SYLLABUS


THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND THE UNIVERSITY OF MASSACHUSETTS DARTMOUTH

Willem Jan Blaeu, *World Map*, 1665

A SEMINAR FOR SCHOOL TEACHERS

JUNE 26 TO JULY 29, 2016

Gerard M Koot
SEMINAR SCHEDULE AND READING ASSIGNMENTS

Introduction

The purpose of this five-week NEH Summer Seminar for School Teachers at the University of Massachusetts Dartmouth, is to investigate how a region of Northwestern Europe, centered on the North Sea, emerged as a liberal market society, became the first region in the world to develop a modern economy of sustained economic growth that spawned the first industrial revolution, and constructed a European led world economy. One of the important goals of the seminar is to suggest a broader historical perspective on contemporary issues associated with the term ‘globalization.’ We will study how the national economy of the Dutch Republic rose to pre-eminence in the new European world-economy of the seventeenth century, how Britain acquired this supremacy in the eighteenth century, and how it transformed itself to become the first industrial nation. We will discuss contemporary accounts, historical documents, visual images and seminal historical interpretations of this world-historical transformation. The core texts for the seminar are:


In order to broaden our perspective and appreciate the interdisciplinary nature of humanistic studies, we will study many visual images of the material culture of the period and visit important museum collections of Dutch and British art in New York and New England. Throughout the seminar we will use contemporary documents to ground our discussion in historical reality and to listen to the voices of actual historical participants. I have photocopied and digitized a selection of documents, as well as some key scholarly articles, and collected these in a volume of ‘additional reading.’ Many of these, as well as other documents, images and essays can be found on my seminar web sites: “The Dutch
Republic And Britain: The Making of a European World Economy,”
http://www1.umassd.edu/euro/ and “Aspects of the Industrial Revolution in Britain,”
http://www1.umassd.edu/ir/.

In addition to analyzing our texts and images, we will ask larger questions. How did contemporary observers interpret the social, commercial and industrial changes of the period? How do disciplinary traditions, ideological orientations and national identity help shape the arguments of our sources? How do visual images and our museum visits help us to understand the texts and our topic? How do the visual arts and architecture of the region reflect the building of a modern economy and society? What are the links between the creation of a bourgeois society and an ‘industrious revolution’? What is the relationship between the pursuit of profit and power in the development of a European led world-economy? How did the creation of a global trade network help lay the foundation of an industrial economy in Northwest Europe? Does an economy have to experience an industrial revolution, such as that in Britain, to be labeled ‘modern’? Does our subject provide us with a broader perspective on our society’s efforts to grapple with the issues of globalization, the role of the state in economic change, and our perspective on the dynamic transformation of the world economy during our own time? How might the wider perspective on the origin of modern economic growth suggested by the seminar be translated into teaching the subject in the schools?

Seminar structure

The seminar will meet three mornings per week (see the schedule below) from 9:00 to noon. In addition we will use a whole day for four weeks and one three day weekend for museum and site visits in New England and New York City. Participants are expected to take part in all sessions. I will be widely available for individual meetings with participants. The seminar will be organized into five cooperative learning groups and these groups will serve as the chief organizing principle of the morning meetings. Each group will lead the discussion on a rotating basis. The group will pose questions, provide a context, analyze the readings and images, and suggest comparisons and present additional perspectives. This is not a lecture course. Thus, I will encourage everyone to participate actively.
I believe that the process of writing is crucial to learning. Each participant will be asked to keep a journal in which to record daily reactions to the reading, discussions and museum visits. A few participants will be asked to share these reflections during each seminar meeting. Each participant will do a project on a topic related to the seminar. Projects can take a variety of forms, such as a well-developed teaching lesson with learning resources and an introductory essay on the wider historical context of the lesson; an interpretive and reflective essay (8-10 pages); a research paper, as some have done in previous seminars; a power-point presentation, usable for teaching with notes and explanations; or a professional development presentation for other teachers. Essays or presentations might deal with the participant's reaction to the texts and images studied or to the wider issues suggested. Drafts of projects will be discussed within each cooperative learning group and participants will present summaries of their projects to the seminar during the last week. I will comment on each project. After returning the projects to participants for revision, if they so wish as long as they return them to me by early September, they will be ‘published’ on the seminar’s web site. Essays from my previous seminars are at http://www1.umassd.edu/euro/seminarpapers.cfm.

