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Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

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Institution: University of Massachusetts, Dartmouth

Project Director: Gerard Koot

Grant Program: Summer Seminars and Institutes for School Teachers

**THE DUTCH REPUBLIC AND BRITAIN: THE MAKING OF MODERN SOCIETY AND A
EUROPEAN WORLD-ECONOMY, June 30—August 2, 2013**

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National Endowment for the Humanities Summer Seminar for School Teachers

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1, Rationale for a 2013 Seminar and the Importance of the Subject

The purpose of this five-week NEH Summer Seminar for School Teachers at the Institute for Historical Research in London and in Leiden, the Netherlands, 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 economy of the Dutch Republic rose to dominance in the new European world-economy of the 17th century, how Britain acquired this supremacy in the 18th 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 Using a comparative method, we will study contemporary accounts, historical documents, and seminal historical interpretations. 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, provide a broader perspective on contemporary issues associated with the term ‘globalization,’ to connect the study of the texts with material culture, and to do so in an atmosphere conducive to collegiality, study and reflection. Previous participants have noted in their seminar evaluations, as well as in many subsequent letters, that the visits, led by local experts, to some of the key historical sites and museum collections not only brought our texts alive for the participants but resulted in a much deeper understanding of the subject and produced a heightened enthusiasm that enhanced their ability to teach and motivate their students to appreciate the nature of this world historical transformation. 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 school curricula.

Directing NEH seminars has been the most satisfying teaching experience of my career. 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 Modern Society and a European World Economy.” Recent interpretations of the Industrial Revolution emphasize its roots in the entire early modern period from the 16th to the 18th centuries, rather than the classic interpretations that pointed to the late 18th and early 19th centuries. In addition, the growing use of comparative methods and global perspectives in historical studies, and a shift in my own interests, has led me to develop this new seminar. Although 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 new seminars very positively (see attached Seminar Evaluations). Despite increased costs and security fears, these seminars attracted many more well qualified applicants than could be accommodated.

Previous seminars have taught me a good deal that I plan to apply to a 2013 seminar. My previous Dutch Republic and Britain NEH Seminars were hosted by NIAS, the Netherlands Institute for Advanced Studies in Wassenaar. While the Institute is an excellent facility with superb food service, which participants rated very highly, it was relatively expensive. The Institute's main purpose is to serve university research scholars and its new Director hopes to increase revenue by renting out the facility for short conferences during the summer, making the cost for our NEH seminar prohibitive. Moreover, the recent cuts in public bus service have made its bucolic location problematic, as participant evaluations have noted, for access to research libraries and museums in Leiden and The Hague. Happily, Webster University has housing for a 2013 seminar in the center of the university city of Leiden at a reasonable cost, about \$1,150 at current exchange rates.

Since I retired from full-time teaching and my administrative duties in 2010, I have been devoting a great deal of my time working on web-site material for my NEH seminars. Last year most of this work was related to my industrial revolution seminar, but this year, aided by a generous NEH supplemental web development grant, I am devoting my energies to more fully develop the Dutch Republic and Britain web-site for use as a tool in the seminar itself as well as a resource for the teaching and study of the subject in the schools.

My experience with this seminar also has led me to change several of the core texts. In order to emphasize the links between economic history and cultural history—a connection many historians believe is crucial to the argument about why these societies experienced economic growth—I have included a book on the visual arts of the period in the required reading. 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 sources, which will be mailed to participants, which I also will digitize for 2013. The common required reading (see section 2 below) for this seminar is substantial and there have been some complaints about this in previous seminar evaluations. However, based upon my experience, it is manageable through the use of co-operative learning groups. One of the purposes of these groups is to cull out the main points and arguments in the reading for the seminar in order to focus

the discussion and digest the reading. In order to facilitate this, I will provide more specific advance suggestions to the co-operative learning groups on the relative importance of the topics to be discussed in the seminar from the day's reading. In addition to an 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? How do disciplinary traditions, ideological orientations and national identity help shape the arguments of our texts? What are the links between the creation of a bourgeois culture and an 'industrious revolution'? What is the relationship between the pursuit of profit and empire in the building of the European led world-economy? How did the creation of a global trade network 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'? How 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 the 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 northwestern 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 and costs to 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 Northwestern Europe in the mercantilist and early industrial period continue to be used in contemporary debates and form the classical core of modern 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. Appendix C), 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 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, Kenneth Pomeranz, Niall Ferguson, Bin Wong, Ronald Findlay and Kevin H. O'Rourke, among others, have 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, Enlightenment era historians and the historical economists, 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 16th and early 19th 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 Northwest Europe to become the organizer 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 an ‘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 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 classic 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 Appendix B, Syllabus). First published in 1976, it contains an outline of the argument he developed further, with Ad van der Woude, in the much longer study, *The First Modern Economy: Success, Failure, and Perseverance of the Dutch Economy, 1500-1815* (1997). The latter has had a wide impact, for it challenged the orthodox view that all paths to modern economic growth must pass through a classic industrial revolution. After the economic expansion of the 16th and early 17th centuries, the restructuring of the European economy during the 17th 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 18th century, the Dutch state was less effective in pursuing an aggressive protectionist strategy than Britain, and the Dutch relied upon an 'advanced organic energy economy' of peat, human and animal power rather than Britain's exploitation of its abundant coal resources. 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 17th century Europe, its relative stagnation in the 18th century was in no small measure due to the vigorous mercantilist measures of its rivals and the ruinous costs of defending itself against its neighbors.

I would have preferred to follow de Vries' survey with a discussion of the Flemish city-states and the early Dutch Republic. However, the unavailability of our conference facilities in The Netherlands in early July 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 16th and early 18th 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 wellbeing for those left behind. Although Wrightson's argument is rooted in quantitative scholarship, he also reminds us of the pioneering interpretations of the Scottish Enlightenment and of the English historical economists and offers 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, such as Adam Smith and others, who created the discipline of political economy out of reasoning and observation of the market society in which they lived.

Previous participants suggested that we begin our discussion of the rise of the Dutch Republic's economic dominance with a fuller treatment of the contribution of the Southern Low Countries. For this we will use photocopies of W. P. Blockmans, "The Formation of Political Union, 1300-1600," in J.C.H. Blom and E. Lamberts, *History of the Low Countries*

(1999). During the 16th century, Flanders and Brabant replaced Northern Italy as the richest region of Europe. Late medieval Bruges has been described as the “cradle of capitalism.” Subsequently, Antwerp became the European entrepôt, a center of commercial innovation, and saw the flowering of a cosmopolitan Northern European urban culture. On 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). As some previous seminar participants commented in their evaluations, this is a very long book. Unfortunately, there is no good short treatment available in English. We will take advantage of Israel’s sweeping coverage but concentrate on the broad outline of the story, while his comprehensiveness will allow each participant to emphasize particular interests. Israel argues that the late 16th century revolt, which began in Flanders and Brabant, was caused by the Spanish attempt to impose Catholic orthodoxy and a more centralized imperial government upon the provinces of the Low Countries. He provides a detailed account of the economic, political, constitutional and military story of the Dutch Republic but he also devotes much space to its social and intellectual 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 complex system of governance, and the explosion of scientific and artistic expression. The visual arts of the Republic placed a particular emphasis on depicting the lives and values of a ‘burger’ 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 Mariet Westerman’s influential short survey, *A Worldly Art: The Dutch Republic 1585-1718* (1996), and museum visits to discuss the nature of Dutch art during the period and its connection to the development of capitalist society in the Republic.

