AP European History, 2016-17
Period 3, Unit 3, Part II: Industrialization, Reform, and Revolution, 1830-1850

Calendar
Monday 1.23
In class: Timed DBQ writing exercise
Homework: Assignment 4

Tuesday 1.24
Due: Assignment 4 - Word processed work to hand in
Topics: Industrialism & its effect on Society
In Class: Lecture and discussion; working with sources
Homework: Assignment 5

Thursday 1.26
Due: Assignment 5 - Word processed work to hand in
Topics: Ideology – Problems and Solutions; Classical Economics: policy, wages, population; Early Socialism: utopianism, anarchism, Marxism
In Class: Meeting of the Minds; Timed LEQ
Homework: Assignment 6

Monday 1.30
Due: Assignment 6 - Word processed work to hand in
Topics:
In Class: Quiz over chapter reading
In Class: Timed Debate: In the period 1815-1848, western European powers sacrificed the interests of the working classes to please the middle class.
Homework: Assignment 7

Assignment 4: Due: Tuesday, 1.24 - Word-processed work to hand in for credit
1. Please read Chapter 13, “Economic Advance and Social Unrest,” pages 462-477. Use Historysage and/or Dunbar notes for your learning. You will need to refer to your notes from Chapter 7 on The Industrial Revolution of the 18th Century, pages 254-270; Chapter 13 is a continuation of the IR in Great Britain.
2. Please visit these websites and read more about the “Great Hunger in Ireland,” beginning with the short reading in the textbook found on page 466. (HistorySage has decent notes on this topic.)
   Wired http://www.wired.co.uk/article/irish-potato-famine
   University of Minnesota Law School Library http://library.law.umn.edu/irishlaw/subjectlist.html
3. Please visit this website and learn about the famous British publication, Punch http://www.punch.co.uk/about/
   As you read about Punch and their spectacular political cartoons, please make note of (somewhere in your mind and on a piece of paper) the author’s point of view, author’s purpose, and audience so that when you find one of these political cartoons in a DBQ, you will know how to source it.
4. Please read the handout, “Hogarth reading,” and take notes from the reading and the website given on the author’s point of view, author’s purpose, and audience.
5. As you read the text, use your handouts, “Social History Study Guide,” and “Women in European History,” for note taking. Please bring those handouts to class.
6. Don’t forget to read about the “Great Exhibition in London,” found on page 473. Please visit the Victoria and Albert Museum website and see more photos and read more about this very important time in British history. http://www.vam.ac.uk/page/g/great-exhibition/

TO DO TO HAND IN FOR CREDIT:
1. Read “The Chartist Movement: British Workers Call for Political Enfranchisement, 1838,” and compose responses to the three questions at the end. Compose these responses as if the reader does not know what you are referring to. (Found on the textbook website.)

2. Read handout, “What the Luddites Really Fought Against,” and compose responses to the three questions at the end, following the directions for Question 1.

3. Read “The British Parliament Investigates Child Labor, 1831,” and compose responses to the three questions at the end, following the directions for Questions 1 and 2. (Found on the textbook website.)

4. 2 Handouts from AP, “Industrialization and Urbanization in the 19th Century. Please compose handwritten responses in complete sentences as you analyze and source these visual. Be sure to couch your responses in the historical context that we are studying, bringing on your knowledge of the history in your analysis and responses.

Assignment 5: Due: Thursday, 1.26 - Work to be handed in for credit

1. Please read Chapter 13, pp. 477-486 and page 487 for your understanding and learning. Consider (think about) the protesters and the protests against economic conditions and responses in favor of political liberties.


You also need to review these documents and your notes:

3. Excerpts from Adam Smith’s, Wealth of Nations, 1776

For each document, answer the following questions in your notes. [Not to be handed in, but do]
~ What did he see as the problems in society due to industrialism? What was his solution?

