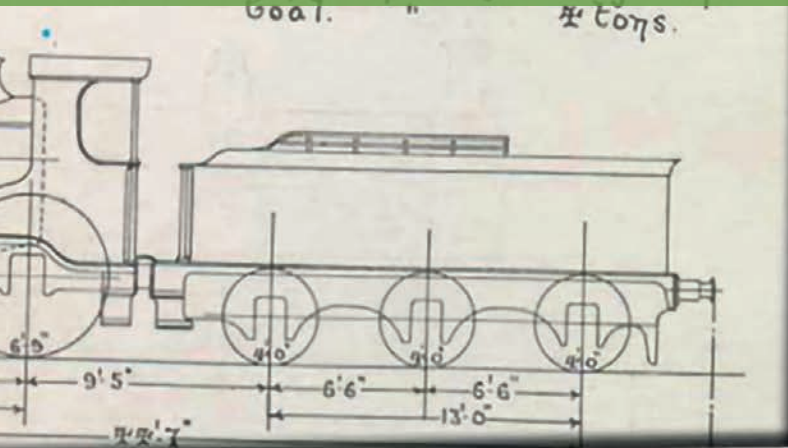


THE MAKING OF THE MODERN WORLD

ORIENTATION RESOURCES

Various source media, *The Making of the Modern World*



The aim of this guide is to give you a better understanding of how to use the *Making of the Modern World (MOMW)* archive for your research purposes. It will cover finding and filtering material as well as explore some key topics covered by the archive.

HOW TO USE THIS GUIDE

This guide is aimed at students and researchers who are using Gale Primary Source Archives for the first time. It will take you through the different stages of using a digital archive. If you are unfamiliar with researching in a digital archive it is worth reading the guide through from start to finish.

If you have some experience working with digital archives and are looking for guidance on *MOMW* specifically, head straight to the KEY TOPICS section. Here you will find information on some of the main historical themes addressed by the collections in this archive. There are also some critical thinking questions and useful search terms to help you start your research. The questions in **green** are entry level questions, the questions in **red** are more advanced.

If you are looking for examples of research conducted in this digital archive, the final section CASE STUDIES, will provide you with this. This section draws upon documents found in *MOMW* to show you how to use digital primary sources for research and teaching. Again, there are some critical thinking questions and useful search terms to help you start your research. The questions in **green** are entry level questions, the questions in **red** are more advanced.

Throughout you will find keywords in bold typeface (or hyperlinked) to help you identify key topics and useful search terms.

LANGUAGE AND TERMINOLOGY

In this section, you will identify the language and words that will produce useful results when you are using the search function in a digital archive.

In all Gale Primary Source Archives you will find language and terminology that is old-fashioned, unfamiliar and potentially offensive. The documents and other sources held in these archives are reflective of the period in which they were written. To that end, you will need to think about the words and phrases that you choose to conduct your search.

As an example, if you were searching in this archive for information on the creation and evolution of the banking industry since the fifteenth century you would most likely start by searching for “bank”. However, early modern and nineteenth century authors used a variety of words and phrases to refer to the banking industry. After you have searched for “bank” you will notice other terms appearing in your selected source materials. You can use these terms to extend your search. In this example, you would need to extend your search to include terms such as “banking system”, “banking company”, “banking corporation”, “banking business”, and “banking house”. The more time you

spend in the archive looking for sources the more familiar you will become with the variety of terms that might be relevant to your topic, as well as their idiosyncrasies (such as non-standard spelling). For example, if you wanted to ensure your investigation into the development of banking was comprehensive you may want to move on to search for terms related to “finance” and “insurance”.

BASIC SEARCH AND FILTERING

In this section, you will perform a basic search using keywords in *MOMW*. It will also cover how to filter your results, and the steps needed to find a useful and comprehensive set of sources tailored to your research questions.

When you enter a search term it will be used to scan both the content of the sources and the tags that have been applied to said sources. In *MOMW* your search is being applied across all the collections in this archive.

Let's start with a key event in this period: the revolutions of 1848.