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 European ‘system’ than the Dutch Maritime Provinces. According to Israel, leading

European emporia of the 15th and 16th 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, Israel argues that 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. 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.

As E. J. Hobsbawm famously noted in the 1960s, Britain’s “industrial economy grew out of our commerce, and especially our commerce with the underdeveloped world.” Central to this argument was the claim 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 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 selected essays from *The Oxford History of the British Empire* (1998) by Nicholas Canny, Michael J. Braddick, G. E. Aylmer, Jacob M. Price, Nuala Zahedieh, N.A.M. Rodger, David Richardson and P. J. Marshall.

During the last third of the 20th 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. In earlier seminars I used Maxine Berg’s classic survey to wrestle with modern scholarship on industrialization but participants found that her review of the economic literature was too specialized for generalists. Instead, I will use Robert C. Allen’s new and well received, *The British Industrial Revolution in Global Perspective* (2009). Allen has created a mathematical and statistical model based on data collected by generations of historians on the early modern European economies. His book is an excellent example of the persuasiveness of the new economic history when its conclusions are presented in plain English. He argues that the first industrial revolution occurred in Northwestern Europe, and not in the most developed and larger Asian economies, because its high wages during the early modern period encouraged technological innovation. Although high wages were initially a consequence of the demographic disaster of the Black Death, they were reinforced during the early modern period by the economic success of the region around the North Sea, first, in European trade and manufacturing, especially in wresting the textile industry from the Italians, and then in world trade. According to Allen, the first industrial revolution took place in Britain instead of the Low Countries primarily because of Britain’s abundant and cheap coal resources, combined with the central government’s ability to use mercantilist policies and naval power to reap the greatest benefits from an expanding European and world trade. Once it had taken the lead from the Dutch, and defeated the French, Britain used its comparative advantage to consolidate its dominant position through free trade until the late Victorian period when its technological innovations spread to its competitors. While he agrees that the political, cultural and scientific context of British industrialization was important to its primacy, his approach does not claim, as many interpretations have, that British, and later European and American, industrialization was a consequence of the West’s supposed cultural and political superiority. Instead, he offers an economic explanation, which argues that the abundance of labor at low wages in Asia meant that there was little incentive

to translate scientific discoveries into modern technologies that might have led to early industrialization in Asia.

Another important aspect of recent interpretations of the origin of industrialization is their emphasis upon demand as well as supply. It was the high wage European economy, as well as the relatively broad distribution of wealth in its bourgeois societies, which produced a ‘consumer revolution’ that made demand effective. For this topic we will use Maxine Berg’s influential 2004 essay, “In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century,” which argues that Britain’s success in replacing the Dutch Republic as the center of the world-economy in the 18th 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 conclude the seminar with a discussion of several key issues raised by our reading. 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’ in the 17th century that produced sustained economic growth without a classic industrial revolution of coal, steam, and mechanical spinning. Moreover, de Vries insists, 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 18th century.” Secondly, we will assess the role of mercantilism and free trade in Dutch and British economic growth through a comparative essay by Patrick O’Brien and seek to reconcile his argument with Allen’s emphasis on the role of high wages as a key explanation of the first industrial revolution. These essays will help us reflect on the penultimate debate: Did the Dutch Republic’s promotion of relatively free trade in Europe and the Atlantic World in the early modern period, and Britain’s adoption and promotion of free trade in the 19th century, constitute a species of ‘free trade imperialism,’ which was not fundamentally different in purpose from the mercantilist measures and use of naval power, as many socialists and historical economists have suggested? Or was the freeing of trade in a high wage economy, as Victorian liberals believed, and most neoclassical economists

and economic historians maintain, not only inherent in classical economic thought but ultimately constituted a moral imperative for raising the standard of living for all humanity?

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

The seminar will meet three mornings per week to discuss the selected reading. My experience has taught me that guided historical site visits are extremely valuable in enhancing understanding of the texts, stimulating discussion, making our learning much more experiential, promoting enthusiasm for the subject, developing historical empathy for the people who lived our subject, and for building community among the participants. As in previous seminars, I have scheduled six one-day excursions in London and Holland (see the 2011 attached site visit guides for London and The Netherlands). Since Flanders and Brabant played such an important part in the early part of our story, and with the encouragement of previous participants, I have added a weekend of historical site visits to Antwerp, Bruges and Ghent to the seminar.

Haydon Luke, a former secondary school Head Master and now a museum and education consultant (see his resume, Appendix D), will help arrange and lead our historical visits in London. He worked with me on previous seminars and participants found him knowledgeable and helpful. See his guide to historical sites for the previous seminar at http://www1.umassd.edu/euro/neh_toursites.cfm. On the first field trip day, we will take a walking tour of the City of London's old financial center and visit the original Bank of England site and its museum and walk through the 19th century Thames tunnel to Greenwich to visit the National Maritime Museum. We will also visit Christopher Wren's Greenwich Hospital and its magnificent Painted Hall and Chapel and walk up to the Royal Observatory, founded in 1675. The latter is a prime example of the empirical scientific spirit that helped make Northwest Europe the center of a world-economy. During the second day of site-visits, we will visit the Docklands Museum, housed in a restored early 19th century West India warehouse, which tells the story of London's port. We will also 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 domestic and international luxury goods. In an earlier seminar, 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 2013.

In The Netherlands our 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 his resume Appendix E and his 2011 site visit guide at: http://www1.umassd.edu/euro/neh_toursites.cfm). During the first week in The Netherlands, we will visit the National Library and the Dutch National Archives in The Hague, to which participants will have both electronic and physical access for the duration of the seminar, and the Mauritshuis museum with its magnificent collection of Dutch paintings from the Golden Age. We will make a weekend visit to the historic cities of Flanders, which laid the early foundation of Northwest Europe's economic success. In Antwerp we will visit the Grote Markt in its historic center, its cathedral and the Rubens House. The contrast between the art of Rubens and Rembrandt will give us a vivid illustration of the differences between Catholic and Protestant culture of the period while, at the same time, our visit to Flanders remind us that Catholic Flanders was, and remains, one of Europe's most successful economies. We will visit Bruges, which was an important textile producer and a Hansa city that served as a link between the Baltic and the Mediterranean markets during the late medieval period. It is one of Europe's best-preserved northern late medieval and Renaissance cities. Finally, In Ghent we will walk its well-preserved historic center built on profits from its early textile industry.

Our visit to Amsterdam will feature a walking tour of the old center with its 17th and 18th century merchant houses, churches, synagogues, charitable institutions, warehouses, canals and early docks. We will visit the Amsterdam Historisch Museum, which explains the rise of Amsterdam to world prominence, and the Royal Palace. The latter, an imposing classical building with 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 another day of site visits, we will spend the morning at Amsterdam's Scheepvaart Museum (maritime museum), which reopened this year after a five-year complete renovation of its historic building. We will have a guided tour of the museum's superb collection on Dutch maritime history and visit its full-size replica of an eighteenth century Dutch East India Company (VOC) ship, the *Amsterdam*, anchored at its dock. In the afternoon, we will visit Haarlem, a short distance away.

