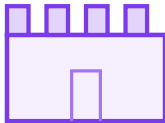


Industrialization and Its Effects

AP European History ■ Unit 6

AP European History



What we will cover

- 1 Contextualizing Industrialization
- 2 The Spread of Industry Throughout Europe
- 3 Second Wave Industrialization
- 4 Social Effects of Industrialization
- 5 The Concert of Europe and European Conservatism
- 6 Reactions and Revolutions

Contextualizing Industrialization

Unit 6 covers c. 1815 to c. 1914 and rests on three claims the CED states as key concepts:

- The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
- Everyday experience was shaped by industrialisation depending on the level of industrial development in a particular location – so the answer to "what was life like" is always *where, and how far along*.
- Political revolutions and the complications of industrialisation **triggered a range of ideological, governmental, and collective responses** 意识形态、政府与集体回应.

Contextualizing Industrialization, continued

That third claim is the unit's spine.

Industrialisation created problems; the ideologies and reforms of the nineteenth century are the answers people proposed to them.

The Spread of Industry Throughout Europe

Britain led, and the CED gives the reasons as a set:

- Ready supplies of **coal, iron ore**, and other raw materials.
- Mechanisation of **textile production**, iron and steel, and the development of **machine tools**.
- **Economic institutions and human capital** 人力资本 – engineers, inventors, and capitalists.
- A **parliamentary government** that promoted commercial and industrial interests because those interests were **represented in Parliament** – the political condition, and the one students leave out.
- **France** industrialised **more gradually**, with **government support** and with **less social dislocation** 社会失序 than Britain.

Second Wave Industrialization

By 1914 **mechanisation and the factory system** had become the predominant modes of **production**. During the **second industrial revolution** 第二次工业革命 (c. 1870-1914) industrial activity spread across more of Europe, and:

- New technologies and means of communication and transport – notably **railroads** 铁路 – produced **more fully integrated national economies** 一体化的国民经济.
- Efficient transport and other innovations **created new industries** and improved the distribution of goods.
- Together with better harvests from the **commercialisation of agriculture**, industrialisation **promoted population growth** 人口增长.
- A **heightened consumerism** 消费主义 developed.

Social Effects of Industrialization

- In industrialised western and northern Europe, socioeconomic change created divisions of labour leading to an entrepreneurial and professional middle class and an industrial working class.
- In less industrialised areas, the dominance of agricultural elites continued into the twentieth century.
- **Class identity** 阶级认同 developed and was reinforced through participation in philanthropic, political, and social associations.
- Rural-to-urban migration produced **urban overcrowding** 城市拥挤 while affected rural areas suffered population loss.
- **Bourgeois families** focused on the nuclear family and the **cult of domesticity** 家庭崇拜, with distinct gender roles.

The Concert of Europe and European Conservatism

The **Concert of Europe** 欧洲协调, or Congress System, sought to **maintain the status quo** through **collective action** and adherence to conservative principles.

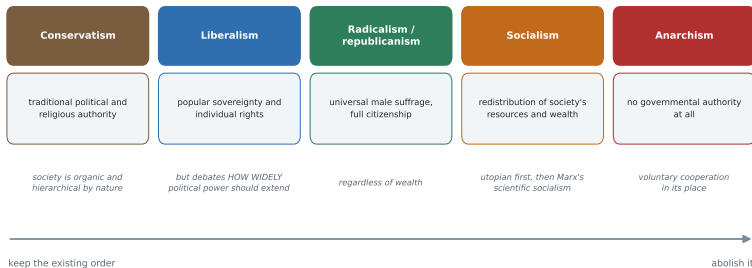
Reactions and Revolutions

In the first half of the nineteenth century, revolutionaries attempted to **destroy the status quo**. The **revolutions of 1848** 1848 年革命, triggered by **economic hardship and discontent with the political order**, challenged conservative power across Europe – and largely failed, which is itself examinable.

In **Russia**, autocratic leaders pushed through **reform and modernisation** from above, including the **emancipation of the serfs** 农奴解放 – reform used as an alternative to revolution rather than a concession to it.

Ideologies of Change and Reform Movements

One question - who holds power, and what should the state do?



the distinction this unit turns on

Ideologies of Change and Reform Movements

The CED names five positions, and they are best learned as answers to one question:
who should hold power, and what should the state do?

- **Liberals** 自由主义者 emphasised popular sovereignty, individual rights, and enlightened self-interest, but debated how far all groups should share political power.
- **Radicals** in Britain and republicans on the continent demanded universal male suffrage 男性普选权 and full citizenship without regard to wealth.
- **Socialists** 社会主义者 called for the redistribution of society's resources and wealth, evolving from utopian to Marxist scientific socialism.
- **Marx's scientific socialism** 科学社会主义 provided a systematic critique of capitalism and a deterministic analysis of society and historical change.
- **Anarchists** 无政府主义者 asserted that all forms of governmental authority were unnecessary and should be replaced by a society based on voluntary cooperation.

19th-Century Social Reform and Institutional Responses

- **Liberalism shifted from laissez-faire to interventionist** 从自由放任转向干预 economic and social policies in response to industrialisation's challenges. This is the unit's most important intellectual change – the ideology that began by wanting the state out ended by using it.
- Reforms **transformed unhealthy and overcrowded cities** by modernising infrastructure, regulating public health, and reforming prisons.
- Reformers promoted **compulsory public education** 义务教育 to advance public order, nationalism, and economic growth. Note all three motives – the CED lists them, and none is purely benevolent.

Causation in the Age of Industrialization

The unit's reasoning skill is **causation**.

Exam tips

- Britain's advantages include a **political** one – industrial interests were represented in Parliament. Most answers list only resources.
- **France industrialised gradually with state support and less dislocation.** That contrast answers many comparison questions.
- Learn the **five ideologies as a set**, distinguished by who holds power and what the state does.
- **Liberalism's shift from laissez-faire to intervention** is the century's key ideological change. Name it.
- Compulsory education had **three motives** – order, nationalism, growth. Give all three.
- Living standards rose **by the end of the century**, after decades of hardship. Timing is the mark.