- Search your key term, 1848 revolutions, in *MOMW*. You will receive over a thousand results spread across a variety of content types (monographs and periodicals).
- Filter your results . Using the filter buttons on the right of your results list you can refine your list. You can use these filters to help ensure the source material you are using relates directly to your research question. For example, if you were interested in the Pierre-Joseph Proudhon's involvement in the events of 1848 you can filter your results so that you are just looking at sources that are by Proudhon.
- Assess your results. It is important to remember throughout that these searches are the starting point of your research and as such will provide you with a very broad range of documents. Once you have filtered your results you will still need to analyze them to assess their relevance to your topic. In our examination of the 1848 revolutions and Pierre-Joseph Proudhon, for example, you may want to focus on sources that have France as one their main subjects.
- Iterate on your search. As you become more familiar with your topic you may also need to go back to your earlier searches and re-assess material you previously discounted. You may also need to undertake new searches using terms you have learnt during your research process. For example, having looked at sources that have France as one their main subjects, you may now want to look at sources that have February Revolution, 1848 as a key subject.

Advanced Search

The 'Advanced Search' function allows users to refine their search for multiple terms and apply the filtering process at the beginning of your search. This can be useful for when you have a very specific research question or in the latter stages of your research project when you have a more defined idea of the source material you are looking for.

KEY TOPICS

This section will introduce you to five of the main subject areas covered by *MOMW*. These subject areas were chosen because they relate directly to the documents that make up *MOMW*, as well as reflecting historiographical debates and key teaching areas. There are also questions designed to help guide your research into these topics in the archive. You will also find lists of further useful search terms which will assist you in broadening your knowledge of these subjects. These terms have already been tested via the *MOMW* search function so should provide you with helpful results.

The Birth of Capitalism

The mid-fifteenth century to the mid-twentieth century saw multiple dramatic shifts in the global economy. Fundamental to these was the development of capitalist economic systems based on the process of "industrialization". Whole new concepts of value and monetary systems were created as part of the development of capitalism. Agriculture was transformed beyond recognition as the relationship between wealth, capital and land was remade. Meanwhile human labor was increasingly understood in terms of productivity and efficiency.

- Describe the development of insurance over the early modern period.
- Explore how mechanization and machines altered the nature of work in the nineteenth and twentieth centuries.
- Assess the impact of technology on agriculture in early modern Europe.
- Analyze the development of the concept of "free trade" over the eighteenth to twentieth centuries.

Other useful search terms: banking, commerce, economics, finance, industrial development, industry, insurance, manufacturing, money

Slavery, Race and Empire

Concurrent with the development of capitalism was the development of the transatlantic slave trade. The violence involved in the forced labor of enslaved people required the creation and dissemination of the ideology of race and racial difference. This in turn, was used to support the expansion of European empires and bolster white supremacy throughout the eighteenth, nineteenth and early twentieth centuries.

- Discuss the nineteenth century debate on slave labor.
- Compare British attitudes towards the “natives of India” across the nineteenth century.
- Trace the relationship between the slave trade and banking industry in the early modern period.¹
- Compare the racialization of Indigenous peoples in the Americas and Australasia.

Other useful search terms: Aborigines, Africans, Chinamen, colonial, colonization, colored, coolie, Indian, Hindoo, Mohammedans, Maori, negro, natives, race problem, savages, slavery, tribe, white race

The Rise of the Nation State

From the mid-fifteenth century to the mid-twentieth century there was a fundamental shift in global political geography. Key to this was the development and dispersion of the idea of the nation and the nation state. Changing thinking about political authority, identity and self-government was reflected in revolutions, wars and independence movements across the globe.

- Describe the events of the Haitian Revolution, 1791-1804.
- Explain the role of Simón Bolívar in the Latin American Wars of Independence, 1808-1826.
- Analyze the development of the concept of national boundaries.
- Assess the extent to which taxation was critical to the ideology of nation states.

Other useful search terms: nationalism, nationalist, national government, national independence, national interest, self-determination, war of independence

¹ PRO-TIP! Using filters. To find useful materials to help answer this question you can use the filters that appear to the right of your search results. Having searched “slave trade” you can filter by subject so that you are looking at sources that have been subject tagged “banking industry”.

Revolution and Radicalism

The significant economic, political and social changes that took place from the fifteenth century to the twentieth century were accompanied by significant resistance and the emergence of radical alternatives. Revolution was a recurring occurrence as populations sought to reorder society. Ideas about power, sovereignty and liberty were reformulated in response to the changing nature of society.

- Describe the development of trade union movement in nineteenth-century Britain.
- Discuss attitudes towards socialism in the late nineteenth-century United States.
- Explain the role of riots as an organ of popular dissent in early modern Europe.
- Assess the co-operative movement as a political force.