We will have a walking tour of its historic center, including its magnificent church, St. Bavo, and the surrounding market. In Haarlem we will also visit the superb collection of Dutch paintings at the Frans Hals Museum housed in a characteristic 17th century almshouse for old men.

During our final site visit day, we will travel further into North Holland. We will stop at the Zaanse Schans, a museum village that includes a half-dozen industrial windmills, which during the 17th century were 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 ports of Hoorn and Enkhuizen. We will walk their well-preserved historic centers and visit the West Frisian Museum in Hoorn and the Zuiderzee Museum in Enkhuizen. The latter 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.

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 have taught 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. 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 held two NEH Fellowships for College Teachers for research on the historiography of economic history and 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, reprinted in paper in 2008, and in a Chinese translation in 2010) 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. My long-term research interests have shifted to the competing economic ideas and public policy debates on economic development from the 17th to the 19th 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 18th and early 19th centuries. Dutch is my native language and in recent years I have read extensively in Dutch sources. I am 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. 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 educators. Ex. B6 Sheila, who spent her career teaching mathematics and chaired the department at our local high school, was very active in promoting educational innovation and encouraged my work with the schools. She has accompanied me during all my NEH seminars and has been an invaluable resource in dealing with many practical matters during the seminar, as participants noted in previous seminar evaluations, and will once again be an invaluable resource for helping the participants and the seminar deal with many logistical and social issues abroad. I was a long time 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 worked with teachers on a Commission to develop the first Massachusetts curriculum framework for History and Social Studies for the state's public schools. I have also served on the Massachusetts Social Studies Assessment Development Commission and as a reviewer for the Massachusetts Council for the Humanities, for which 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 moved the History Department to take greater responsibility for the preparation of secondary school teachers. I designed and taught 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, taught in the program, and served as its Director. I also helped develop a regional school, community college, and university partnership that oversaw a large US Department of Education Teaching American History grant for the professional development of history teachers. Thus, directing NEH seminars 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 an emeritus colleague in the History Department, Dr. James Hijiya, and a Dartmouth High School teacher, Ms Laurie Dias-Mitchell, and myself. Despite some criticism from a few previous participants that not all seminar participants were equally well prepared for the seminar, the committee will endeavor to select a diverse and talented group of applicants that attempts to include participants from all parts of the country. We will again seek to include participants in literature, art history and perhaps science 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 scheduled activities, 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 arranged and I will again use this as the chief organizing principle of the seminar discussions. 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 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, I will 'publish' them on our web site. Essays from my previous seminars are at <http://www1.umassd.edu/euro/seminarpapers.cfm>.

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 an annual meeting of the National Council for the Social Studies. 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. As on my Industrial Revolution site, <http://www1.umassd.edu/ir>, I am in the process of adding, with the generous support of a NEH supplemental web site development grant, an extensive annotated bibliography, a collection of historical documents, pictures, and interpretive essays, designed both to be used in the seminar and subsequently by teachers and students as a resource for our topic. I have been writing a series of essays suitable for teaching about the Dutch Republic for our web site. 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 History graduate credits for a modest administrative fee.

7, Availability of Housing, Computer and Library Facilities

My experience has taught me that a stimulating and rewarding intellectual experience requires a great deal of attention to physical facilities and social interaction. 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. The participants, including the director, will be housed together and thus 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 cost of seminars in Europe has risen significantly during the last decade but the recent relative decline of the euro may lesson this problem somewhat in the near future. Nonetheless, providing catered and comprehensive meal plans, as I did in my previous Dutch Republic and Britain seminars in Europe, is no longer affordable. Moreover, since in both London and the Netherlands our housing includes access to kitchen facilities and are located in an urban environment within a walking distance of a wide variety of restaurants, pubs, and grocery markets, providing meals for everyone at set times reduces flexibility and results in many participants having to pay for meals they will not eat. At the current stipend and exchange rate, the stipend will cover the participants' cost for accommodations as described below and leave about \$2,300 toward travel and food expenses.

Finding reasonably priced and acceptable housing in London has been problematic. After a poor experience with one University College dormitory and its food service, I moved to Schafer House, a suite style facility with units of 3-4 individual study-bedrooms, communal kitchens, bathrooms and showers. Participants loved its location in Bloomsbury but a few found the quality marginal. There is better University housing available in London but all of it is far outside of the center of London and would require long and expensive commutes. Thus, my solution for 2013 is to

again use Schafer House in central London but to spend only one week in London at a cost of about \$400 at current exchange rates. The hall has a TV lounge, laundry facilities, and available Internet access for a modest fee (although they have in fact not charged us in previous seminars). The accommodations are a 10-15 minute-walk from our seminar room at the Institute for Historical Research, a few minutes walk from tube stops on three separate Underground lines, and within walking distance to two main-line railway stations. Participants in my previous Dutch Republic and Britain seminars praised the seminar and library facilities at the Institute for Historical Research in London and I provisionally reserved a seminar room there for 2013. 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.

In Leiden I have made provisional reservations in a recently completely renovated building, originally built in 1927 as a private girls school, operated by Webster University's Leiden campus as housing for its international students during the academic year. Accommodations will be in single study-bed rooms that include a private bathroom with a shower and compact kitchen. Our seminar room is in the same building. The building also has a computer lab available to the participants. Internet access is also available from their rooms for participants who bring their own computers. The building also has lounges and a TV room. It is located on a lovely canal in the heart of Leiden's historic center. Leiden is a University city with a wide variety of restaurants, cafes and pubs as well as a thriving center city-shopping district. Our accommodations and seminar site are a ten-minute walk from Leiden's main-line railway station, which offers frequent and direct train service to Schiphol, the main international airport in the Netherlands, and to many cities in Holland, including Amsterdam and The Hague in less than thirty minutes. Our housing is also about a ten-minute walk from Leiden University's main library. This is one of the chief research libraries in the Netherlands and participants will have on site access to this as well as the university's other libraries. In addition, participants will also have access to the Koninklijke Bibliotheek, the National Library of the Netherlands, which is located adjacent to the central railroad station in The Hague. Both libraries have a great deal of material available on our subject in English. As in previous seminars, I will arrange for the archivists at the Koninklijke Bibliotheek to do a presentation on historical maps, prints and manuscripts related to the Republic for the seminar.

The seminar will provide national museum passes to all participants. We will be able to use these passes on all our site visit excursions and participants will be able to make good use of the pass for visits to Leiden's superb museums as well as most museums throughout the country. The major museums in Leiden include De Lakenhal museum (the cloth hall), which will help us understand the importance of textile manufacturing in the Republic. Its magnificent art collection emphasizes the Leiden School of painters, whose most famous product was Rembrandt. During the period of the scientific revolution, Leiden was one of Europe's leading centers for science, medicine and botany. Science and medicine are the main focus of the Boerhaave Museum, which has a 17th century medical operating theater and a superb collection of early modern scientific instruments. The city also hosts the Netherlands' national archeological museum, the Rijksmuseum Museum van Oudheden. Leiden University established the first botanical garden in the Netherlands, which collected plants from all over the world, and counted Linnaeus as a member of its faculty. The garden still exists and its library can be used to study the globalization of plant life made possible by the Republic's worldwide international trade network.

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 and other historic cities in the Netherlands can be reached by bus and train on day trips. Since this is Holland, participants can also rent bicycles by the day, or for the entire seminar period, and explore the country using its excellent and unparalleled network of bike paths. In England participants can reach the Royal Navy Museum at Portsmouth, the wool towns in East Anglia, and important early industrial sites, such as Iron Bridge Gorge, on a day or weekend visit. 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.

