

**NATIONAL ENDOWMENT  
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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Summer Seminars for School Teachers  
Institution: University of Massachusetts, Dartmouth



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DIVISION OF EDUCATION  
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## **National Endowment for the Humanities Division of Education Programs**

### **Narrative Section of a Successful Application**

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

**Project Title:** *The Dutch Republic and Britain: The Making of Modern Society and a European World Economy*

**Institution:** University of Massachusetts, Dartmouth

**Project Director:** Gerard Koot

**Grant Program:** Summer Seminars for School Teachers

**THE DUTCH REPUBLIC AND BRITAIN: THE MAKING OF MODERN SOCIETY AND A  
EUROPEAN WORLD-ECONOMY, June 28—July 31, 2009**

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## **1 Rationale for a 2009 Seminar and the Importance of the Subject**

The purpose of this five-week NEH Summer Seminar for School Teachers at the Historical Institute in London and the Netherlands Institute for Advanced Studies in Wassenaar is to investigate how a region of northwest Europe, centered on the North Sea, acquired the characteristics that historians have labeled modern. We will study how the national economy of the Dutch Republic rose to dominance 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. Using a comparative method, we will study contemporary accounts, historical documents, and seminal historical interpretations. We will also visit some of the key places that experienced this world-historical transformation. The seminar will allow teachers to explore the historiography of an important topic in European economic and social history, to appreciate the interdisciplinary nature of humanistic studies, to connect the study of the texts to the subject's material culture, provide a broader perspective on contemporary issues associated with the term 'globalization,' and to do so in an atmosphere conducive to collegiality, study and reflection. I chose the subject because of its intrinsic importance, the richness of its historiography and material remains, my familiarity with the field, and its prominence in secondary school curricula.

After directing successful NEH seminars on Interpretations of the Industrial Revolution in Britain at Nottingham University, I designed and offered a new NEH seminar in 2005, "The Dutch Republic and Britain: The Making of a European World Economy." New interpretations of the Industrial Revolution, which see its origins in the 17<sup>th</sup> and early 18<sup>th</sup> centuries rather than the classic interpretation pointing to the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, the growing use of comparative methods and global perspectives in historical studies, and a shift in my own interests have led me to develop this new seminar. Even though I was a bit apprehensive about whether the more complex arrangements in London and The Netherlands would work as smoothly as my previous seminars at Nottingham, participants evaluated the 2005 and 2007 seminars very positively (see Appendices pp. 71-92) Seminar Evaluations). Despite increased costs and security fears, these seminars attracted many more well qualified applicants than could be accommodated. Thus, I would like to offer another NEH seminar on the Dutch Republic and Britain. Directing NEH Seminars has been the most satisfying teaching experience of my career. I have learned a good deal from previous seminars that I plan to apply to a 2009 seminar. The five-week format will enable us to explore the complexity of this important topic in European social and economic history in some depth and provide a solid introduction to current scholarship. In addition, I will further develop the new web site I created for this seminar and use it as a tool for the seminar itself. It will also serve to promote interaction among the participants after the seminar and as a resource for the teaching and study of the subject in the schools

The core texts for the seminar will consist of five crucial secondary works, plus chapters from others, and a few recent journal articles. 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 compiled a

substantial photocopied collection of these, which will be mailed to participants. Since we will not have daily on-site access to a University Library in The Netherlands, the common required reading for this seminar is substantial. However, based upon my experience, it is manageable (see section 2 below). Moreover, our use of cooperative learning groups will allow participants to focus more closely on particular topics in greater depth and then share their mastery with the seminar as a whole. In addition to a detailed analysis of our texts, we will attempt to ask larger questions. How did contemporary observers interpret the social, commercial and industrial changes of the period? Should we understand economic ideas and policies as relative to a particular time and place or should we see them according to the prevailing principles of modern economic science? How do disciplinary traditions, ideological orientations and national identity help shape the arguments of our texts? What is the relationship between the pursuit of profit and empire in the building of the European led world-economy? Did the creation of a global trade network lay the foundation of an industrial economy and modern society 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 wider perspective on our society's efforts to grapple with the issues of globalization and economic change? Finally, how do our historical sites and museum exhibits (see section 3 below) help us to understand the texts?

The creation of European market and industrial societies and a European led world-economy are among the central experiences of human history. While Asia, and especially China, developed large scale industry a half millennium before the West, and a widespread trade system operated in Asian waters before 1500, it was the Europeans who first knit the Asian, African, European and New World economies into an integrated world-economy and created the world's first market and industrial societies. The Portuguese and the Spanish were the pioneers in this endeavor, but it was the Dutch and the British who reaped its greatest profit. Whether one interprets northwest Europe's leadership as a tribute to the genius of free human beings, or as the enslavement of the human spirit by Western materialism and imperialism, or as something in between, it remains one of the crucial contributions of the West to the world's historical development. Further, the commerce and industry that propelled European goods and guns around the globe also brought in its wake the values of a 'bourgeois' civilization, such as constitutional government, religious toleration, and economic and social individualism that challenged cultural, social and political values around the world. Finally, although current state curriculum guidelines commonly feature the building of a British empire and Britain's Industrial Revolution as an important subject to be studied in the schools, they pay little attention to the regional context that was essential to Britain's world-wide success, or to the earlier primacy of the Dutch Republic.

