**Ap euro identifications**

**Chapter 13: economic advance and social unrest (1830-1850)**

Section I. *Identify* and state the *Historical Significance* of the following:

1. Karl Marx and Friedrich Engels
2. Louis Napoleon
3. Louis Kossuth
4. King Frederick William IV

Section II. *Define* and state the *General Significance* of the following:

1. Utilitarianism
2. Utopian socialism
3. Anarchism
4. Marxism

Section III: *Describe* and state the *Historical Significance* of the following:

1. Railways
2. Irish Potato Famine
3. Wage Labor Force
4. English Factory Act
5. Police Forces
6. Prison Systems (Auburn, Philadelphia)
7. Corn Laws
8. Saint-Simonianism
9. Owenism
10. Fournierism
11. Pan-Slavism
12. Frankfurt Parliament
13. 1848 Revolutions

***TIMELINES DUE THE SAME DAY***

**CHAPTER 13 – ECONOMIC ADVANCE AND SOCIAL UNREST (1830–1850)**

CHAPTER SUMMARY

 This chapter treats the growth of industrial society, the intellectual responses to that society, and the unsuccessful revolutions in France, Austria, Italy, and Germany. The industrial revolution began in eighteenth- century Britain, and in 1850, England remained a generation ahead of its future continental competitors. Material progress was being made, accompanied by continued population growth and considerable migration from the countryside to the cities. This movement was aided by railroads; the 1830s and 1840s were the great age of railroad building. It was the age that prized talent and efficiency. The middle classes tended to measure success in monetary terms and were increasingly dissatisfied with their lack of political influence. Generally, they were unsympathetic to the plight of the poor. The labor force was varied, but the two broad categories were factory workers and urban artisans. By the late 1830s, the British working classes turned to direct political activity and pushed a reform program known as Chartism. As a national movement, Chartism failed, but it set an example for workers on the continent.

 The chapter then focuses on societal developments that resulted from industrialism. In particular, there were changes in family structure because economic life and home life were no longer the same and the family ceased to be a close unit of production and consumption. Women received lower wages, and the employment of children in the factories became a major concern. The English Factory Act of 1833 limited a child’s work day and imposed a mandatory responsibility on the factory owner for the education of employed children.

The rise in urban population also caused a rise in the crime rate, which resulted in the development of professional law enforcement officers. Prison reform was another issue that received attention. New prisons were developed from models in the United States that sought rehabilitation as a result of incarceration. In France, however, imprisonment became more repressive as the century passed and transportation to infamous penal colonies (Devil’s Island) were designed to rid the country of its worst elements.

 The principles of classical economics contributed to cooperation between the middle classes and governments, both of whom were threatened by the demands of the working class for more fundamental change. Such partnerships were evident in advances in the middle-class agenda in both France and Germany. Closely related to the classical economists were the British utilitarians, led by John Stuart Mill. They believed that the principle of utility (the greatest good for the greatest number) should constitute the guiding principle of public policy. They were the actual authors of much reform legislation.

 This period also saw the beginning of the socialist movement. Early socialist doctrines were blurred and the early spokesmen lacked any meaningful political following. The early socialists generally applauded the new productive capacity of industrialism but decried industrial mismanagement and thought that human society should be organized as a community rather than merely as a conglomerate of atomistic, selfish individuals.

 Other writers, known as anarchists, rejected both industry and the dominance of government. Some, like Blanqui, were violent; others, like Proudhon, were peaceful. Many conservative Europeans also hated the view of society set out by the classical economists. In general, the writers who upheld this position were less brilliant than the liberals and the socialists, but they did achieve some reforms by posing as protectors of the poor. The price of such protection was non-participation in politics by the working class.

 At mid-century, the ideas of Karl Marx were only one more contribution to the criticism of emerging industrial society. Marxism differed from its competitors in the brilliance of its author, its claim to scientific accuracy, and its message of the inevitable collapse of the capitalist order. Marx believed that class conflict in the nineteenth century had become simplified into a struggle between the bourgeoisie (middle class) and the proletariat (workers), a struggle that the proletariat would eventually win and that would result in a propertyless and classless society.

 In 1848, a series of liberal and national revolutions spread across the continent. The text then details the causes and courses of the revolutions in Austria-Hungary, France, Italy, Prussia, and the German states. A chronology of the revolutions is presented within the text for clarity.

OUTLINE

I. Toward Industrial Society

 A. Population and Migration

 B. Railways

II. The Labor Force

 A. The Emergence of a Wage-Labor Force

 B. Working-Class Political Action: The Example of British Chartism

III. Family Structures and the Industrial Revolution

 A. The Family in the Early Factory System

IV. Women in the Early Industrial Revolution

 A. Opportunities and Exploitation in Employment

 B. Changing Expectations in the Working-Class Marriage

V. Problems of Crime and Order

 A. New Police Forces

 B. Prison Reform

 C. Government Policies Based on Classical Economics

VI. Early Socialism

1. Utopian Socialism
2. Anarchism
3. Marxism

VII. 1848: Year of Revolution

1. France: the Second Republic and Louis Napoleon
2. The Habsburg Empire: Nationalism Resisted
3. Italy: Republicanism Defeated
4. Germany: Liberalism Frustrated

LEARNING OBJECTIVES

How did industrialization spread across Europe?

How did industrialization change the European labor force?

How did industrialization affect European families?

What role did women play in the Industrial Revolution?

How did the establishment of police forces and the reform of prisons change society?

What were the key assumptions of classical economic theory?

How did socialism challenge classical economics?

Why did a series of revolutions erupt across Europe in 1848?

DISCUSSION QUESTIONS

1. What inventions were particularly important in the development of industrialism? How did industrialism change society? Why were the years covered in this chapter so difficult for artisans? How was the European labor force transformed into a wage labor workforce?

2. How did the industrial economy change the working-class family? What roles and duties did various family members assume? How did the role of women change in the new industrial era?

3. What were the goals of the working class in the new industrial society, and how did they differ from middle-class goals? Why did the working class and the middle class pursue different goals?

4. Why did European states create police forces in the nineteenth century? How and why did prisons change during this era?

5. How would you define socialism? What were the chief ideas of the early socialists? How did the ideas of Karl Marx differ from those of the socialists? What historical role did Marx assign to the proletariat?

6. What factors, old and new, led to the widespread outbreak of the revolutions in 1848? Were the causes in the various countries essentially the same, or did each have its own particular set of circumstances? Why did these revolutions fail throughout Europe? What roles did liberals and nationalists play in the revolutions? Why did they sometimes clash?