Other useful search terms: anarchism, communism, conservatism, counter revolution, fascism, mutual aid, progressive, rebellion

Migration

The period between the late fifteenth century and the mid-twentieth century saw one of the world's mass migrations: the movement of European peoples to the Americas. Throughout this period economic migrants, as well as political and religious refugees emigrated to the "New World", irrevocably altering the lives of the existing inhabitants and the landscape of the Americas. Meanwhile, the growth of European imperialism facilitated the migration of European peoples to Africa, Asia, and Australasia. There also continued to be extensive migration within Europe as war, political situations, religious persecution, famine and work induced people to move around the continent.

- Explain why Huguenot refugees were forced to leave France in sixteenth and seventeenth centuries.
- Describe the ways in which emigration to Canada from Britain and Ireland was encouraged.
- Assess the economic imperatives behind white settlement in Australia and New Zealand.
- Compare the impact of Italian immigrants to the United States and Argentina.

Other useful search terms: colonists, colonizers, emigrants, emigration scheme, European immigrants, foreign immigration, immigrants, migrants

CASE STUDIES

These case studies provide some examples of the sorts of material found in *MOMW*. They will show you how the source material found in *MOMW* relates to some of the key topics discussed above. They will also introduce you to the kinds of specific questions you can use to interrogate individual sources. If you are interested in the topics discussed in these case studies, at the end of each study you will find suggestions for how to investigate further.

These case studies can also be used as a teaching tool. They can be used to help educators explain using digital primary sources to new users. Together with the instructions above (Basic Search and Filtering), they can help in explaining to new users how to navigate a digital archive. They also provide clear examples of the source materials in *MOMW*, and the kinds of critical thinking that need to be applied to these sources.

Gerrard Winstanley, et al, *The True Levellers Standard Advanced*

The True Levellers, or Diggers as they came to be known, were a seventeenth century radical English Protestant group who opposed the ownership of land and argued for a form of agrarian socialism.

These extracts, taken from *The True Levellers Standard Advanced* can help us to better understand changing ideas about land ownership, and the relationship between work and reward, in England during the tumultuous years of the English Civil War.

And hereupon, The Earth (which was made to be a Common Treasury of relief for all, both Beasts and Men) was hedged in to In-closures by the teachers and rulers, and the others were made Servants and Slaves: And that Earth that is within this Creation made a Common Store-house for all, is bought and sold, and kept in the hands of a few, whereby the great Creator is mightily dishonored, as if he were a respecter of persons, delighting in the comfortable Livelihood of some, and rejoycing in the miserable povertie and straits of others. From the beginning it was not so.

Thus we have discharged our Souls in declaring the Cause of our Digging upon *George-Hill* in *Surrey*, that the Great Council and Army of the Land may take notice of it, That there is no intent of Tumult. or Fighting, but only to get Bread to eat, with the sweat of our brows ; working together in righteousness, and eating the blessings of the Earth in peace.

And if any of you that are the great Ones of the Earth , that have been bred tenderly, and cannot work, do bring in your Stock into this Common Treasury , as an Offering to the work of Righteousness ; we will work for you, and you shall receive as we receive. But if you will not, but *Pharoah* like, cry, *Who is the Lord that we should obey him?* and endeavour to Oppose, then know, That he that delivered Israel from *Pharoah* of old ; is the same Power still, in whom we trust, and whom we serve ; for this Conquest over thee shall be got, *not by Sword or Weapon, but by my Spirit saith the Lord of Hosts.*

Winstanley, Gerrard, et al. *The true Levellers standard advanced; or, The state of community opened, and presented to the sons of men.* London, 1649, pp. 7; 22.

The Making of the Modern World, link.gale.com/apps/doc/U0100150082/MOME?u=gale&sid=MOME&xid=539dd263&pg=23
Accessed 1 Feb. 2021.

Critical thinking questions to consider:

- What are the “in-closures” referred to in the first extract?
- Who are the “great ones of the Earth, that have been bred tenderly” referred to in the second extract?
- Analyze how work is being defined in these extracts.
- How do these extracts help us assess the relationship between people’s religious beliefs and their political activities in the mid-seventeenth century?

More on this topic...