The role of northwest Europeans in the building of a world-economy and industrial society is not only intrinsically interesting but also of considerable contemporary relevance to arguments about globalization. Debates about the role of the state in the economy and the benefits to be derived, and the costs to be borne, by different groups, regions and nations from economic growth are often rooted in cultural values and economic

arguments that can be directly traced to those first voiced during the world's first industrial revolution. Economic ideas and theories first articulated in northwest Europe in the mercantilist and early industrial period continue to be used in contemporary debates and form the classical core of modern orthodox economics. Historical interpretations of Britain's experience of industrialization, in particular, have long been used to define what it means to be a 'modern' society and continue to be used in contemporary debates about the social and economic value of the welfare state or a robust individualism. These debates could benefit from more knowledge about the history of these societies cited as examples in modern discussions. Unfortunately, as I have argued in my published work (see my c.v., Appendices pp. 63-67), the increasing specialization of much of modern historical writing, and especially of modern economic history and historical demography, has managed to obscure broad historical issues with a host of very narrow, technical and theoretical topics which discourage the non specialist. Added to this may be a reluctance among many humanists to study economic issues. By contrast, those interested in economics see it as an increasingly scientific and mathematical study and tend to neglect historical and humanistic approaches. The systematic study of some of the most influential modern interpretations of the creation of a European world-economy by the Dutch Republic and Britain offers an excellent opportunity for humanists to deal with some of the central concerns of economic historians.

## **2 The works to be studied, their historiographical context, and the approach**

The broader context of our investigation of the making of a modern commercial and industrial world-economy lies in the contemporary interest in world history, or meta-history, narratives. Perhaps the most contentious of these narratives is the question of why Europe was so successful in organizing the world-economy. Recent 'meta-narratives' by David Landes, Andre Gunder Frank and Kenneth Pomeranz, among others, has given a new interest to the topic. These contributions were preceded by the classic 'world-system' analysis of Fernand Braudel and Immanuel Wallerstein. All these studies, and earlier explanations by Karl Marx, Max Weber and the historical economists, such as Werner Sombart and William Cunningham, despite the many fundamental disagreements among them, agreed that the commercial and industrial economies of northwestern Europe, and especially those of the Low Countries and Britain, were able to benefit most from the opportunities presented by the emerging world economy between the sixteenth and early nineteenth centuries. While meta-world historical narratives have suggested very bold and important questions, their very worldwide approach makes many of these works more valuable for raising questions than as persuasive historical narratives solidly rooted in documentary evidence. This seminar will look at the European side of the debate and focus on the region around the North Sea. Why did the societies and economies of the Dutch Republic and Britain allow northwestern Europe to become the organizers of an integrated European and then a world-economy? How did this region develop a commercial and an industrial society? Was it essential that they did so within a relatively religiously tolerant, politically free and 'bourgeois' society, as most liberal Anglo-American economic historians have argued? Or was their success primarily achieved by the state's pursuit of power, mercantilist regulations, war, and expropriation, as those

sympathetic to the arguments of socialist historians or the historical economists have suggested? Should we agree with a common interpretation that the Dutch Republic attained its leadership primarily through the pursuit of commercial profit, while Britain reached its pre-eminence through state power? What should we think of the view, which Friedrich List argued so powerfully in *The National System of Political Economy* (1844), that, once Britain had vanquished its rivals in the Napoleonic Wars, and had become not only the world's financial center but also the 'workshop of the world,' it sought to perpetuate its dominance through a mid-Victorian 'empire of free trade'? Historians of early modern Europe have long challenged the view that the decisive break between 'traditional' and 'modern' society came with the French and Industrial Revolutions. Instead they have argued that the process of modernization was much more gradual and rooted in the earlier creation of a market society and world-economy. Taking their cue from the impact of globalization on the economic structure and prosperity of today's regional and national economies, as well as from new interpretations of the British industrial revolution and the economy of the Dutch Republic, some have argued that the "first modern economy" was not Britain's but that of the United Provinces. In the process, they have challenged the view that an economy cannot be modern without going through an Industrial Revolution akin to what Britain experienced. The seminar will not provide set answers to these questions, but it will discuss these, and other questions, by studying major modern historical works so that participants can attempt answers rooted in specific historical knowledge rather than those based on abstract theories or ideological polemics.

