

Enduring Issues Practice Assignment #3 (DOUBLE HOMEWORK)

HOMEWORK: Complete the following tasks on a separate sheet of paper. All answers must be written in complete sentences.

Two practice Enduring Issues sets are provided. For *each* practice set, answer the following questions:

- 1) What enduring issue do the documents have in common? Why is this issue significant (important in history)?
- 2) Write one sentence *for each document* that explains how it relates to the enduring issue.
- 3) Explain one piece of Outside Information (info not in the documents) that connects to the documents and/or your enduring issue. Use complete sentences when stating your outside information.

Enduring Issues Bank

Conflict	Desire for Power	Inequity	Need for and Impact of Innovation	Impact of Interconnectedness
Impact of Ideas and Beliefs	Environmental Impact	Scarcity	Population Growth	

Practice Set 1, Document 1**The Sadler Committee (1832)**

Michael Sadler (1780-1835) was a politician who was Member of Parliament in Great Britain. In 1832, Sadler led a parliamentary investigation into the conditions in the textile factories.

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school? **Cooper:** We had no time to go to day school.

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

Practice Set 1, Document 2



Backyard furnace to produce steel during the Great Leap Forward era, 1958.

[Image](#) is courtesy of wikimedia commons and is in the public domain

Dhaka Factory Collapse



In April 2013, a garment factory in Bangladesh collapsed killing more than 1,000 workers. The building was constructed with substandard materials and was in violation of building codes.

Bangladesh, due to an increase in globalization and free trade since the 1990s, was the second-leading clothing producer in the world in 2013, behind China, because factory owners were able to pay workers less in that country than in others. As a result, the clothing was less expensive for people in wealthier countries to buy and the businesses made more profit.

The owner cut costs by building extra floors on the factory using inexpensive materials. Even though the owners knew the building was unsafe, they urged workers to enter and keep doing their jobs.

Source: [Photograph](#) created by rijans is licensed under the Creative Commons Attribution-Share Alike 2.0 Generic license; Information adapted from Jim Yardley, [“Report on Deadly Factory Collapse in Bangladesh Finds Widespread Blame,”](#) New York Times, May 22, 2013.

Practice Set 2, Document 1

The *Encyclopedie (1751-1772)* was a 28 volume encyclopedia edited by Denis Diderot and Jean le Rond d'Alembert whose entries included useful knowledge on craft and trade skills and new discoveries from the Scientific Revolution and philosophy from Enlightenment Thinkers like Jean Jacques Rousseau and Voltaire. Diderot hoped that the collection could inform and influence the public and future generations with practical knowledge and the ideals of the Enlightenment.

CITIZEN

Citizen is someone who is a member of a free society with many families, who shares in the rights of this society, *and* who benefits from these freedoms.

...The more the *citizens* approach equality in ambition *and* in wealth, the more the state will be peaceful: this prerogative [right] manifests itself [occurs] in the pure democracy, exclusive of all other governments; but even in the most perfect democracy, full equality among the members is a chimerical [impossible] thing, *and* it might set the foundation for the dissolution of this government, to the point that it is remedied [made right] by all the injustices of ostracism [rejection]. It is in government in general, as it is in animal life: each step in life is a step towards death. The best government is not the one that is immortal, but the one that lasts the longest *and* is the most peaceful.

SOVEREIGNTY [the right to rule]

Can be defined...as the right to command that is of last resort in civil society. The members of society defer this right to either one person alone or to several persons. The purpose of this protection is to maintain internal order in the face of external threats and in general to procure true happiness and above all the guaranteed exercise of liberty.

Concerning the different ways of acquiring *sovereignty*, I will be content to say that the only legitimate foundation of its acquisition is the consent, or the will, of the people...

Source: Diderot, Denis. "Citizen." *The Encyclopedia of Diderot & d'Alembert Collaborative Translation Project*. Translated by Sujaya Dhanvantari. Ann Arbor: Michigan Publishing, University of Michigan Library, 2005. Web. [22 May, 2019]. <<http://hdl.handle.net/2027/spo.did2222.0000.070>>. Trans. of

"Citoyen," *Encyclopédie ou Dictionnaire raisonné des sciences, des arts et des métiers*, vol. 3. Paris, 1753.; Jaucourt, Louis, chevalier de. "Sovereignty." *The Encyclopedia of Diderot & d'Alembert Collaborative Translation Project*. Translated by Marc Lombardo. Ann Arbor: Michigan Publishing, University of Michigan Library, 2008. Web. [22 May, 2019]. <<http://hdl.handle.net/2027/spo.did2222.0000.925>>. Trans. of "Souveraineté," *Encyclopédie ou Dictionnaire raisonné des sciences, des arts et des métiers*, vol. 15. Paris, 1765.

Practice Set 2, Document 2



Red Guards on the cover of an elementary school textbook from 1971 holding the Little Red Book, a book of quotations from Mao Zedong that members of the Red Guard memorized, recited from, and carried with them at all times.

Source: https://en.wikipedia.org/wiki/File:Red_Guards.jpg



The Chinese People's Liberation Army is the great school of Mao Zedong Thought, 1969. A poster from the Cultural Revolution, featuring an image of Chairman Mao, and published by the government of the People's Republic of China.

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Practice Set 2, Document 3

The Rwandan radio station Radio Télévision des Mille Collines (RTLM) was used by the Hutu-controlled government and its allies to send messages to people in the country and influenced the actions that took place during the Rwandan genocide in 1994.

March 23, 1994

As the saying goes “the leopard cannot change its spots.” The thirst for power and blood for which the Tutsis of Burundi are known has just resurfaced. At the moment, blood and tears are flowing in Bujumbura. How did this start? On 6 March 1994, soldiers invaded Kamenge (neighborhood) and killed over 200 people. Radio Bujumbura has confirmed the figure. Most of the victims were intellectual or eminent Hutus.

...You can drive out nature with a pitchfork but she keeps coming back. That applies to the thirst for power for which Tutsis in Burundi are known. It has become clear today that this thirst is supernatural...

April 3, 1994

“...We understand the RPF [Rwandan Patriotic Front, Tutsi militia] is bent on creating divisions in our country, to cause unrest and kill people. This will affect the civilian population especially given that the RPF’s plan is to divide the armed forces in order to overthrow Juvénal Habyarimana’s regime [President of Rwanda, Hutu].”

April 6, 1994

This broadcast took place after the President of Rwanda and some of his ministers, all of whom were Hutu, were killed when their plan was shot down.

It is 7:35 am here in Kigali. They will be struck by misfortune, they will be struck by misfortune, they will indeed be struck by misfortune. And you have clearly heard that those who desired it, those who desired and provoked it, are themselves being struck by misfortune, they themselves are being struck by misfortune, Kanyarengwe, the Hutu, has just died, Pastor Bizimungu, the Hutu, has just died...they themselves [those responsible for the killing] are being struck by misfortune at this movement, at this very minute, at this hour, at this moment I am talking to you!...look in the woods of Mburabuturo, look carefully, see whether there are no *Inyenzis* [word for cockroach, used some Hutus to refer to the Tutsis] inside. Look carefully, check, see whether there are no *Inyenzis* inside...

Source: Transcripts of Radio Télévision des Mille Collines (RTLM) broadcasts. Translated and organized by the [Montreal Institute for Genocide and Human Rights Studies at Concordia University](#), [March 23, 1994](#); [April 3, 1994](#); [April 6, 1994](#)