule, 'Manufacturing and Commerce' in *A Companion to Eighteenth-Century Britain*, ed. by H.T. Dickinson (Oxford: Blackwell, 2006), pp. 127-140

(afternoon group study visit to Armley Mills Industrial Museum)**Thursday – Class 7: The Industrial Revolution in the West Riding***Questions to consider:*

- How was the West Riding affected by the 'industrial revolution'?
- What industries were carried on in the West Riding and why?

Recommended reading:

Pat Hudson, 'Proto-Industrialisation: The Case of the West Riding Wool Textile Industry in the Eighteenth and Nineteenth Centuries', *History Workshop Journal*, vol. 12, no. 1 (1981), pp. 34-61

Pat Hudson, *The Genesis of Industrial Capital: A Study of the West Riding Wool and Textile Industry c. 1750-1850* (Cambridge: Cambridge University Press, 1986)

Fred Singleton, *The Industrial Revolution in Yorkshire* (Lancaster: Dalesman, 1970)

R.G. Wilson, *Gentlemen Merchants: The Merchant Community of Leeds, 1700-1830* (Manchester: Manchester University Press, 1971)

Thursday – Class 8: Walking tour of Leeds: Industry and Industrial Change in Leeds

Questions to consider:

- What evidence is there of an ‘industrial revolution’ in Leeds?
- What has been the effect of the ‘industrial revolution’ on the cityscape of Leeds?
- What does this industrial architecture tell us about the ‘industrial revolution’?

Recommended reading:

Derek Fraser, ed., *A History of Modern Leeds* (Manchester: Manchester University Press, 1980)

W.B. Crump, ed., *The Leeds Woollen Industry 1780-1820*, Thoresby Society Publications, vol. 32 (Leeds: Thoresby Society, 1931)

Friday – Class 9: Group Study Visit to Liverpool

Monday – Class 10: Social Effects of Industrial Change: Health, Wealth, Wages, and Family

Questions to consider:

- How did industrialisation affect the family during this period?
- What were working conditions like for those employed in manufacture and industry?

Recommended reading:

Duncan Bythell, ‘Women in the Workforce’, in *The Industrial Revolution and British Society*, ed. by Patrick O’Brien & Roland Quinault (Cambridge: Cambridge University Press, 1993), pp. 31-53

Katrina Honeyman, *Women, Gender and Industrialisation in England 1700-1870* (Basingstoke: Macmillan, 2000)

Peter H. Lindert, ‘Unequal Living Standards’ in *The Economic History of Britain Since 1700, Volume One: 1700-1860*, ed. by Roderick Floud & Donald McCloskey (Cambridge: Cambridge University Press, 1994), pp. 357-386

John Rule, ‘The Labouring Poor’ in *A Companion to Eighteenth-Century Britain*, ed. by H.T. Dickinson (Oxford: Blackwell, 2006), pp. 183-195

Monday – Class 11: Opponents to Change: General Ludd and Captain Swing

Questions to consider:

- How might these broader ‘developments’ in industry and agriculture affect certain sections of society adversely and why might they oppose these changes?
- What tactics did the working classes employ to protect their interests and how successful were they?

Recommended reading:

John Dinwiddy, ‘Luddism and Politics in the Northern Counties’, *Social History*, vol. 4 (1979), pp. 33-63

E.J. Hobsbawm and George Rudé, *Captain Swing: A Social History of the Great English Agricultural Uprising* (London: Lawrence & Wishart, 1968)

M.I. Thomis, *The Luddites: Machine-Breaking in Regency England* (Newton Abbot: David & Charles, 1970)

Tuesday – Class 12: A Financial Revolution? Banks, Bubbles, and National Debt

Questions to consider:

- What was the financial revolution and how did changes in Britain’s financial system help make the ‘industrial revolution’ possible?

Recommended reading:

Larry Neal, *The Rise of Financial Capitalism: International Capital Markets in the Age of Reason* (Cambridge: Cambridge University Press, 1990)

L.S. Pressnell, *Country Banking in the Industrial Revolution* (Oxford: Clarendon Press, 1956)

Tuesday – Class 13: Geography of Change: Why Manchester, Birmingham, Leeds, London, Liverpool, Sheffield?

Questions to consider:

- Why did some minor settlements flourish and develop into major towns and cities, whilst other, once important towns, dwindled and diminished?
- What wider social and political affects did this have?

Recommended reading:

T.C. Barker and J.R. Harris, *A Merseyside Town in the Industrial Revolution: St. Helens, 1750-1900* (Liverpool: Liverpool University Press, 1954)

Pat Hudson, *The Industrial Revolution* (London: Edward Arnold, 1992)

Jon Stobart, ‘County, Town and Country: Three Histories of Urban Development in Eighteenth-Century Chester’ in *Provincial Towns in Early Modern England and Ireland: Change, Convergence and*

Divergence, ed. by Peter Borsay and Lindsay Proudfoot (Oxford: Oxford University Press, 2002), pp. 171-194

Roland Quinault, 'The Industrial Revolution and Parliamentary Reform', in *The Industrial Revolution and British Society*, ed. by Patrick O'Brien & Roland Quinault (Cambridge: Cambridge University Press, 1993), pp. 183-202

(afternoon group study visit to the National Coal Mining Museum, Wakefield)

Wednesday – Class 14: Study Visit to the Brotherton Special Collections: The Sources of Change

Questions to consider:

- How can the original sources of the 'industrial revolution' help our understanding of the historical process of industrialisation and contemporary involvement in these developments?

Wednesday – Class 15: The Industrial Revolution, Overseas Trade and Empire

Questions to consider:

- In what ways did British industry benefit from overseas trade and empire?
- How important was international trade to Britain's economic development?

Recommended reading:

Robert C. Allen, *Global Economic History: A Very Short Introduction* (Oxford: Oxford University Press, 2011)

M.J. Daunton, *Progress and Poverty: An Economic and Social History of Britain 1700-1850* (Oxford: Oxford University Press, 1995)

Pat Hudson, *The Industrial Revolution* (London: Edward Arnold, 1992)

Patrick O'Brien, 'Inseparable Connections: Trade, Economy, Fiscal State, and Expansion of Empire', in *The Oxford History of the British Empire: Volume II, The Eighteenth Century*, ed. by P.J. Marshall (Oxford: Oxford University Press, 1998), pp.53-77

(taught in conjunction with study visit to Harewood House)

Thursday – Class 16: Industrial Revolution in National Context: Was Great Britain the First?

Questions to consider:

- How does Great Britain's industrial development compare with that of other nations in the same period?

Recommended reading:

Robert C. Allen, *The Industrial Revolution in Global Perspective* (Cambridge: Cambridge University Press, 2009)

Robert C. Allen, *Global Economic History: A Very Short Introduction* (Oxford: Oxford University Press, 2011)

Jordan Goodman and Katrina Honeyman, *Gainful Pursuits: The Making of Industrial Europe 1600-1914* (London: Edward Arnold, 1988)

R. Porter and N. Teich, eds, *The Industrial Revolution in National Contexts: Europe and the USA* (Cambridge, 1996)

Thursday – Class 17: Incremental or Revolutionary Change: Was there an Industrial Revolution?

Questions to consider:

- Is it accurate to consider the changes observed in this period as revolutionary or were they part of a series of incremental developments dating much earlier?