We will begin by analyzing a general survey of the early modern European economy by Jan de Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (for a daily schedule, see Appendices pp. 19-63, Syllabus). First published in 1976, the book has been reprinted twelve times and remains widely used as an overview of the subject. Since its publication, de Vries has published major studies on early modern European agriculture, urbanization, and with Ad van der Woude, *The First Modern Economy: Success, Failure, and Perseverance of the Dutch Economy, 1500-1815* (1997). The latter has had a wide impact in the field of economic history for it challenged the orthodox view that all paths to economic modernity pass through a classic industrial revolution. Although we will discuss the well-written conclusion of this major study, the outline of his arguments can be found in the earlier survey. After the economic expansion of the sixteenth and early seventeenth centuries, the restructuring of the European economy during the seventeenth century crisis saw northwest Europe replace the Mediterranean as the dominant and most dynamic European economy. The Northern Netherlands, in particular, based on its efficient shipping, fishing and agricultural industries, and helped enormously by Spain's success in imposing its religious and political will upon the Southern Netherlands, succeeded in substituting Amsterdam for Antwerp as the center of the European trading system. After gaining its independence, the Republic was able to support an expanding population, attract skilled immigrants, and develop its industrial base by using resources from its worldwide trade network. Through its free market in labor, innovative business organizations, efficient capital markets, cheap shipping and 'proto-industrialization,' it accumulated and invested a large stock of capital

at home and abroad. De Vries also emphasizes the dynamic role of the state, both in the Dutch Republic and in Britain, which encouraged and protected merchant interests both in Europe and around the world. Finally, he assigns a significant role to increasing consumer demand as an engine of economic growth, especially for goods from around the world by the growing and prosperous middle classes of this region. Why then did the Dutch Republic not experience an industrial revolution? He argues that perhaps the very success of the Republic's economy stood in the way of radical innovation in the eighteenth century, that the Dutch state was less effective in pursuing an aggressive protectionist strategy than Britain, and, in an argument later made famous by E. A. Wrigley, the Dutch relied upon an 'advanced organic energy economy' of peat and human and animal power, rather than Britain's increasing dependence on a 'mineral-based energy economy.' Finally, de Vries reminds us that economic growth does not take place in a political vacuum. Just as the Dutch Republic was able to emerge out of a fortuitous political and military situation in Europe during the seventeenth century, its relative stagnation in the eighteenth century was in no small measure due to the vigorous mercantilist measures of its rivals and the ruinous cost of defending itself against its neighbors.

I would have preferred to follow de Vries' book with a discussion of the Dutch Republic. However, as in previous seminars, the unavailability of conference facilities in early July in The Netherlands dictates that we begin our seminar in London. Thus, in order to better coordinate our reading with the museum and site visits, we will turn next to the creation of a 'market society' in Britain before the industrial revolution. We will study Keith Wrightson's brilliant combination of social and economic history, *Earthly Necessities: Economic Lives in Early Modern Britain* (2000). He argues that between the sixteenth and early eighteenth centuries an integrated national economy was created in which market forces "became not just a means of exchanging goods, but a mechanism for sustaining and maintaining an entire society." This society was closely linked to the emerging world-economy and saw the extension and 'ideological sanctification' of private property rights, a vast expansion in the market for labor power as a "commodity to be bought and sold," and a redistribution of power in the hands of those who were able to profit from the increase of productive power. All this involved modest but long-term increases in output and per capita income and consumption, especially for the 'middling sort,' but also a diminished well-being for those left behind. Wrightson makes heavy use of a generation of detailed and quantitative scholarship in demography and economic history, but nonetheless provides us with a superbly written account, free of social science jargon, that enlivens the data with many examples of particular lives to illustrate his themes. Reaching beyond the work of the heavily analytical and sometimes a-historical methodology of many contemporary economic historians, he rescues the interpretations of contemporaries and earlier historians, especially the pioneering work of the Scottish Enlightenment and of the English historical economists, to offer us an appealing model for a revitalized humanistic economic history. We will follow Wrightson's example and trace the transformation of economic and social thought during the period by studying selections from those who lamented economic changes in England, such as Sir Thomas More, and through the thinkers of the Scottish Enlightenment



who created the discipline of political economy out of reasoning and observation of the market society in which they lived. We will discuss the origin of England's empire during the sixteenth and seventeenth centuries and its growing trade with Europe and the rest of the world, which had already linked this 'market society' to a world-economy before the industrial revolution by discussing chapters in *The Oxford History of the British Empire* (1998) by Michael J. Braddick, Nuala Zahedieh and G. E. Aylmer.

Turning to the Dutch Republic, we will use Jonathan Israel's standard work, acclaimed as such even by Dutch scholars, *The Dutch Republic: Its Rise, Greatness, and Fall, 1477-1806* (1995). Since it is a very large work, we will emphasize the broad outline of the story while its very comprehensiveness will allow each of us to pursue further our particular interests. Israel's synthesis begins with a brief account of the Low Countries under the late Burgundians and the Habsburg Empire. He emphasizes the rise of Antwerp as a European entrepôt, the culture of Renaissance tolerance exemplified by Erasmus, and the Dutch revolt against the Spanish attempt to impose Catholic orthodoxy and a more centralized imperial government upon the provinces of the Netherlands. Israel provides a detailed account of the economic, political, constitutional and military story of the Republic but he also devotes much space to its social and cultural history. We will pay special attention to the nature of the Republic's remarkable freedom of expression during the period, its development of religious toleration, the central role of merchants in its governance, and the explosion of artistic expression, especially in the visual arts, that placed a particular emphasis on depicting the lives and values of a 'burger' rather than an aristocratic society, or what Simon Schama has called a culture of 'the embarrassment of riches.' In addition to brief selections from contemporary documents to illustrate these themes, we will use web sites and museum visits to discuss the nature of Dutch art during the period and its connection to the modernity of the Republic's market society.