Throughout the seminar you will have access to the print and electronic resources at the University of Massachusetts Dartmouth Library. This will include access to interlibrary loan resources at the other University of Massachusetts campuses and the Boston Library Consortium, which includes major area research libraries. In addition to having electronic access to scholarly journals through JSTOR and other electronic resources, interlibrary loan books from other UMass libraries and the Boston Library Consortium can be delivered surprisingly quickly. Our seminar website will serve as a convenient source of resources on our subject. It will welcome future contributions from participants, such as research contributions, essays, lesson plans, documents, or audio-visual material related to our subject.
Schedule

Week I
Sunday, June 26, 16:45—Dinner and Welcome Reception
Meet at UMD Woodland Commons at 16:45—Dinner at 18:00 at Cork Wine and Tapas
Bar, New Bedford

Monday 6/27, 9:00-12:00. UMD Pass Cards—necessary for library use—can be
obtained in the afternoon.
- Introductions
- Film, James Burke, “Credit Where Credit is Due,” followed by a discussion of the
  traditional interpretation of the origin of the first industrial revolution and the
  major questions and themes to be raised in our seminar suggesting a wider
  framework for the origin of the European breakthrough to a modern society and
  economy.
- Cooperative learning group organization, seminar discussion assignments, and
  seminar projects
- Introduction to UMD Library resources

Tuesday 6/28, 9:00-12:00
Jan de Vries, The Economy of Europe in an Age of Crisis, 1600-1750 (Cambridge:
- What are the chief elements of what de Vries calls “the age of crisis”?
- What evidence points to a decline or consolidation of the peasant agricultural
  economy?
- What is ‘proto-industry’ and did it create a new class?
- Why are trade and urbanization dynamic economic forces and what is the
  relationship between European and international trade?
- What does de Vries mean by “capitalism creating its own demand”?
- Does he see bourgeois capital as more dynamic than aristocratic or state capital?
- Does de Vries think that mercantilism played an important role in the success of
  particular national economies?
- Why did Britain rather than the Dutch Republic have the first industrial
  revolution?
- Based on this book, how would you characterize de Vries’ vision of economic
  history? Does the work display an ideological orientation?

Wednesday 6/29, 8:00-18:00 (The bus for all excursions will leave from and return to
Woodland Commons).
Visit to Plymouth and Plimouth Plantation
Thursday 6/30, 9:00-12:00

- How did political late medieval rebellions in the Low Countries encourage the creation of the Flemish city-states?
- How did the economic re-orientation of the Low Countries contribute to the formation of a burgher culture in Flanders and Brabant?
- In what sense was the Burgundian century (1385-1477) a ‘Golden Age’? Was it also a golden age for the growth of a capitalist economy?
- What do you see as the chief characteristics of government and society under Burgundian and Habsburg rule?
- What was the connection between Humanism and Reformation in the Low Countries? How successful was the Reformation in the Low Countries before the Revolt?
- Why has the Catholic thinker, Erasmus, been seen as one of the greatest influences on the culture of the Protestant Republic?
- What does Prak mean by the “enigma” of the Dutch Republic? What is his overall historiographical perspective?
- What is Prak’s interpretation of the origin of the Revolt of the Netherlands?
- What do the primary documents tell us about the nature of the Revolt against Spain?

Discussion of tentative individual Seminar Projects in Co-operative Learning Groups