To do to hand in for credit at the beginning of class:

1. Handout, “Aids to an understanding of the consequences of industrialization”: Please read the 4 readings and compose thoughtful responses to the 4 questions at the end, including evidence from the text to support your analysis. (I only have a paper copy of this so you will find this handout with your syllabus.)

2. Be prepared to participate in a “Meeting of the Minds”

You will be participating in a timed seminar of economists and social reformers. You will be asked to role-play one of the following economists or social reformers: Adam Smith, David Ricardo, Karl Marx, Jeremy Bentham, Thomas Malthus, Count Claude Henri de Saint-Simon, Robert Owen, Pierre Proudhon, Frederich Engels, or Charles Fourier in order to examine the emergence of economics and economic theory as a new discipline that addresses the causes of economic and social distress in European society and proposed solutions to those problems. To make sure that everyone is prepared, there will be a quick check of your notes before the seminar begins, and those who are not prepared will have an alternative assignment to do during class.

Marxism
Introduction

Marxism, a political ideology developed upon the ideas of the philosopher Karl Marx, has been one of the defining ideas of modern world history. Marxism understands history to be a series of class conflicts based on access to the means of production. It calls for a revolutionary overthrow of capitalism by the oppressed workers (proletariat) and eventually, rule by the people. Marxism gained popularity among radial intellectuals and workers in the mid-to-late
nineteenth century and was the central political philosophy in several successful revolutions during the twentieth century that resulted in socialist states (such as the Soviet Union, Cuba, and China).

Objectives:
Students will be able to define Marxism and explain its concept of historical progress through their reading and study of The Communist Manifesto.
Students will understand how and why Marxism spread among intellectuals, workers, and peasants of Europe.
Students will be able to compare and contrast Marxism with other political and economic systems, such as capitalism, socialism, Fascism, and Liberalism, and put it into its proper historical and philosophical context.
Students will understand the social and political impact of Marxism in the twentieth-century world.

1. The Communist Manifesto (1848) can be found at the following website. It is an interesting text and (Opinion! Opinion!) anyone who plans to go to college should read this short text, even if just to have hours-long conversations with other young people in your dorm hallway. The full text, 32 pages, can be found at the following site: https://www.marxists.org/archive/marx/works/1848/communist-manifesto/
This link will take you to Study Guide for The Communist Manifesto. The Study Guide is quite helpful. You can also visit the fordham.edu site; just link Socialism and go from there.

2. Biographies of Karl Marx and Frederich Engels
   Karl Marx (1818-1883) was born into a middle-class family in Trier, Prussia. After earning a doctorate, he became a journalist but was exiled from Germany due to his radical political philosophy and attacks against censorship. He moved to France, where he continued to publish revolutionary papers. While in Paris, he and Frederich Engels (1820-1895) became close friends and began collaboration together. Marx was exiled from Paris in 1845 and moved to Brussels. There, in 1847, he and Engels wrote The Communist Manifesto, which appeared in February 1848. Marx finally settled in London, England, where he lived out the rest of his life. Marx continued to develop his ideas of “scientific socialism” in works such as Capital. He was also a leader in international radical socialist and anti-capitalist organizations.
   Engels was the son of a wealthy factory owner. He supported Marx's ideas, but Engels writings emphasized the effects of capitalism and the Industrial Revolution on the family.

To review the biographies of Marx and Engels, please visit the following Web site listed below.
http://www.marx.org/archive
Link to both Marx Archive and then Engels Archive, and then the Biography link. There are two articles on Engels, the first by Marx (1880), and the second by V. I. Lenin (1895).

3. The Internationale
   “The Internationale,” was written in 1871 by a French worker and has been translated into several languages. It was one of the methods political activists used to persuade workers to support Marxist and socialist activities. You can listen to different versions of the lyrics from this Web site.
   http://www.fordham.edu/halsall/mod/INTERNAT.html

Assignment 6: Due Monday 1:30 - Work to hand in for credit (or hand written) when class begins
1. Please read Chapter 13, 486-497 for your understanding and learning.
2. Please read primary sources found in those pages and be prepared to share your notes on those sources with me.