Central to Israel's work is the wider European context of the Republic's economic success. He argues that Braudel's analysis of the European world-economy as centered around a succession of core cities, from Venice to Antwerp to Amsterdam and finally to London, implies too much continuity in form and function. Venice and Antwerp, he insists, operated in a much smaller geographical sphere and had much less predominance within the 'system' than the Dutch Maritime Provinces. According to Israel, leading European emporia of the fifteenth and sixteenth centuries still operated in a late medieval 'polynuclear phase.' Although Antwerp operated in a wider geographical context, it remained primarily a storehouse of commodities and center of distribution. Instead of Europe's economic leadership after Antwerp's fall in 1585 moving from the Mediterranean to Northern Europe as a whole, as Braudel and many others have argued, it moved to a small fringe of northwestern Europe, southern England and the Dutch maritime provinces. Combining the 'bulk trades'—such as fish, grain, timber and salt—with the 'rich trades'—such as spices, textiles, and later sugar—allowed the Dutch to integrate European markets

and to tie them to New World silver and luxury goods from around the world. The Republic had the world's largest and most efficient merchant fleet, the most productive agricultural and fishing industries, and it became a leader in many new and technologically advanced industries. Further, the Dutch created new forms of business enterprise, such as the Dutch East India Company, and the limited partnerships known as *rederijen*. Finally, Israel insists that Dutch primacy owed far more to an effective federal state apparatus than has been acknowledged. It successfully defended its trade and borders against larger rivals, assured the quality of its products through regulation, and provided social and political stability that resulted in much lower interest rates on capital. Throughout his work Israel raises larger questions. How great was the impact of the seventeenth century Dutch dominated world trading system on European and non-European economic and social life? How much of Dutch success in overseas markets was due to business efficiency and how much to military force, exploitation and mercantilist manipulation? We will supplement Israel's book with documents and selections from contemporary observers of the Republic. The Republic produced some of the earliest pleas for a system of relatively free trade. We will study selections from Pieter de la Court's famous *Interest van Holland* (1662), translated in 1746 and praised by both Alexander Hamilton and Thomas Jefferson. Dutch economic success, however, produced calls for mercantilist reprisals and war against the Republic in other states and we will study these in selections from such mercantilist writers as Josiah Child and Daniel Defoe.

Directing our attention to the classic period of the British Industrial Revolution, we will begin with Eric J. Hobsbawm, who explicitly links British industrialization to empire, and especially to slavery. We will analyze the first five chapters of his classic account of British industrialization, first published in 1968, *Industry and Empire* (rev. ed. 1999). Hobsbawm is not only the most important British Marxist social and economic historian but his work is probably the most widely read social and economic history of modern Britain. According to Hobsbawm, "our industrial economy grew out of our commerce, and especially our commerce with the underdeveloped world." Central to Hobsbawm's argument is that the rise of Britain's economic pre-eminence was its use of mercantilist measures and naval power in not only forging its own empire but in limiting the empires and trade of its rivals. We will pursue this debate from a 'liberal' perspective through Patrick O'Brien's comparative article, "Mercantilism and Imperialism in the Rise and Decline of the Dutch and British Economies, 1585-1815" (2000) and in chapters from *The Oxford History of the British Empire* (1998) by Jacob M. Price, N.A.M. Rodger, David Richardson and J. Marshall. Hobsbawm will also introduce us to the 'standard of living debate.' His 'pessimistic' interpretation argues that most workers saw few benefits from industrialization before the 1850s. Instead, the massive economic changes brought by the factory system and rapid urbanization, combined with political repression, produced a degradation in their quality of life, which formed a 'working-class consciousness' that would ultimately foster the creation of a socialist labor movement. By contrast, most of today's economic historians argue that the quantitative evidence does not demonstrate that British workers as a whole saw their

living standards decline, and that they did not develop a coherent class consciousness, during the classic period of industrialization.