APPENDIX B SYLLABUS

**THE DUTCH REPUBLIC AND BRITAIN: THE MAKING OF MODERN SOCIETY
AND A EUROPEAN WORLD ECONOMY**

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



Willem Jan Blaeu, *World Map*, 1665

A SEMINAR FOR SCHOOL TEACHERS

**AT THE INSTITUTE FOR HISTORICAL RESEARCH,
UNIVERSITY OF LONDON,
AND THE NETHERLANDS INSTITUTE OF
ADVANCED STUDIES, WASSENAAR**

June 30 to August 2, 2013

SEMINAR SCHEDULE AND READING ASSIGNMENTS

Introduction

The purpose of this five-week NEH Summer Seminar for School Teachers at the Historical Institute in London and Leiden, The Netherlands, is to investigate how a region of Northwestern 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, seminal historical interpretations and visit some of the key places that experienced this world-historical transformation. We will explore the historiography of an important topic in European economic and social history, appreciate the interdisciplinary nature of humanistic studies, 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 do so in an atmosphere conducive to collegiality, study and reflection. The core texts for the seminar will consist of five important historical works:

- Jan de Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976).
- Keith Wrightson, *Earthly Necessities: Economic Lives in Early Modern Britain* (2000).
- Jonathan I. Israel, *The Dutch Republic: Its Rise, Greatness, and Fall, 1477-1806* (1995).
- Mariet Westerman, *A Worldly Art: The Dutch Republic 1585-1718* (1996).
- Robert C. Allen, *The British Industrial Revolution in Global Perspective* (2009).

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 historical documents, as well as some key scholarly articles, and collected these in a volume of 'additional reading.' 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 against the prevailing principles of modern economic science? How do disciplinary traditions, ideological orientations and national identity help shape the arguments of our texts? How do the historical sites and museum exhibits help us to understand the 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 northwestern Europe? Does an economy have to experience an industrial revolution, such as that in Britain, to be labeled 'modern'? Does our subject provide a useful perspective on our society's efforts to grapple with the issues of globalization and economic change?

Seminar structure

The seminar will meet three mornings per week from 9:00 to noon with a break for refreshments. In addition we will meet two whole days during the first two weeks, one day per week during the other weeks, and one weekend for our museum and site visits. 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 four 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 reading, suggest comparisons and present additional perspectives. This is not a lecture course. 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 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 a more narrowly focused paper, on any topic related to the seminar. While longer papers are acceptable, the goal is to write a well-crafted and thoughtful essay rooted in the literature of the seminar of about eight pages. Drafts of essays will be discussed within each cooperative learning group and its argument will be presented to the seminar during the last week. Participants are welcome to revise their essays after the seminar, if they so wish, as long as they return it to me by September. Essays will be 'published' on our website.

Throughout the seminar you will have access to electronic resources at the University of Massachusetts Dartmouth Library. This is particularly useful for electronic access to scholarly journals through JSTOR. I will enroll all of you in a UMD summer course (whether you opt to receive graduate credit or not) to make this possible. Thus, be sure to note password and student ID information that the university will send you electronically since you will need this to access the Library resources. 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. Our website <http://www1.umassd.edu/euro/> will thus serve as a means of continuing the learning community that we will build during the seminar. Essays and many resources from some of my previous NEH seminars on the industrial revolution in Britain can be found at <http://www1.umassd.edu/ir/>

Schedule

I Week of June 30—Institute for Historical Research, London

Sunday: 18:00 Dinner and Welcome Reception at the Queen and the Artichoke

Monday: 9:00-12:00

All academic sessions will be at the Institute for Historical Research, Senate House, University of London, Malet Street.

- Introduction
- Discussion of major questions and themes to be raised in the seminar
- Cooperative learning groups organization, seminar discussion assignments, and seminar projects
- Introduction to the Historical Institute Library

Tuesday 9:00-12:00

Jan de Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (Cambridge: Cambridge University Press, 1976).

- 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 9:00-12:00

Keith Wrightson, *Earthly Necessities: Economic Lives in Early Modern Britain* (New Haven: Yale University Press, 2000), Chapters 1-9. Selections from William Harrison, *A Description of Elizabethan England* (1577); James Harrington, *Oceana* (1656); and Josiah Child, *A New Discourse of Trade* (1668).

- What does Wrightson see as the chief characteristics of the household economy and 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 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?

Discussion of possible Essay Topics in Co-operative Learning Groups

Thursday 8:30-18:00

Site Visits: The City, London Docks and Greenwich

- Travel will be by Tube and the Docklands Railway
- London Pool from Tower Bridge and walk in the City's historical center
- Walk to Greenwich through the Thames pedestrian tunnel
- Greenwich Palace, Painted Hall and Royal Observatory
- National Maritime Museum
- Museum in Docklands, London and international trade

Friday 8:30-1800

- Travel will be by Tube

- London Museum galleries on the History of London, emphasis on the period 1500-1900
- National Science Museum exhibits on the technology of early modern navigation and the coming of modern industry
- Victorian & Albert Museum, British Galleries

II Week of July 7—Leiden, The Netherlands

Monday, July 8, 6:00 PM Welcome Reception and Dinner in Leiden

Tuesday 8:30-5:30

Koninklijke Bibliotheek (National Library) and the Mauritshuis, Den Haag

Depart for Den Haag at 8:30

9:00-12:00, Maps, prints, and documents on the Republic's industry and its worldwide trade at the Koninklijke Bibliotheek, Den Haag

2:00-5:00 Paintings from the Golden Age at the Mauritshuis Museum, Den Haag

Depart from Den Haag at 17:00

Wednesday 9:00-12:00

Wrightson, Chapters 10-14; Photocopies of selections from Dudley North, *A Discourse upon Trade*; Bernard Mandeville, *The Fable of the Bees*; Daniel Defoe, *The Complete English Tradesman*; David Hume, *Of Refinement in the Arts*; and John Millar, *On the Origin and Distinction of Ranks* in Henry C. Clark, *Commerce, Culture & Liberty: Readings on Capitalism Before Adam Smith* (2003). Selections from Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776).

- What does Wrightson cite as the chief evidence for his argument that between c. 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?

Thursday 9:00-12:00

Photocopies of W. P. Blockmans, "The Formation of Political Union, 1300-1600," J.C.H. Blom and E. Lamberts, *History of the Low Countries* (New York: Berghen Books, 1999), pp. 55-142

- How did political late medieval rebellions in the Low Countries encourage the creation of the Flemish city-states?
- How did the economic reorientation of the Low Countries contribute to the formation of a bourgeois 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 were the economic and social consequences of the Burgundian period in The Netherlands (1477-1588)?

Friday 8:30-Sunday 19:00: Weekend trip to Flanders, overnight accommodations in Ghent

- Travel will be by coach and train
- Walk in Antwerp, the Grote Markt and historic center, including a visit to the Kathedraal
- Rubens House in Antwerp
- Walk in Bruges, including visits to the Hallen (16th c. covered market), Basiliek van het Heilige Bloed, Stadhuis and Groeningmuseum
- Walk in Ghent, including St. Bataafs kathedraal, Belfort and Lakenhalle (cloth hall), Grasslei (late medieval harbor), and Gravensteen

III Week of July 14—Leiden, The Netherlands

Monday 9:00-12:00

Jonathan I. Israel, *The Dutch Republic: Its Rise, Greatness and Fall 1477-1806* (Oxford: Clarendon Press, 1995), Chapters 1-15; photocopies of documents on the origin of the Republic from Herbert Rowen, ed., *The Low Countries in Early Modern Times*, sections III, IV.