To do to hand in for credit:
1. a. **Create a chart** in which you compare and contrast the revolutions of 1830 and 1848 in France -
   Categories to include:
   ~ Leaders (Title and full name)
   ~ Classes involved, Demands
   ~ New Governing Body
   ~ Actions of Revolutionary Body
   ~ Results.

   **b. Please include a brief analysis of your comparison/contrast with your chart.**

2. **Create a chart** in which you compare the impact of nationalism on the following nationalities: Habsburgs, Magyars, Czechs, and Slavs. Your chart should include information about:
   ~ People involved, full names and titles if given, and/or groups involved
   ~ Demands or concerns
   ~ Actions taken by group demanding national recognition

   The textbook gives us a superficial historical context, so you will need to use other sources to include enough information. Go ahead and do it! You don’t need to wait for me! Include a link for your sources, or if you feel like a real college student, include a bibliography using Chicago style citation.

A sampling of some thought-provoking questions:

**Industrialism and urbanization**

1. What were some of the major technological changes and new forms of industrial organization which helped Britain take the lead in the Industrial Revolution?
2. How did the French Revolution and the Napoleonic era “clear the way” for future industrialization in Europe?
3. What role did the railroad place in hastening the industrialization of England?
4. Where were the new centers of industrialization established on the European continent by the middle of the 19th century?
5. How were the patterns of industrialization different in France and the rest of continental Europe from those established in Britain?
6. What role did the British government play in support of industrialization?
7. What was the significance of the Great Exhibition in the Crystal Palace in 1851?
8. What new types of power were represented by the factory system?
9. How did the new factory system affect the life of the working class?
10. What is meant by the term differentiation as it applied to the division of labor prevalent in the factories of the 19th century? as it applied to governments in the 19th century?
11. What was the impact of industrialization on artisans? on peasants? on women? on children?
12. How did gender roles become more rigid in the 19th century as a result of industrialization?
13. How was childhood different for poor children as opposed to middle-class children?
14. Identify some of the fears of the moralists of the day who felt that industrialization would destroy the family.
15. How did industrialization often bring about a demoralizing dependence for laborers? What was the nature of that dependence?
16. Identify some of the differing opinions proposed by historians regarding the quality of the standard of living in England during the Industrial Revolution.
17. How did the economic position of 19th century artisans differ from that of 19th century factory workers?
18. What type of labor organizations existed in England in the early 19th century?
19. What were the various subdivisions of the 19th century European middle class?
20. How did the bourgeois home typify their middle-class values?
21. What were the characteristics/ideology of the bourgeois middle class?
22. What were some of the demographic changes that occurred in Western Europe in the early to mid-19th century?
23. What were the effects of a large increase in population from 1800 to 1870 in Europe?
24. How was the Poor Law of 1834 an attempt on the part of the British government to alleviate poverty in the cities? Why was this law so controversial at the time?
**Revolutions of 1848**

1. What were the main causes of the revolutions of 1848? In what parts of Europe did revolution quickly spread? What was the usual pattern followed by these revolutions?

2. Why was it said that “when France sneezes, all of Europe catches cold?” [refer to the events in Hungary, Austria, Prussia, Spain, and Italy in 1848].

3. What social/political divisions were exposed by the revolutions of 1848 in France, Austria, and Prussia?

4. Why did Louis Blanc become popular in Paris during the June uprisings there?

5. How was the Frankfurt Assembly a more national political body than a democratic one?

6. Why did Louis Napoleon Bonaparte win the election for President of the Second French Republic at the end of 1848?

7. Why can it be said that "1848 was the turning-point at which modern history didn't turn?"

8. Even though they were an immediate failure, what were some of the long-term effects of the Revolutions of 1848? What political gains were sustained?