Week II
Monday 7/4 Holiday-no seminar meeting

Tuesday 7/5, 9:00-12:00

- What is Prak’s explanation of the political division of the Netherlands between the Republic and the Spanish empire?
- How does Prak explain the military triumph of the Republic over the south?
- How did the Republic emerge as a great power during the seventeenth century?
- What was the nature of the military revolution in the seventeenth century and how
was it related to the Republic’s emergence as a Great Power?
• How did William III’s successful invasion of England save the Republic from French invasions while at the same time lead to its decline?
• What innovations in finance made it possible for the Republic to become a Great Power?
• According to Prak, how did Amsterdam’s entrepôt differ from that of Antwerp?
• How does Prak explain Dutch primacy in world trade?
• How did Dutch success in the ‘bulk trades’ complement its success in the ‘rich trades’?
• What was the relationship of the Republic’s international trade network to its industrial development?
• According to Prak, what were the major economic sectors that made the Republic the richest economy in Europe?
• Why did the Dutch succeed in the Asian trade system but had much less success in the Atlantic?
• What was the role of military force and empire in Dutch economic success during this period?
• Which sectors of the Republic’s economy maintained their leadership the longest?
• What are Prak’s views on the condition of the working classes in the Republic and its treatment of the poor?
• Why does Prak question the thesis that the Republic enjoyed the world’s first modern economy?

Wednesday, 7/6, 9:00-12:00
• What is meant by ‘Confessionalization’ in the Republic?
• What was the nature of Toleration in the Republic and how did it produce religious pluralism?
• What is Prak’s argument about the role of the market in the creation of a Dutch style of art?
• Why does Prak see Dutch intellectual life as a ‘new culture’?
• What was the role of Science in the development of a new culture?
• What allowed Spinoza and his followers to develop a Radical European Enlightenment? What is meant by a Radical Enlightenment?
• What, according to Prak, allowed the Republic to create a primarily urban culture?
• To what factors does Prak ascribe relative Dutch economic decline? Does he see the political factors or the economic factors as most crucial in the Republic’s
relative decline?

Thursday, 7/7, 9:00-12:00

- What is Hugo Grotius’ argument on the freedom of the seas?
- To what does Temple attribute the Republic’s economic success?
- Can we describe Pieter de la Court as an advocate of free trade? Why does he argue that a Republic will provide a more prosperous and moral society than monarchies? Can we call him a forerunner of classical liberalism?
- What does the conflict between the House of Orange and Dutch Republicanism tell us about early modern Europe and the origin of Liberalism?

Discussion of individual Seminar Projects in Co-operative Learning Groups

Friday to Sunday, 7/8, 8:00 to 7/10, to about 18:00.
Visit to New York City to study Flemish, Dutch, British and Colonial Art and the Atlantic economy and society.
Friday, 15:30—18:00, Metropolitan Museum of Art (open until 21:00 on Fridays).

Saturday, 10:00, The Frick Collection. 14:30—17:00, The Museum of the City of New York

Sunday, 11:00 to Philipsburg Manor, Sleepy Hollow, and Dartmouth

**Week III**

Monday, 7/11, 9:00-12:00

- What is the debate about the art of the Dutch Republic concerning symbolism and realism?
- What does the making and marketing of pictures tell us about the Dutch Golden Age?
- What are the connection between Dutch artistic ‘realism’ and the Republic’s economic and social ideals?
- What are the connections between the Republic’s art and its science and literature?
- How does Dutch art of the Golden Age reflect the Republic’s global economy and its emerging national identity?
• What does the portraiture of the Golden Age tell us about gender, love, status, civic identity, the self and community?
• What does Dutch art tell us about the role of women in the Dutch Republic?

**Tuesday, 7/12, 9:00-12:00**

- What does Wrightson see as the chief characteristics of the household economy?
- What were the major economic and social institutions beyond the household in the late fifteenth and first half of the sixteenth centuries?
- What does Wrightson see as the most important dynamic factors in sixteenth and early seventeenth century economic expansion?
- What is the effect of economic expansion and restructuring on social groups in society, such as on the yeoman farmers, the gentry, the merchants, the artisans, and the aristocrats?
- How do Harrison, Harrington and Child describe England’s social and economic structure and how do these relate to political power?

**Wednesday, 7/13, 8:30-19:00**
Visit to the Fine Arts Museum, Boston, to study early modern Flemish, Dutch, British and Colonial art. Walking tour of Historic Boston.