- 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 is Israel's interpretation of the origin of the revolt of the Netherlands?
- What is Israel's explanation of the division of the Netherlands between the Republic and the Spanish empire?
- How did the Republic emerge as a great power during the early Republic and why does Israel stress this as a crucial aspect of its history?
- How does Israel explain the beginning of Dutch primacy in world trade? According to Israel, how did Amsterdam's entrepôt differ from that of Antwerp? How did Dutch success in the 'bulk trades' complement its success in the 'rich trades'?
- What were the chief characteristics of Dutch Society in the early Republic? Would you describe it as a 'bourgeois' society?

Tuesday 9:00-12:00

Israel, Chapters 16-30; photocopies of documents on religion and government in the Republic in Rowen sections V, VI.

- Why did Toleration fail in the early Republic?
- What is meant by 'Confessionalization' in the Republic and what was the nature of Toleration in the later Republic?
- How would you describe the political structure of the Republic during the mid-17th century?
- What is the 'True Freedom' and why did it decline?
- Why does Israel see Dutch intellectual life as a 'new culture'? Is it a bourgeois culture?

Wednesday 8:30 -18:30

Site Visits in Amsterdam

Depart for Amsterdam at 8:30

- City Walk of the old center of Amsterdam
- Amsterdam City Hall (Koninklijk Paleis).
- Amsterdam's Historisch Museum

Depart from Amsterdam at 19:30

Thursday 9:00-12:00

Mariet Westerman, *A Worldly Art: The Dutch Republic 1585-1718* (New Haven: Yale University Press, 1996).

- 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?
-

IV Week of July 21—Leiden, The NetherlandsMonday 9:00-12:00

Israel, chapters 31-44. Photocopies of selections on the trade and commerce of the Republic in Rowen, sections VII, VIII, including Hugo Grotius, *The Freedom Of The Seas, Or The Right Which Belongs To The Dutch To Take Part In The East Indian Trade* (1609); and Sir William Temple, *Observations upon the United Provinces of the Netherlands* (1673). Pieter de la Court, *The True Interest and Maxims of the Republic of Holland* (1662) in Henry C. Clark, *Commerce, Culture & Liberty: Readings on Capitalism Before Adam Smith*, 2003.

- Why did the Dutch economy emerge successfully from the crisis of the world economy in the seventeenth century?

- Why did the Dutch succeed in the Asian trade system but had much less success in the Atlantic?
- What is the role of empire in Dutch economic success during this period?
- What was the relationship of the Republic's international trade network to its industrial development?
- To what factors does Israel ascribe relative Dutch economic decline? Does he see the political factors or the economic factors as most crucial in the Republic's relative decline?
- Does Israel see the Republic's government as an effective force in the Republic's economic growth?
- Which sectors of the Republic's economy maintained their leadership the longest?
- 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? How might de la Court's social and economic background have influenced his views?

Tuesday 9:00-12:00

Chapters (photocopies) from *The Oxford History of the British Empire, Vol. I, The Origins of Empire: British Overseas Enterprise to the Close of the Seventeenth Century*, Nicholas Canny, ed. (Oxford: Oxford University Press, 1998): Nicholas Canny, "The Origins of Empire: An Introduction"; Michael J. Braddick, "The English Government, War, Trade, and Settlement, 1625-1688"; G. E. Aylmer, "Navy, State, Trade and Empire"; and Nuala Zahedieh, "Overseas Expansion and Trade in the Seventeenth Century." Photocopies from *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*, P. J. Marshall, ed. (Oxford: Oxford University Press, 1998): Patrick O'Brien, "Inseparable Connections: Trade, Economy, Fiscal State and the Expansion of Empire, 1688-1815"; Jacob M. Price, "The Imperial Economy, 1700-1776"; N.A.M. Rodger, "Sea-Power and Empire, 1688-1793"; David Richardson, "The British Empire and the Atlantic Slave Trade"; and P. J. Marshall, "Britain without America—A Second British Empire"?

- Why does Canny question the widely held assumption that "there was a necessary connection between exploration and exploitation and that the establishment of overseas empires was the inevitable consequence of Discovery"?

- 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, according to Zahedieh, when England's transoceanic trade was only 20 per cent of its foreign trade, did contemporaries see it as so important and why does she argue that it was of strategic importance to England's economic development by the late seventeenth century?
- According to Aylmer, why does the role of the state and the navy become increasingly important in the expansion of England's trade and empire by the end of the seventeenth century?
- How are O'Brien's conclusions on the connection between international trade and British economic growth?
- Why does Price make a distinction between the 'commercial empire' and the formal empire? What were the chief products traded with the 'commercial empire' and why did the increase in demand play an important role in encouraging industrialization in Britain, according to Price?
- 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?

Wednesday 9:00-12:00

Site Visits to North Holland: Industry, Polders, and Zuiderzee Ports

Depart for the Zaan at 8:30

- Zaanse Schans and Zaan Museum, industrial windmills in North Holland

Depart for Hoorn and Enkhuizen at 11:30

- Hoorn City Walk
- Enkhuizen City Walk

- Enkhuizen Museum: Binnen--in East India warehouse, Buiten--museum village

Depart from Enkhuizen at 20:00

Thursday 9:00-12:00

Robert C. Allen, *The British Industrial Revolution in Global Perspective* (Cambridge: Cambridge University Press, 2009), chapters 1-5; photocopies of Maxine Berg, "In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century," *Past and Present*, No. 182 (2004): 85-142.

- 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?
- Why are declining industries crucial to Berg's view of the revolutionary nature of industrialization?
- 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 could produce the first industrial revolution?
- What, according to Berg, are the links between colonial products, women's desires, consumer demand and industrialization? What is the relationship between Berg's emphasis on the demand factor of consumption and our own recent experience?
- Why was the commercial revolution crucial to economic growth on both sides of the North Sea?

V Week of July 28—Leiden, The Netherlands

Monday 9:00-12:00

Allen, *The British Industrial Revolution in Global Perspective*, chapters 6-11; photocopies of Jan de Vries and Ad van der Woude, "The Course of the Economy: A Macroeconomic Analysis" and "Postlude", *The First Modern Economy* (1997); Jan de Vries, "Dutch economic growth in comparative historical perspective, 1500-2000," *De Economist*, 148 (No. 4, 2000): 443-467; Patrick O'Brien, "Mercantilism and Imperialism in the Rise and Decline of the Dutch and British Economies 1585-1815," *De Economist*, 148 (No. 4, 2000): 469-501.

- 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?
- 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?
- Judging from Allen's study, what are the chief characteristics of the new economic history?
- Now that we are at the end of the reading, what do you think of O'Brien's argument on the connection between economic growth, mercantilism and imperialism?

Tuesday 9:00-12:00

Seminar project presentations and discussion

Wednesday 8:30-20:30

Site Visits: Amsterdam and Haarlem

Depart for Amsterdam at 8:30

- National Scheepvaart Museum

Depart for Haarlem at 12:30

- Haarlem city walk and visit to the Frans Hals Museum

Depart from Haarlem at 20:00

Thursday 9:00-12:00

Seminar project presentations and Discussion

Farewell Dinner and Party: 18:00

Friday, August 2, Depart Leiden, AM.