During the last third of the twentieth century, the ‘new economic history,’ which uses sophisticated tools of economic and statistical analysis, challenged many of the long held assumptions about the nature of the British Industrial Revolution. Its conclusions have created a new orthodoxy among economic historians, which emphasizes that aggregate British economic growth was moderate during the classical period of industrialization, that many sectors and regions remained fairly traditional before 1850, and that international trade did not play a key role in British industrialization. The seminar will wrestle with modern scholarship on British industrialization through Maxine Berg’s influential and well-written, *The Age of Manufactures, 1700-1820: Industry, Innovation and Work in Britain*, first published in 1984 and significantly revised for its second edition of 1994. After an extensive review of the findings of the new economic history, she accepts the view that aggregate rates of growth and technological change were indeed slower and that the new ‘factories’ were largely confined to particular regions and industries during this period. The overall result, she nonetheless insists, remained revolutionary. According to Berg, not only did the dynamic regions and industries experience their own dramatic transformation in technology, the physical environment, the scale of enterprises, the social roles of owners and workers, demographic behavior and the place of the family and child and female labor in their own regions, but these revolutionary changes encouraged new social and intellectual attitudes, patterns of trade, state intervention, forms of politics, notions of class, and changes in social relations that also transformed more traditional regions in Britain. Instead of relying primarily upon the economists’ growth models and stage theories, “which have narrowed our account of historical processes to aggregate and macroeconomic analysis,” she emphasizes the complex relationships between social history, economic history and the history of technology to offer us an account of the “age of manufactures,” which consists of an intricate web of improvement and decline, large and small scale production, and machine and hand processes that created the new and revolutionary industrial society. Berg’s scholarship fully integrates recent scholarship on women and children in her work. As the first female professional historians taught early in the twentieth century, one of the most revolutionary and controversial aspects of early industrialization in Britain was its extensive use of female and child labor. Although Berg agrees that the new economic history has accumulated much evidence to disprove Hobsbawm’s conclusion that trade was the ‘spark’ that lit the Industrial Revolution, she argues that he was correct in the sense that the rise of many of Britain’s new industries were closely tied to the vast increase in international trade during the early stages of industrialization and that British mercantilist measures played an important role in encouraging new industries. According to Berg, Britain’s success in replacing the Dutch Republic at the center of the world-economy in the eighteenth century stimulated British industries that processed and re-exported a significant proportion of overseas goods. Moreover, Europe and North America’s growing population and prosperity greatly stimulated demand for British manufactured goods. We will also read and discuss Berg’s journal article that summarizes her

2005 book, *Luxury and Pleasure in Eighteenth Century Britain*, which emphasizes the role of household consumption of international goods, led by middle class women, in the growth of important British industries.

We will conclude the seminar with a discussion of several key issues raised by the seminar. First, should we continue to hold up British industrialization as a paradigmatic model for the achievement of modern and sustained rates of economic growth? We will read a stimulating comparative essay by de Vries, which argues that the high living standards of Dutch ‘burgers’ and the high wages of skilled workers during the Golden Age had already encouraged an ‘industrious revolution’ that had produced sustained economic growth without an industrial revolution. Moreover, de Vries insists that the British industrial revolution must be understood in a broader process of modernization that “involved more than industrial production, unfolded in a European zone larger than England, and began well before the eighteenth century.” Secondly, we will discuss the role of mercantilism and free trade in Dutch and British economic growth through stimulating comparative essays by Patrick O’Brien and Martin Lynn. These essays will help us reflect on the penultimate debate: the value to be assigned to Europe’s leadership of the world economy and to suggest a broader perspective on modern debates about globalization. Was this leadership achieved through mercantilism and empire? Did Britain’s adoption and promotion of free trade in the nineteenth century constitute a ‘free trade imperialism.’ which was not fundamentally different in its purpose than the mercantilist measures by which Britain replaced the Dutch in the eighteenth century, as many socialists and historical economists have suggested? Or was free trade, as Victorian liberals believed, and most neoclassical economists and economic historians maintain, not only inherent in classical economic thought but a moral imperative for raising the standard of living for all humanity?

### **3, The Sites to be studied and their importance to the Seminar**

The seminar will meet three mornings per week to analyze the selected reading. In addition, we will have a one-day field trip per week to study our subject through museums and historical sites (see Appendices, pp. 19-62). My experience has taught me that field trips are extremely valuable in stimulating discussion, making our learning much more experiential, developing historical empathy for the people who lived our subject, and in building community among the participants. Haydon Luke, a former secondary school Head Master and now a museum and education consultant (see his resume, Appendices p. 68), will help arrange and lead our historical visits in London. He worked with me on previous seminars and participants found him knowledgeable and helpful. His guide to historical sites for the previous seminar is at <http://www.umassd.edu/euro/nehseminar.html>. On the first field trip day, we will see the Docklands via the new light railway and walk through the 19<sup>th</sup> century Thames tunnel to Greenwich to visit the National Maritime Museum, whose galleries contain interesting exhibits on Britain’s maritime history. We will also visit Christopher Wren’s Greenwich Hospital and its magnificent Painted Hall and Chapel. We will walk up to the Royal Observatory, founded in 1675 as an institution for navigational research. It is a prime example of the empirical scientific spirit that helped make northwest Europe the center of a world-economy. Finally, we will stop at the Docklands Museum, housed in a restored early

nineteenth century West India warehouse, which tells the story of London's port with an emphasis on the lives of the people who labored on its docks, ships, workshops and offices. During the second day of site-visits we will take a walking tour of the City of London to introduce us to important buildings that were used by merchants, bankers, clerics, writers and craftsmen of the mercantilist and industrial period, including a stop at the original Bank of England and its Museum. We will also visit the Museum of London, which offers a chronological treatment of London's history. In addition to a rich collection of furniture, costumes, decorative arts, paintings, maps, tools, models, and city tableaus, it features excellent displays on social, economic and political history. Finally, we will visit the Victoria and Albert Museum. Here we will concentrate on the V & A's British Galleries that provide a chronological history of the visual and decorative arts and illustrate the growing demand and consumption of goods from domestic and international sources. In 2007, Haydon Luke was able to secure special permission (very unusual in an age of terrorist threats) from the UK Foreign Office to visit its magnificent painted frescoes in what was originally the India Office. We hope to be able to repeat this in 2009.

