Module Outline
Leeds International Summer School 2012

Teaching Structure

2 x 90 minute classes per day with 4 study visits
Each teaching session will address key historical themes relating to the topic and will allow students to evaluate and discuss these themes. Discussion will be based on analyses and interpretation of a selection of primary sources and wider secondary readings; study visits to local site of historical importance will also provide stimulating evidence for debate and discussion. There will be a break between the sessions to allow students to reflect and prepare.

Session times:
All sessions (apart from trips) will run from 9.30 – 11am & 11.30am – 1pm

Reading: All primary sources and key secondary reading will be provided as a course pack or will be listed in the bibliography.

Module Assessment:
Essay: 60%
Individual Presentation: 20%
Class participation: 20%
Monday 16th July – 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:


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


Monday 16th July – 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:


Tuesday 17th July – 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:


**Tuesday 17th July – 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:

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


**Wednesday 18th July – 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?
- 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:

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


Wednesday 18th July – Class 6: The Means of Production: Workshops, Mills and Factories (followed by afternoon study visit to Armley Mills Industrial Museum)

Questions to consider:

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

Recommended reading:


Thursday 19th July – 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:


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

Thursday 19th July – 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:


Friday 20th July: Field Trip

Monday 23rd July – 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:


Monday 23rd July – 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 be oppose these changes?
- What tactics did the working classes employ to protect their interests and how successful were they?

Recommended reading:


Tuesday 24th July – Class 13: 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:

Tuesday 24th July – Class 12: 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, 1954)
Pat Hudson, The Industrial Revolution (London: Edward Arnold, 1992)

(afternoon group study visit to the National Coal Mining Museum, Wakefield)
Wednesday 25th July – Class 14: Commentators on Change: Defoe, Smith, Malthus and Marx
Questions to consider:
- How did contemporary commentators view and understand the social and economic changes taking place around them and how did they develop theories based upon those experiences?

Recommended reading:
Peter Earle, The World of Defoe (Newton Abbot, 1977)
David McLellan, Karl Marx: His Life and Thought (London, 1973)
Patricia James, Population Malthus: His Life and Times (London, 1979)

Wednesday 25th July – Class 15: 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?

Thursday 26th July – 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:

Thursday 26th July – Class 17: Incremental or Revolutionary Change: Was there an Industrial Revolution?
Questions to consider:
- Is accurate to consider the changes observed in this period as revolutionary or were they part of a series of incremental developments dating much earlier?

Friday 27th July – Class 18: Field Trip to Liverpool