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SELECTED AND ANNOTATED WEB SITES
ON THE BRITISH INDUSTRIAL REVOLUTION

Institute of Historical Research

London University's Institute for Historical Research has the best resources for information on the historical profession in Britain. It contains links to on line resources for research and teaching history.

<http://www.history.ac.uk/>

H-Albion Links

The links page of H-Albion, a professional discussion group of British historians, has links to research tools in British and Irish history.

<http://www2.h-net.msu.edu/~albion/links/>

H-Net Humanities and Social Science on Line

Edited by academic professionals, there are list-serves for almost every field in history. These list serves are often the first place historians turn to for conferences, book reviews, and professional discussions and opportunities. They offer searchable logs of discussions.

<http://www.h-net.org/>

The World History Association

This is the association that seeks to make world history world history rather than western civilization warmed over. It contains many links useful for teaching and bibliography.

<http://www.thewha.org/>

Virtual Library

Originally founded at the University of Kansas, this excellent guide to history resources is now maintained by the European University in Florence.

<http://vlib.iue.it/history/index.html>

Center for New Media

The Center for New Media at George Mason University is probably the best center whose purpose is to make historical material available electronically for teaching and student research. It has an excellent scholarly reputation and its reviews of historical web sites are first rate.

<http://chnm.gmu.edu/>

Voice of the Shuttle

A searchable database of web sites at the University of California Berkeley.

<http://vos.ucsb.edu/>

EDSITEment

The National Endowment for the Humanities peer reviewed lesson plans and resources in the Humanities as well as information on NEH grant opportunities.

<http://edsitement.neh.gov/>

Intute

This is a project by a group of British academic institutions that provides access to a large number of carefully selected and described web sites of academic substance and value. It can be searched as a whole or in part (Arts and Humanities or more specifically history) or browsed by period or other subdivision in history. It includes a very useful set of tutorials, Internet for Historians, which includes a tour of the "best" sites on the Internet, a guide to searching effectively, and advice on evaluating the reliability and quality of web sites. The quality of the sites listed is very high.

<http://intute.ac.uk/>

The Victorian Web

George Landow, a pioneer in the theory and practice of hypertext in the humanities, has created in The Victorian Web a splendid teaching and reference tool in the form of a growing encyclopedia of Victorian culture. Visitors to the site will find capsule summaries of many events, movements, and themes, with an emphasis upon Victorian literature and religion, written by leading scholars in the field. This informative and well-designed site, a product of many hands, is by far the most comprehensive and widely praised Victorian resource on the Web.

<http://www.victorianweb.org/>

Victorian Research Web

A collection of scholarly resources on nineteenth century Britain by Patrick Leary at the Indiana University History Department. It includes links to websites across the Internet. A facility for searching the Victoria archives puts at your fingertips almost twenty years' worth of scholarly discussion by Victorianists around the world, while other features include a portal to dozens of reviews of books of 19th-century interest and tips for planning a research trip to Britain.

<http://victorianresearch.org/>

British Library Online Gallery

The British Library website offers virtual exhibits and digitized artifacts that highlight some of the Library's world-renowned collections. The Online Gallery has an interesting exhibit, Early Photographically Illustrated Books, which has 1,500 original illustrations from the Victorian period. In addition to browsing collections, temporary exhibits, and themed tours, users may conduct user-friendly searches to find documents or images for any number of potential classroom uses.

<http://www.bl.uk/onlinegallery/index.html>

EH.net

This is a gateway site for teaching and research in economic history sponsored by the Economic History Association (US) and the Economic History Society (UK). The website includes free public access to a book review library, which is searchable by keyword, author, title, time period and geographical location. It also includes a section of extended reviews of classic books in

economic history and an encyclopedia section that contains scholarly accessible articles on important topics in economic and business history. The site includes a collection of important datasets for economic history as well as an extensive list of scholarly external web pages in economic and business history.

<http://eh.net/>

e-ReFresh

The e-Refresh pages are part of the Economic History Society's website. At this site, Pat Hudson has produced an excellent illustrated essay for secondary and college students: "The Industrial Revolution: Change and opportunity in Economy and Society, c.1750-1830." It includes a section on recommended reading.

<http://www.ehs.org.uk/ehs/erefresh/erefresh.asp>

McMaster University Archive of the History of Economic Thought.

A large archive of important sources for the history of economic thought, which includes many works by British economists during and about the period of industrialization.

<http://socserv.mcmaster.ca/~econ/ugcm/3ll3/>

Romantic Circles

An ambitious site devoted to Byron, Mary Wollstonecraft Shelley, Percy Bysshe Shelley, Keats, and "their contemporaries and historical contexts." Designed for scholarly interaction and featuring reliably edited e-texts and other resources.

<http://www.rc.umd.edu/>

The Blake Archive

A hypermedia archive of William Blake text and images sponsored by the Library of Congress, the Institute for Advanced Technology in the Humanities at the University of Virginia, and other institutions and foundations.

<http://jefferson.village.virginia.edu/blake/>

William Morris

A site devoted to William Morris, the Arts and Craft Movement, and other artists of the period. It includes links to Morris's writings as well as to Victorian culture in general. The William Morris Society maintains the site.

<http://www.morrissociety.org/>

Images of the Industrial Revolution

A site created by Laura Nicholls, Ex. B6 that explores images created by artists of the period of the Industrial Revolution.

<http://www.netnicholls.com/neh2001/index.html>

Yale Center for British Art

Yale has the largest collection of British Art in the United States. The site includes a virtual exhibition of representative works and research links to resources for the study of British art.

<http://www.yale.edu/ycba/>

Modern History Sourcebook

An extensive collection of historical sources organized by Paul Halsall at Fordham University. It includes a good selection of primary documents on British industrialization and its social consequences.

<http://www.fordham.edu/halsall/>

Primary Documents-United Kingdom

This is the British part of a large collection of Western European primary historical documents. It contains several good sources on the period of industrialization.

http://eudocs.lib.byu.edu/index.php/History_of_the_United_Kingdom:_Primary_Documents

Internet Library of Early Journals

Includes such early journals as Blackwoods, the Annual Register, the Gentleman's Magazine, and the Builder. The latter was published during the 1840's and is particularly interesting as a source for economic and social history.

<http://www.bodley.ox.ac.uk/ilej/journals/>

Penny Magazine

"Penny Magazine" published between 1832 and 1835 by the Society for the Diffusion of Useful Knowledge. These magazines were aimed at the working class and provide a wealth of interesting information on subjects of interest to the English common people.

<http://www.history.rochester.edu/pennymag/>

A Vision of Britain Through Time

Humphrey Southall and the Great Britain Historical Geographical Information System created this very large historical statistics site for Great Britain. It is based in the Department of Geography at the University of Portsmouth in collaboration with the centre for Computational Geography at the University of Leeds, and the Centre for Data Digitization and Analysis at the Queens University of Belfast, and the University of Edinburgh. Its data is searchable by places, such as Great Britain as a whole; or a region, such as Scotland or the West Midlands; or by administrative units, such as counties, cities, towns and parishes. The site includes learning tutorials for subjects such as agricultural change and land utilization surveys, franchise reform and changing constituencies, numbering the people-history of census making, traveling through a changing nation (for historical travel writing), and beating the bonds (for defining and mapping boundaries). The statistical atlas provides information on particular places or for Britain as a whole in such categories as population, language and learning employment and poverty, politics, industry, agriculture and land use, and housing. There is an historical map section beginning with the first Ordnance Survey maps of 1805 to the present. Census reports are available from 1801 to 1971.

