His 3110, Debate and Paper 1

On Factories and the Working Class (15% of final grade)

Did the British people benefit from the Industrial Revolution before the mid-nineteenth century?

**Part A** (due 1 March, 1 page, 10 or 12 pt. font, single-spaced). Using Matthews/Harvie, Arnstein, at least one of the secondary works (below), and at least three of the primary sources from Past Speaks, chs. 2 & 7, write a single-page report noting evidence for your side of the debate (at least a one-inch margin on each side), with 3-to-4 sentences (sentences only) about evidence regarding the impact of the Industrial Revolution to the British supporting your side of the debate in each of the five following categories: Britain before 1760, Statistical Evidence of Industry’s Impact before 1850, Literary/Anecdotal/Documentary Evidence of Industry’s Impact before 1850, Counter-arguments (counter-evidence) to most likely arguments from Opponents, Most Valuable Sources Used (latter need not be sentences). Debate will focus on this question of how the majority of the British benefitted or suffered from the Industrial Revolution and its many impacts between the 1760s and 1840s.

**Part B** (due 6 March, 4-page, 12 pt. font, double-spaced). Compare and weigh the meaning and value of the different types of evidence available (workers' petitions, merchants' justifications, Sadler's Report, Ure's Philosophy of Manufactures, statistics). Which sources are most useful to your argument? Why? Are other sources less "accurate"? Use at least (a) five primary sources from Past Speaks, (b) one online primary source (provide name and url), (c) Matthews/Harvie and Arnstein, and (d) one secondary work from list below (we do not have all the works in the library).

For debate (and papers): those suggesting the British people did benefit (Apple, Baker, Bell, Binder, Capoyianes, Cocagne, Crow, Dalton, Dannaman, Drasutis, Flaherty, Gasper, Hodgson, Hopf, Jordal, Kaempen, Lange); those suggesting the British people did not benefit (Lendabarker, Maurisak, Miller, Milleville, Miner, Noah, Orourke, Oswald, Pauga, Schumacher, Schwartz, Taylor, Upchurch, Vanuytven, Wakefield, Walter, Watson, Webb).

Note: You should make an argument using points or quotes from the documents as evidence (in debate editors’ points or those of historians are fine; in paper you should cite and discuss documents directly as well). Details that might work for or against your argument include: the writer's point of view, the audience, the form of the document, the evidence omitted. Quotes and substantial paraphrasing must be referenced. A brief note in parentheses following the quote is sufficient. For example, (James Kay, 1832, Past Speaks, 158). Secondary works (textbooks and articles) should be in foot or endnotes using Turabian/Chicago Manual of Style form.
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Secondary:

Revised Schedule (readings from Harvie and Arnstein to be posted on web syllabus)

Feb. 20. Industrial Revolution (lecture)
Feb. 22. *Past Speaks*, ch. 6; **Industrial Revolution Debate preparation**

Feb. 27. Age of French Revolution and Napoleonic Wars (lecture)

March 6. **Revolutionary debate essay due (part B)**