**Course Description:** This is a class devoted to learning about the momentous changes in economic organization and technology, and the tremendous gains in economic productivity, that took place in Great Britain between 1760 and 1830—a period that has come to be known as the (first) Industrial Revolution. The class addresses several major questions: (1) What changes took place, and in what sense were they "revolutionary"?; (2) Why did these changes occur?; (3) Why did they first occur in Great Britain, rather than elsewhere? (4) What were the changes economic and social consequences (in particular, can they be said to have improved laborers' living standards)?; and (5) Why, despite the Industrial Revolution, does so much of the world remain mired in poverty to this day?

These are obviously very big questions, which have been the subjects of ongoing debates even among experts. So we can't pretend to come up with definite answers. But in addressing them we can at least hope to learn something about the process of industrialization and its bearing on the problem of world poverty.

**Requirements:** The course will be in the manner of a seminar, with short (30-45 minute) introductory lectures followed by general discussion periods, with discussions informed by assigned readings. I will serve as a sort of traffic-cop in directing the discussions, but otherwise I intend to let students do most of the talking. *It is therefore essential that students prepare for each class meeting by reading assigned materials in advance.* I also ask that each student come to class with two carefully thought-out questions to be raised during the discussion period, copies of which should be submitted to me in writing (neatly typed, please!) at the beginning of class. As the class is fairly large, we won't be able to cover all questions, but I will call on students randomly for their input. I also expect students to contribute to addressing questions raised by fellow students. The class participation grade, which is worth up to 30 points, or 30 percent of the overall grade, will depend on your contributions to these discussions; your submitted questions alone are worth .5 points each if they show some thought and are neatly presented. Note that they can only be accepted at the beginning of class, and must be handed in by you in person. *Attendance of all classes is expected.*

Apart from class participation, grades will depend on two mid-term exams (worth up to 20 points, or 20 percent of the grade, each) and a final exam (worth 30 points or 30 percent of the overall grade). The exams will probably consist of short essay questions, and may be offered on a take-home basis, but the final format of the exams remains at my discretion. Students also have the option of submitting up to two 5-6 page book reports, worth up to 20 points each, which can serve as *substitutes* for either of the mid-term exams. Books may address important persons, industries, or controversies relating to the British Industrial Revolution. In any case the books chosen must be approved by me in
advance. In general the first report must be submitted no later than the due date of the first mid-term, and the second must be submitted no later than the due date for the second mid-term. Exceptions may be made for students who miss exam deadlines owing to documented medical emergencies only. Please note that, once an exam or report is submitted, the grade is final, and that exams cannot be made-up under any circumstances.

**Grades:** To summarize, the grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td>Mid-Term (or Report) I</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term (or Report) II</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
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</tbody>
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The letter grades will generally be based on standard 10-point intervals, e.g., 90 or above = A and so on. A "curve" making for a relaxed scale is possible, but please don't count on it!

**Materials:** The main text is Phyllis Deane, *The First Industrial Revolution*, 2nd. ed. Both it and one supplementary text, F.A. Hayek, ed., *Capitalism and the Historians*, are available from the University Bookstore. Another supplementary text, David Landes, *The Wealth and Poverty of Nations*, can be purchased through Amazon.com for $11.87. Other assigned readings will be made available either through the University Library's e-reserve service or through my own web page.

**Schedule and Reading Assignments:**

Allowing for the opening class, for Spring Break, and for some class periods when I will be absent from campus, we will have 26 scheduled meetings; the first will be a general overview of the course plan while the rest will be devoted to specific topics. The topics and assigned readings that go with them are listed here. Remember, you must do all the readings in advance of the class meeting for which they are assigned. Readings from the Deane, Hayek, and Landes books are indicated as "D-1," "H-1", or "L-1" (for Deane chapter 1 or Hayek chapter 1 or Landes chapter 1). Other readings are listed by author and will be supplied electronically.

**Part I: What Happened?**

1. The starting point. D-1, Rosenberg and Birdzell chap. 2.
2. Population movements and growth. D-2; King and Timmons chap. 7
3. The agricultural revolution. D-3; King and Timmons chap. 6; Laslett, "Did the Peasants Really Starve?"
4. Enclosures
   Mantoux, "The Destruction of the Peasant Village"; Chambers, "Enclosures and the Rural Population."
   Supplementary Reading: Turner, "Enclosures in Britain, 1750-1830"

5. The commercial revolution.
   D-4; King and Timmons chap. 5

6. The transportation revolution.
   D-5; Morgan, "Internal Transport" (w/ documents)

7. The cotton and iron industries.
   D-6 and D-7

8. Was there really an "Industrial Revolution"?
   D-16; Doty pp. 1-28; L-3

Part II. Why did it Happen?

   D-9; Mokyr, The Lever of Riches, chap. 10

10. The workforce.
    D-10; Mitch (in Mokyr)

11. Money and capital.
    D-10; King and Timmons chap. 4.

    D-11; Cameron, "Scotland, 1750-1845"

13. "Good Money" (special lecture)
    Selgin chaps. 1 and 2.

14. Free trade and imperialism
    D-12; Rosenberg and Birdzell chap. 3; L-25.

15. Private property and government policies.
    D-13; Rosenberg and Birdzell chap. 4
    Supplementary Reading: Clarkson, "The Government and the Economy" (in Pre-Industrial England)

Part III. Why Great Britain?

16. Why Europe?
    L-14

17. Great Britain vs. the Continent.
    L-15; Mokyr, The Lever of Riches, chap. 10.

18. The spread of industrialization.
    L-16; Pollard, "Industrialization and the European Economy"

19. Islam and China
    L-21 and L-24.
    Supplementary Reading: Mokyr, The Lever of Riches, chap. 9.

20. America's Industrial Revolution (guest lecture) L-19
Part IV. Was the Industrial Revolution a Good Thing?

21. The standard of living II  Doty pp. 53-130.
   Supplementary Reading:
   Hartwell, "The Standard of Living Controversy"
   (Dickens selections.)
23. The factory system.  H-5; Morgan, *The Birth of Industrial Britain,* chap. 5.