<http://www.visionofbritain.org.uk/index.jsp>

Directories database, 1772-178, Economic and Social Data Service

This research website contains a dataset for the study of urban occupations in Britain in the early Industrial Revolution. The determination of Britain's occupational structure provides crucial evidence for the nature of Britain's economic development during the Industrial Revolution. The dataset is an analysis of entries in 16 early urban directories. Local town directories were

produced in increasing numbers from the 1760s onwards. They were ad hoc works, generally providing listings of leading local inhabitants, with their names, addresses and occupations. The sources used for this database were selected from all large urban centers in the British Isles, which had relevant sources available. The Economic and Social Data Service (ESDS), based at the UK Data Archive University of Essex, hosts the site. The data can be ordered as a tab delimited texts and DBF databases after following a registration process. From this Web page you may download a PDF of images of the study's documentation.

<http://www.esds.ac.uk/findingData/snDescription.asp?sn=3443>

The Victorian Census Project

Based at Staffordshire University, the VCP aims to make available to scholars a number of hard-to-find source documents about mid-nineteenth-century British society in computerized form. These include census abstracts, reports of the Poor Law Commissioners, and many others that shed valuable light upon Victorian social history, from health to literacy to employment. The page includes links to such related projects as the Historical GIS Program, with its innovative experiments at mapping nineteenth-century data.

http://www.staffs.ac.uk/schools/humanities_and_soc_sciences/census/vichome.htm

Voyages: The Trans-Atlantic Trade Database

This collaborative project among Harvard University, Emory University, the University of Hull, Universidade Federal do Rio de Janeiro, and the Victorian University of Wellington, supported by the National Endowment for the Humanities, has created a comprehensive web site where you can search a Voyages database, examine estimates of the slave trade, and explore its African Names database. The site also includes maps, a timeline and a chronology.

<http://slavevoyages.org/tast/index.faces>

Monuments and Dust: The Culture of Victorian London.

An international group of scholars, at the University of Virginia and University College, London, has assembled a large collection of visual, textual, and statistical representation of Victorian London—the largest city of the nineteenth-century world and its first urban metropolis.

<http://www.iath.virginia.edu/mhc/>

Industrial Revolution & the Railway System

The site was created by Julia Lee and maintained by Robert Schwartz of Mount Holyoke College. It presents a wide variety of information on the railway system of nineteenth century England and Wales. The website includes primary source material in the form of extracts from prominent Victorians voicing their opinions on the railways and articles from the *Illustrated London News*. The newspaper articles are divided into different categories relating to the railways, such as: accidents and disasters; stations; personalities; and politics and economics. The images section of the site contains a large number of Victorian images (unfortunately, they are not annotated). The data analysis section includes maps showing the growth of the railways and population and natural resources distribution. Robert Schwarz provides a commentary on the data analysis

http://www.mtholyoke.edu/courses/rschwartz/ind_rev/

Women, work and trade in the English industrial revolution, 1773-1828.

This is a research site on the context, range and availability of work for women during the period 1773-1828. It is an example of the sophisticated economic and social history research made possible by digitization of sources and computer technology. The dataset is hosted by the Economic and Social Data Service (ESDS), based at the UK Data Archive, University of Essex (formerly part of the Arts and Humanities Data Service - AHDS). The data is available to order from the HDS as a tab delimited texts and DBF databases. To make use of this dataset you must first register with the HDS, and further information is supplied giving instructions. From this Web page you may download a PDF of images of the study's documentation. The database records details of women's trade and business activities in Manchester, Leeds and Sheffield between 1773 and 1828. The data is drawn from trade directories and newspapers published during sample years between these dates. This study aims to show that businesswomen were central to urban society and to the operation and development of commerce in late eighteenth- and early nineteenth-century northern towns. It presents a rich and complicated picture of lower-middling life and female enterprise in three northern English towns: Manchester, Leeds and Sheffield. The stories told by a wide range of sources - including the trade directories and newspaper advertisements that form the basis of the database - demonstrate the very differing fortunes and levels of independence that individual businesswomen enjoyed. Yet, as a group, their involvement in the economic life of towns and, in particular, the manner in which they exploited and facilitated commercial development, force us to reassess our understanding of both gender relations and urban culture in late Georgian England. In contrast to the traditional historical consensus that the independent women of business during this period-- particularly those engaged in occupations deemed 'unfeminine' --was insignificant and no more than an oddity, businesswomen are presented by the project findings not as footnotes to the main narrative, but as central characters in a story of unprecedented social and economic transformation.

<http://www.esds.ac.uk/findingData/snDescription.asp?sn=5454>

The Glasgow Story

This website contains is an accessible online resource on the history of Glasgow, Scotland's most important industrial city. The authors of each of its major sections are faculty members at the Universities of Glasgow and Strathclyde. The site is published by a partnership of Glasgow based institutions and organizations. It is based around a large number of well-written essays on Glaswegian history, which document the city from its beginnings until the present day. These, and a substantial number of images from libraries, museums and archives, can be searched by keyword. Alternatively users can access the resources by period, or by theme. These include everyday life, culture and leisure, learning and beliefs, trade and communication, industry and technology, buildings and cityscape, neighborhoods, and personalities. A substantial part of the site is on Glasgow's economic and industrial history.

<http://www.theglasgowstory.com/index.php>

Ramble 'round old Birmingham

This is a scholarly illustrated tour of the 'toy' (button and ornamental metal-ware) making industry in Birmingham as it was in October 1829. The text was originally part of a 2008 University of Michigan Press book *Good Money* by George Selgin, but it was not included in the published print edition. His study examines the emergence of private coinage in the city of

Birmingham, England, between 1775 and 1821. This chapter is a delightful introduction to the Birmingham ‘toy’ trades through a history of trade tokens in the early nineteenth century. The ‘toy’ trades of the Black Country played a crucial role in British industrialization. It is also an interesting introduction to the role of entrepreneurship in eighteenth-century Britain. The Ludwig van Mises Institute, a major proponent of classically liberal economics in Europe, hosts the site. Selgin is Professor of Economics at the University of Georgia (USA).

<http://mises.org/daily/3072>

BBC British History in Depth—Victorians

The British Broadcasting Corporation has a good history section on the Victorians suitable for secondary school students, which contains some good explanatory material on topics, such as an overview of the industrial revolution, technology, daily life, and welfare and health. Such experts in the field as Professor Pat Hudson wrote some of the essays.

<http://www.bbc.co.uk/history/british/victorians/>

Sites of memory: The Slave Trade and Abolition

English Heritage, a large government owned preservation trust in England, investigated the connections between the transatlantic slave trade and the properties it manages. This special ‘Sites of Memory’ website is a guide to a selection of the many historic buildings and sites owned by English Heritage that have a link to the history of the slave trade. The site’s main sections are the Slave Trade and Plantation Wealth, Black Lives in England, and Abolitionists. Each of these sections contains an essay, with illustrative pictures, which deals with the impact of slavery on how these buildings and sites owned by English Heritage were related to the slave trade.