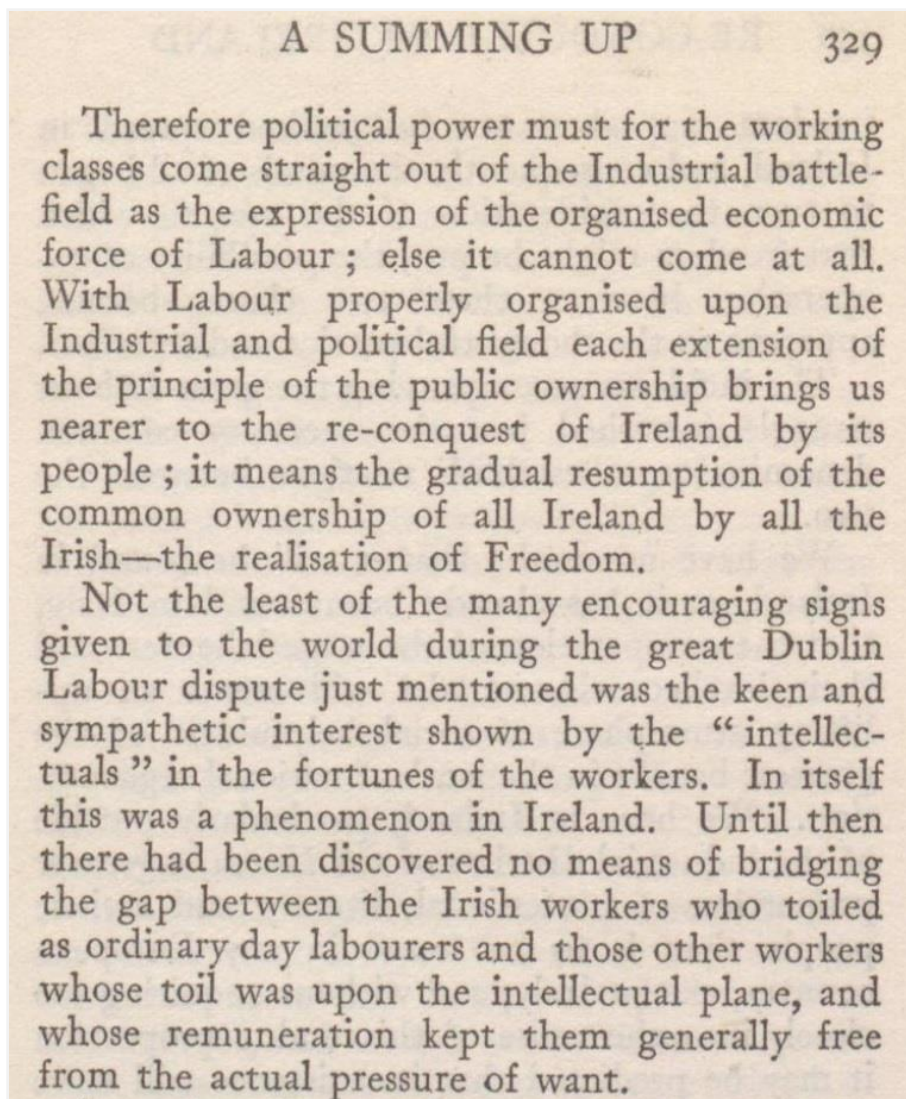
If you want to investigate the question of land ownership, work and Protestant radicals during the English Civil War further some useful search terms include:

- Levellers
- English Civil War, 1642-1649
- Oliver Cromwell

James Connolly, *Labour in Ireland*. *Labour in Irish history*. *The Re-conquest of Ireland*

James Connolly was an Irish Republican leader, socialist, trade unionist and founder of the Irish Labour Party. He took part in the Dublin lock out of 1913-14 and Easter Rising of 1916; key events in the Irish labour movement and Irish independence movement.

This text, published in 1917, is an amalgamation of some Connolly's writing released after his execution by the British state in 1916 (because of his participation in the Easter Rising). This extract, taken from *The Re-conquest of Ireland* (first published in 1915) outlines Connolly's thinking about the relationship between worker's political power and Irish independence.



Connolly, James, and R. Lynd. *Labour in Ireland: labour in Irish history: the re-conquest of Ireland: by James Connolly; with an introduction by Robert Lynd*. Maunsel, 1917, p.329. *The Making of the Modern World*, link.gale.com/apps/doc/JQXCGW390372656/MOME?u=gale&sid=MOME&xid=9a85fe5f&pg=370. Accessed 2 Feb. 2021.

- What is Connolly referring to when he talks of “the organised economic force of labour”?
- Describe Connolly’s understanding of class in this extract.
- Assess Connolly’s use of the idea of nationhood.
- The Winstanley and Connolly extracts were written 260 years apart. Compare their different articulations of the rights and needs of working people, and land ownership. What historical changes are reflected in the differences in their texts?

More on this topic...

If you want to investigate the Irish labour movement, and Irish independence more some useful search terms include:

- Irish question
 - Irish home rule
 - Irish free state
 - Irish workers
 - Irish trade union
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CITATION

CITATION GOES HERE