In The Netherlands our three days of site visits will benefit from the assistance of Reno Raaijmakers, who holds a MA in History from the University of Amsterdam and operates his own company, City Walks, which provides historical and architectural tours in Holland (see resume Appendices pp. 69-70). He worked with me previously and participants found him very knowledgeable. See his notes for his site visits in 2007 at: <http://www.umassd.edu/euro/nehseminar.html>. During the first week we will visit Amsterdam. We will begin with a visit to the Nederlandse Scheepvaart (Maritime) Museum located in a warehouse of the Dutch East India Company. The Museum houses historical paintings, large-scale maps, artifacts, ship models, and navigational instruments illustrating the nation's maritime history and international trade with an emphasis on the early modern period. We will also visit its full size eighteenth century East-India ship, *De Amsterdam*, moored at the dock. Since the extensive national historical collection in the Rijksmuseum is currently closed for renovations, we will visit the Amsterdams Historisch Museum. It explains the rise of Amsterdam to world prominence through paintings, artifacts, maps and models. Our final visit of the day will be to the Koninklijk Paleis. Although now a Royal Palace, this imposing classical building with its magnificent murals and statues was built as Amsterdam's City Hall and demonstrates the wealth and power of the merchant ruling class that governed the most important city of the Golden Age.

On our second day of visits, we will travel to North Holland. We will stop at the Zaanse Museum and the Zaanse Schans, a museum village of industrial windmills that during the seventeenth century was at the heart of Europe's biggest and most efficient shipbuilding industry. Passing through several *polders*, which during the early modern period constituted the largest investment in land reclamation in Europe, we will travel to the Zuiderzee port of Enkhuizen. Its old town retains much of its seventeenth century character. Its Zuiderzee Museum is housed in an East India Company warehouse and tells the story of the northern ports, their trade with the East Indies, and the drainage of Holland's polders.

Our last day of visits will take us to the well-preserved town centers of Leiden and Haarlem. Leiden holds a special place in Dutch history because it heroically endured Spanish sieges in 1573 and 1574 while suffering the loss of half its population. The city is known for its old university and for its ‘proto-industrial’ textile industry. The exhibits in De Lakenhal (the cloth hall) will help us understand the importance of manufacturing in the Republic. Its magnificent art collection emphasizes the Leiden School of painters, whose most famous product was Rembrandt. A short distance away is the historic city of Haarlem where we will visit the Frans Hals Museum, housed in a characteristic seventeenth century almshouse for old men. The museum has a superb collection of Dutch seventeenth century paintings and an excellent exhibit explains the city’s social and economic history during the Golden Age. The old centers of Leiden and Haarlem contain many seventeenth and eighteenth century buildings and are both small enough to explore on foot.

#### **4. Relationship to my teaching and research interests**

The interpretation of European mercantilism and industrialization has been central to my teaching and research. I am a British and European historian especially interested in intellectual and economic history. I teach a wide variety of courses and seminars in British and European history with an emphasis on economic and intellectual history, the history of European women, and historiography. Trained as an intellectual historian, my interests gradually moved toward economic history and its historiography. Since a good deal of the research in the history of economic thought and in economic history has become very specialized and technical, it is in danger of being ignored by other historians. On the other side, there appears to be a growing neglect of history among economists. Thus, I have found it particularly important to encourage students of the humanities to study economic ideas and economic history.

As a scholar, I am especially interested in the relationship between economic history, the history of economic thought, and the formulation of public policy. I have published articles and presented papers on the history of economic thought and the development of economic history as an independent discipline in Britain. My *English Historical Economics, 1870-1926: The Rise of Economic History and Neomercantilism* (Cambridge University Press, 1987 and reprinted in paper, 2008) traces the revolt of the English historical economists against the methodology and policy conclusions of the orthodox economists of the time, their efforts to promote alternative social and economic policies, and the origin of an independent and professional discipline of economic history. The most important themes of the debate between the historical and neoclassical economists, both in Britain and on the Continent, were the role of the mercantilist state in economic development, the origin and nature of the industrial revolution, the practicality of laissez faire economic policies or state intervention, and the value to be ascribed to classical economics or historical economics. During the spring 1991 semester, I held a NEH Fellowship for College Teachers for research on the historiography of economic history. This resulted in a major paper, "Historians and Economists: The Study of Economic History in Britain, c. 1920-1950." Recently, I have written intellectual biographies of British economic historians for the *Biographical Dictionary of British*

*Economists* and an essay on Economics and History for the *Elgar Companion to Alfred Marshal*. My long-term research interests have shifted to the competing economic ideas and public policy debates on economic development from the seventeenth to the nineteenth centuries. I am conducting research on British accounts of Dutch economic thought and performance and their implications for the writing of economic history in the eighteenth and early nineteenth centuries. Dutch is my native language and in recent years I have read extensively in Dutch sources. I have begun working on translating Dutch documents for the seminar and writing a series of essays on aspects of the Dutch Republic suitable for teaching that will be posted on the seminar web site and remain available for use by teachers and students. Thus, both as a teacher and scholar the subject of the seminar is central to my interests.