**Thursday, 7/14, 9:00-12:00**

- What does Wrightson cite as the chief evidence for his argument that between about 1650 and 1750 specialization and regional integration created a market economy in Britain?
- What were the main ways in which the state could influence this economy? How important was the international economy to the domestic economy?
- What were the critical elements of Britain’s efficient capitalist agricultural system and how did its owners and managers remain gentlemen?
• Does Wrightson see the cultural and social values of the ‘middling sort’ as a cause or as a consequence of the creation of a commercial society in Britain by 1750?
• Did the laboring people become more dependent or independent in the century before 1750?
• Does Wrightson’s description of a market society in Britain fit with de Vries’ analysis of social and economic developments in northwestern Europe as a whole?
• What do North, Mandeville, Defoe, Hume, Millar, and Smith see as the chief principles that encourage economic change and growth? Which social groups, industries and social attitudes do they see as the most important to economic development?
• What do you see as the main similarities and differences between Dutch and British society during the early modern period.
• The Glorious Revolution in Britain of 1688-89 and the reign of William and Mary have traditionally been seen as a crucial in the ‘modernization’ of the British Isles and eventually of Europe. What do you think of this argument?

Week IV
Monday, 7/18, 9:00-12:00

• What are the links Canny sees between colonization in Ireland and the Americas?
• Why, according to Canny, did the connection between empire and economic prosperity did not become commonly accepted until the late seventeenth century in England?
• According to Braddick, why did the English state assume a much more prominent role in the promotion of foreign trade and empire during the seventeenth century? Was it effective?
• Why was the Atlantic slave trade, which in itself was not a large percentage of trade, so important to Britain’s overall international trade? What is Richardson’s position on the debate about slavery and industrialization?
• What, according to Marshall, was the consequence for the role of international trade in Britain’s economy of ‘the swing to the East’ of the British Empire after
the American Revolution to the early nineteenth century?

- Comparing the economic success of the Dutch Republic and the British Isles before about 1800, what do you think of the argument that one achieved its success primarily through free trade while the other relied more on mercantilist measures?

Tuesday, 7/19, 9:00-12:00


- How does Allen demonstrate that pre-industrial Britain had a high-wage economy?
- How does Allen reinterpret Britain’s agricultural revolution in the pre-industrial period?
- What is Allen’s argument about Britain’s cheap energy economy in the preindustrial period?
- How does Britain’s pre-industrial economy explain that Britain produced the first industrial revolution?
- How does Berg explain the debate about luxury in the eighteenth century and why does she see this as crucial to economic growth?
- What, according to Berg, are the links between colonial products, women’s desires, consumer demand and industrialization?
- What is the Berg’s argument about the role of import substitution and European industrialization?
- Why was the commercial revolution crucial to economic growth on both sides of the North Sea and across the Atlantic?
- What is the relationship between Berg’s emphasis on the demand factor of consumption and our own recent experience?
- What does de Vries mean by the ‘Old and New Luxuries’ and why did the latter dominate the Dutch Republic?

Discussion of individual Seminar Projects in Co-operative Learning Groups

Wednesday, 7/20, 8:00-19:00

Visit to the Yale center for British Art, New Haven, CT, to study British Art and its Imperial connections. Visit to Mystic Seaport to study maritime trade.
Thursday, 7/21, 9:00-12:00
Allen, *The British Industrial Revolution in Global Perspective*, chapters 6-11;
  • According to Allen, why did Britain have the first industrial revolution?
  • What according to Allen were the key technologies of the first industrial revolution and why were they British?
  • What is Allen’s argument about Britain’s industrial revolution and modern economic growth?
  • Judging from Allen’s study, what are the chief characteristics of the new economic history?

Week V
Monday, 7/25, 9:00-12:00
  • What is de Vries’ argument on the connection between the ‘industrious revolution’ and modern economic growth?
  • Why, according to de Vries and van der Woude, does the experience of the Dutch Republic call into question much of the historiography of the British industrial revolution?
  • Now that we are at the end of the reading, what to you think of O’Brien’s argument on the connection between economic growth, mercantilism and imperialism?

Tuesday, 7/26, 9:00-12:00
Seminar project presentations and Discussion

Wednesday, 7/27, 8:30-5:00
Visit to Slater Mill Historic site, Pawtucket, to study water powered industrialization and the John Carter Brown Library, Providence, to look at early modern books and on Atlantic trade.

Thursday, 7/28, 9:00-12:00
Seminar project presentations and discussion
Farewell Dinner: 18:00, Cork Wine and Tapas Bar, New Bedford

Friday, 7/29, Depart Dartmouth