

23 – Mass Society in an Age of Progress

Key Concept 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

- I. Industrialization promoted the development of new classes in the industrial regions of Europe.
 - A. In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, such as the proletariat and the bourgeoisie.
 - B. In some of the less industrialized areas of Europe, the dominance of agricultural elites persisted into the 20th century.
 - C. Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.
- II. Europe experienced rapid population growth and urbanization, leading to social dislocations.
 - A. Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.
 - B. With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.
- III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.
 - A. Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.
 - B. By the end of the century, wages and the quality of life for the working class improved because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control.
 - **Factory Act of 1833, Mines Act of 1842, Ten Hours Act of 1847**
 - C. Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.
 - D. Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.

- **Parks, Sports clubs and arenas, Beaches, Department stores, Museums, Theaters, Opera houses**
- IV. A heightened consumerism developed as a result of the second industrial revolution.
 - A. Industrialization and mass marketing increased both the production and demand for a new range of consumer goods — including clothing, processed foods, and labor-saving devices — and created more leisure opportunities.
 - **Advertising, Department stores, Catalogs**
 - B. New efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced the quality of life.
 - **Steamships, Railroads, Refrigerated rail cars, Ice boxes, Streetcars, Bicycles**
 - **Chemical industry, Electricity and utilities, Automobile, Leisure travel,**
 - V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.
 - **The “Hungry ’40s”, Irish potato famine, Russian serfdom**

Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.

- II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
 - B. Government reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces.
 - **Sewage and water systems, Public lighting, Public housing, Urban redesign, Parks, Public transportation**

Major Themes and BIG Questions

Themes:

- How did industrialization spread through Germany and most of western Europe in the late nineteenth century? How did this affect both the politics of the period and the people of those countries? (SP-5, PP6, PP-13, PP-15, IS-5)
- What reforms did governments make to better the lives of workers both in the factories and in their homes? (PP-1, PP-3, PP-4, SP-10)
- How did consumerism, brought about by the Second Industrial Revolution, affect the lives of middle-class and working people? (PP-4, PP-6, IS-4)
- How did mass political movements work to bring about change in the workplace and in society? (PP-8, PP-15, IS-7)
- How did the beliefs of anarchists and evolutionary socialists differ from earlier forms of socialism? (OS8, OS-9, OS-10, SP-4, SP-7, SP-12, IS-5)
- What were the gender roles for men and women mandated by the “cult of domesticity”? (OS-4, IS-2, IS-3, IS-4, IS-6, IS-9)
- How did bourgeois and working-class families use their increased leisure time? (IS-5, IS-7)
- To what extent did the old political and social order persist in eastern Europe and Russia? (PP-3, IS-10)

Essential Questions:

- How did industrialization lead to urbanization?
- What were conditions like in the highly concentrated urban environment? What was responsible for these conditions?
- Who was Jeremy Bentham and what was utilitarianism?
- Discuss Edwin Chadwick and his views on poor living conditions. What did he suggest? What was the result?
- What were the effects of the bacterial revolution on Europeans?
- How was Paris transformed and how did the rebuilding of Paris impact Europe?
- How did mass public transportation alleviate overcrowding in cities?

- Why did the gap between the rich and the poor endure, despite the increased prosperity due to industrialization?
- Describe the composition of the Upper Middle Class, Traditional Middle Class, and Lower Middle Class.
- What white collar professions benefitted from the expansion of the middle class?
- Describe the Middle class perspective on behavior and morality.
- What led to disunity within the working class? · Describe the pros and cons for unskilled girls and women.
- What role did alcohol, sports and music play in society?
- What led to a weakening relationship between the working class and religion? ·
- What was the basis for marriage in 1850 and why were they then advised to marry later in life?
- The illegitimacy explosion (led to many babies being born out of wedlock.
- What reversed this trend in the late 1800's?
- Why did families live close to one another?
- How did the role of women in the workplace change after 1850?
- Discuss women's legal rights in the late 1800s.
- What were the primary goals of 19th century advocates for women's rights?
- Discuss the benefits of the breadwinner-homemaker partnership after 1850.
- How did child rearing change in the late 19th century?
- Describe the basic ideas of Sigmund Freud.
- How did thermodynamics, chemistry and electricity become the foundations of the Second Industrial Revolution?
- Discuss Darwin's views as stated in his book *On the Origin of Species by the Means of Natural Selection*.
- What was the purpose of new social scientists?
- Describe “realism.” How did it contrast romanticism?
- Why did realism appeal to the working class?

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VOCABULARY

[How many of these can you remember?]

- German Empire
- Kaiser Wilhelm I
- Otto von Bismarck
- Reichstag
- Junkers
- Catholic Center Party
- Social Democratic Party (SPD)
- Kulturkampf*
- Wilhelm II
- Third French Republic
- Paris Commune
- Adolphe Thiers
- Chamber of Deputies
- Jules Ferry
- Dreyfus Affair
- Emile Zola, "J'accuse!"
- Jean Jaurès
- Conservative Party
- Benjamin Disraeli
- Liberal Party
- William Gladstone
- Reform Bill of 1867, "leap in the dark"
- Secret ballot
- Reform Act of 1884
- Fabian Society
- Kier Hardie, Independent Labor Party
- Parliament Act of 1911
- Millicent Garrett Fawcett
- Emmeline Pankhurst
- Representation of the People Act, 1918
- Reform Act of 1928
- "Irish Question"
- Young Ireland
- Irish Home Rule
- Ulster
- Easter Rebellion
- "Eastern Question"
- "Sick Man of Europe"
- Pan-Slavism
- jingoism
- Congress of Berlin, 1878
- Socialist Revisionism
- Eduard Bernstein
- anarchy
- Mikhail Bakunin
- Crimean War
- Alexander II
- Emancipation Act, 1861
- mir*
- zemstvos*
- intelligensia
- Sergei Witte
- Alexander III
- "Autocracy, Orthodoxy, Russification"
- pogroms
- Theodore Herzl, Zionism
- Nicholas II
- Russo-Japanese War
- "Bloody Sunday"
- Revolution of 1905
- October Manifesto
- Duma
- Grigori Rasputin