### **5 Experience with teachers.**

During my career, I have had a good deal of contact with K-12 education. My wife, Sheila, who teaches mathematics and chairs the department at our local high school, is very active in promoting educational innovation and has encouraged my work with the schools. I am a member of the Dartmouth High School Council, a body charged with assisting effective school site based management, and served on the Dartmouth Historical Commission, which promotes local history in the schools. Professionally, I am well acquainted with the concerns and interests of teachers, especially in History and Social Studies. From 1994 to 1997, I served on the Massachusetts Curriculum Framework Commission, which developed the first Massachusetts curriculum framework for History and Social Studies for the state's public schools. Most of the twenty-five members of this statewide group were classroom teachers. I have also served on the Massachusetts Social Studies Assessment Development Commission and, as a reviewer for the Massachusetts Council for the Humanities I evaluated history curriculum projects undertaken jointly by teachers and museums

As a university teacher and chairperson, I have helped prepare many students to teach history in the schools and have moved the History Department to take greater responsibility for the preparation of secondary school teachers. I designed and teach the course that the Department requires of all students who seek certification to teach history. I helped develop our university M.A.T. program for schoolteachers, teach in the program, serve as its Director, and developed collaborative projects between the schools and the university. I am currently a member of a regional school, community college, and university partnership that oversees a large US Department of Education Teaching American History grant for the professional development of history teachers. The decision to propose NEH seminars thus has been part of my sustained involvement with the teaching of history in the schools.

### **6. Seminar structure, selection procedure, and professional development for teachers.**

The selection committee that will choose the participants will consist of  
This committee will endeavor to select a diverse and talented group of applicants. We will again attempt

to include participants in literature and art history along with those in history and the social sciences. We will favor those candidates who demonstrate a sincere interest in the topic, who can contribute and benefit most from a collegial and scholarly sharing of ideas, and who show promise of professional growth in their scholarly interests and teaching.

In addition to our three-morning per week seminar meetings, and one whole day per week for our museum and site visits. I will be widely available for individual meetings with participants. There were many favorable comments from previous participants on the success of the cooperative learning groups I organized and I will again use this as the chief organizing principle of the seminar. Each group will lead the discussion on a rotating basis. The group will pose questions, provide a context, suggest an analysis, make comparisons and present additional perspectives. I will continue to use the model of encouraging the participants to do most of the talking. Previous participants have noted that I have usually resisted the temptation to lecture and dominate the discussion. While it was not my intention to model a 'best practice,' I have heard from many participants that my approach served as a valuable pedagogical example.

As an historian who requires a good deal of writing in my classes, 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 site visits. A few participants will be asked to share these reflections during each meeting. Each participant will write an interpretive essay (8-10 pages), or, as some have done in previous seminars, a research paper or power-point presentation, on any topic related to the seminar. Essays may deal with the participant's reaction to the texts studied or to the wider issues suggested. Drafts of essays will be discussed within each cooperative learning group and its argument will be presented to the seminar during the last week. I will comment on each. After returning the projects to participants, for revision if they so wish, as long as they return it to me by September, I will 'publish' them on our web site. Essays from my previous seminars are at <http://www.umassd.edu/euro> and <http://www.umassd.edu/ir>.

A number of participants in earlier seminars have gone on to develop their careers as teacher-scholars. One has served in a leadership position in the World History Association. In 1999, I organized a session with five 1998 participants, "Interdisciplinary Interpretations of the Industrial Revolution in England" at the Northeast Regional Conference for the Social Studies in Boston. Two participants presented a panel on the subject at the annual meeting of the National Council for the Social Studies in 2002. A participant was named Social Studies Teacher of the Year by the NCSS. Several have published essays on teaching the subject in professional publications. Two have won follow up grants from NEH and some have cited their NEH seminar experience in their decision to enter graduate programs in their field. Many previous participants remain in touch with me and with each other. One way that past participants have kept in touch with the seminar's subject is through the seminar's web site. I have already begun to expand and revise the web site for my Dutch Republic and Britain



seminar. As on my Industrial Revolution site, I plan to add a collection of historical documents, designed both to be used in the seminar and subsequently by teachers as a resource. The seminar site will welcome participant contributions of documents and teaching plans. An unanticipated result has been that several former participants have created interesting web sites of their own on topics related to the seminar. Finally, I have begun writing a series of essays suitable for teaching about the Dutch Republic for our web site, but this will be a long-term project that I hope to develop into a future teaching unit on the NEH sponsored EDSITEment web site. As in previous seminars, participants will be provided with equivalency letters for in-service credit or continuing education units. If desired, the University of Massachusetts Dartmouth will also provide three graduate credits for a modest administrative fee.

### **7 Availability of Housing and Library Facilities**

When I prepared to offer my first NEH seminar, I was somewhat skeptical about the emphasis NEH placed on looking after the well being of participants during the seminar. My experience has taught me that a stimulating and rewarding intellectual experience requires a great deal of attention to physical facilities and social interaction. Since the participants, including the director, will be housed together, I will personally foster the creation of a collegial atmosphere conducive to both learning and relaxed interchange. On the Sunday evening before the first seminar meeting, we will have a welcome dinner and social gathering. On the last day of the seminar, I will arrange a farewell dinner and party. The decline of the dollar has made European seminars much more expensive but at the current stipend and exchange rate, the stipend will cover the participants' cost for accommodations and meals as described below and leave about \$500 toward travel expenses. I have spent a good deal of time in London and the Netherlands over the years, and as a native Dutchman speak the language. Since participants will be coming from throughout the US, and may have additional travel plans, they will make their own travel arrangements, including those between London and the Netherlands. As always, I will offer suggestions and detailed directions.

Participants in my previous Dutch Republic and Britain seminars found the housing, computer and meeting facilities, and even the food, superb in The Netherlands but much less satisfactory in London (see Appendices pp. 71-92). They did, however, praise the meeting facilities at the Institute of Historical Research in London and I have provisionally reserved a seminar room there for 2009. The Institute is a large research library and center of historical scholarship housed in the University of London Senate buildings. As short-term members of the Institute, participants will be able to use all the facilities of this superb reference library as well as its Internet facilities for research and email. Participants did not care for the housing and food in London in 2005 but found the 2007 housing at John Dodgson House, a suite-style facility, satisfactory and loved its location in Bloomsbury. Dodgson House does not provide food service but has a communal kitchen in every suite. Given the wide variety of pubs and restaurants in the vicinity, as well as the excellent prepared meals available in nearby shops, I have decided not to provide meals in London except for a welcome and departure dinner, which I will

arrange at a pub. All accommodations will be in single study rooms with a telephone. The hall has a TV lounge, laundry facilities, a reception desk and available Internet access. The accommodations are a few minutes walk from a tube stop and a 10-15 minute-walk from the Historical Institute.

In the Netherlands I have been very fortunate to be able to reserve the superb facilities at the Institute for Advanced Studies (NIAS) in Wassenaar, near The Hague. The Institute, which during the academic year accommodates senior research fellows, is one of the most prestigious Humanities advanced study facilities in Europe, see <http://www.nias.knaw.nl/en/>. Previous to my 2005 NEH seminar they had never allowed summer seminars to use their facilities but they were intrigued by my NEH seminar topic and by the fact that US schoolteachers would be the participants. The Institute's compact size will help us build a close seminar community. Our accommodations will be in single study-bed room units that include private bathroom facilities, a personal computer with Internet access, and a small kitchen. We will have catered lunches and dinners Mondays through Thursdays in a handsome dining room. Participants can prepare their own weekend meals or eat in nearby restaurants. Our seminar room is in the same complex and includes a terrace that looks out over a lawn (with a volleyball net that got a lot of use in previous seminars) and garden. NIAS is located in a lovely residential village (one of the best addresses in The Netherlands) at the edge of a large preserve of dunes and beaches. Since this is Holland, the Institute provides bicycles and one can 'fiets' or walk to the Wassenaar town center, the beach, or into the countryside. There is frequent bus service to the central railroad station in Den Haag (30 minutes). The Koninklijke Bibliotheek, the National Library of the Netherlands, is located adjacent to the central bus and railroad station in Den Haag. The library contains a great deal of material available on our subject in English and I have arranged for participants to have access to the library both physically and through the Internet. The archivists at the library have agreed to do a presentation on maps, prints and manuscripts related to the Republic for the seminar. There will also be a lecture at the nearby Mauritshuis on its superb collection of paintings from the Golden Age. The library at NIAS has a modest but excellent collection of standard works on Dutch history. In addition, full-time Internet access at NIAS will allow participants to consult the many resources on the web and enable them to communicate by email with their families.

Beyond the facilities described, participants will have access to the many museums, historical sites, and cultural and recreational facilities in the London area and the Netherlands. With the dense public transportation systems of southern England and the Netherlands, participants will be able to explore many historical sites and museums related to our topic. Amsterdam, for example, is an hour away by bus and train. The Flemish cities of Antwerp, Ghent and Bruges, of crucial importance for our topic, can be easily visited on a day trip or weekend. In England participants can reach the Royal Navy Museum at Portsmouth, the wool towns in East Anglia, or important early industrial sites, such as Iron Bridge Gorge, on day or weekend visits. Participants will find, I believe, that the real problem will not be how to fill their weekends but how to choose from the wealth of resources available.