<http://www.english-heritage.org.uk/discover/people-and-places/the-slave-trade-and-abolition/>

Industrialization and Its Consequences 1750-1914—a Teaching Unit

History for All of Us at the San Diego State University in collaboration with the National Center for History in the Schools has created this world history unit on the Industrial Revolution. It places the British industrial revolution in a broad historical perspective.

<http://worldhistoryforusall.sdsu.edu/eras/era7.php>

The Spartacus Encyclopedia of British History, 1700-1960.

This commercial site includes many short but interesting introductory entries for students on such topics as child labour, entrepreneurs and business leaders, the slave trade, Chartism, the railways, socialism and the labour movement.

<http://www.spartacus.schoolnet.co.uk/industry.html>

National Waterways Museum

This is the website of the National Waterways Museum, which is located in three areas of England: at the northern end of the Shropshire Union Canal at Ellesmere Port, Cheshire; at Stoke Bruerne in Northamptonshire; and at Gloucester Docks. Ellesmere Port was once one of the busiest trans-shipment ports in Britain where goods were moved from canal craft to sea going ships and vice versa. The traditional canal crafts housed at the museum are one of the world's largest floating collections and include narrow boats, canal barges, river barges, canal and river tugs, icebreakers and a coaster. The exhibits at Stoke Bruerne are housed in a restored corn mill

situated alongside the Grand Junction Canal, which was started in 1793 and completed in 1804, in order to provide a direct route from London to Birmingham. The third site is at Gloucester, which has been an important stopping point on the River Severn since Roman times, although it was not until 1580 that Elizabeth I granted Gloucester City port status. With the opening of the Gloucester and Sharpness Canal, Gloucester was able to expand into international trade, such as the importation of wood from the Baltic, corn direct from Ireland and the Mediterranean, and wine and fruit from Portugal. The website includes research links for teachers and students.

<http://www.nwm.org.uk/>

Virtual Waterways Archive Catalogue

The Waterways Archives collects, preserves and make publicly available a over 40,000 records in many forms, including plans, drawings, accounts, photographs and audio-visual recordings. At their core are the archives of British Waterways and the early canal companies, which trace the history of Britain's inland waterways from the 17th century to the near present day. It brings together information from 15 archives across the UK and aims to stimulate and encourage wider public use of waterways' archives.

<http://www.virtualwaterways.co.uk/home.html>

Steam engines of the eighteenth century

This website exhibits the work of David K. Hulse, a steam engine model builder in England. Building steam engine models--as well as building operating steam driven model trains, boats and other devices—is a surprisingly widespread hobby. His models show the development of steam technology from Thomas Newcomen's pioneering Dudley Castle Engine, built in 1712, to the beam engines of the nineteenth century. Seven engines are discussed briefly and illustrated by photographs of his scale models. Besides Newcomen's engine, the site describes the construction and mechanics of: James Watt's Smethwick and Lap engines, James Pickard and Matthew Wasbrough's engine, Francis Thompson's Arnold Mill Engine, and Richard Trevithick's Lambeth Engine.

<http://www.btinternet.com/~historical.engines/>

Beamish: the North of England open-air museum

This is the website of the North of England's largest open-air living history museum, at Beamish, County Durham. The museum interprets how the people of the North of England lived and worked in the nineteenth and early twentieth century, with a particular emphasis on 1825 and 1913. At its extensive site, connected by early 20th century trams and motorbuses, the museum houses a large collection of Georgian, Victorian and Edwardian domestic, industrial, retail and institutional material culture exhibits in historic buildings from the region. The site not only provides information for the general visitor and the educator, but also provides a virtual experience with images and documents. The museum tells the story of the transformation of an economy based on agriculture to one based on mining, metals and the railway industry. The site includes a searchable material culture archive.

<http://www.beamish.org.uk/>

Black Country Living History Museum

The Black Country Living Museum is situated at Dudley in the West Midlands. It is a large open-air museum of reconstructed buildings on an old colliery site. The Black Country in and

around Birmingham was the center of England's metal manufacturing and engineering industry in the eighteenth and early nineteenth centuries. Although there were some large factories in the region, such as Matthew Boulton's and James Watts' famous Soho works just outside of Birmingham, most of the workshops were relatively small and scattered throughout a wide swath of small industrial towns. On display are all aspects of local work and life with emphasis on metalwork and engineering. The collection also includes canal boats and docks that show how cargoes would have been carried to and from the ironworks in the area. Nearby are famous canal tunnels built under the limestone hills in the area. The site includes an interactive map that can be used for a virtual tour of the museum site. The website promises future access to its extensive industrial revolution era material culture collection.

<http://www.bclm.co.uk/>

Spinning the Web: The Story of the Cotton Industry

This site aims to tell the story of the cotton industry in the Northwest of England from its medieval beginnings to its twentieth century decline. Led by the Manchester Library's information service, it brings together more than 20,000 items from museums and archives in Lancashire. It is arranged in sections: an overview from 1760 to the present; places-- the impact of cotton on villages, towns, and cities; people--living and working in the mills; industry-- how cotton was made and sold; and clothing and products-- the uses of cotton.

<http://www.spinningtheweb.org.uk/>

Cotton Times: Understanding the Industrial Revolution

Cotton Times provides a basic outline of some of the events, conditions and personalities of the Industrial Revolution. Although this is a commercial site without good documentation about its authors and sources, it does contain a bibliography. The site has a time-line, which provides an outline of major events from 1730-1870. Other sections provide details on inventors and their inventions, engineers, and reformers. The site also has sections on children and workers and their living conditions. There is a 'strife' section that covers uprisings and movements such as the Luddite Riots, the Peterloo Massacre and the Chartist Movement. The site also has a visitor's guide for visits to historical textile places and museums in the North of England.

<http://www.cottontimes.co.uk/>

Cotton Town: Blackburn with Darwen

This interesting regional website for students intends to present the rapid social and economic rise and more recent decline of the textile industry and its impact on the Lancashire towns of Blackburn and Darwen and its people. This was once one of world's largest weaving and textile centers. Although the site includes material on the twentieth century, most of the site focuses on the period of the industrial revolution. The site is the product of the Blackburn with Darwen Library and Information Services working with the community. This local history project's website uses digitized images, print resources, maps and broadsheets with commentary from oral histories and expert opinion. As a local history site, it contains many interesting local stories, which helps the user appreciate that the phenomenon we call the industrial revolution was made up of many regions that specialized in particular industries. The project received funding from the New Opportunities Fund (NOF) digitization project.

<http://www.cottontown.org/>

Knitting Together: The Heritage of the East Midlands Knitting Industry

This site is especially useful for use students. It explains the development of the knitting industry in the East Midlands from the invention of the knitting frame in the sixteenth century and the transformation of the industry from its domestic industry base to the steam-driven factories of the second half of the nineteenth century. Users can access the material through such categories as costume, technology, companies, places, people and organizations and associations. The material can also be accessed chronologically through a timeline.

<http://www.knittingtogether.org.uk/>

Revolutionary Player--the West Midlands

This website for students explores the role of people and places in the West Midlands during the Industrial Revolution. The site is owned by the Birmingham Museums and Art Galleries as part of the Digital Midlands Consortium. The site charts the development of the area with a focus on the industrial revolution from 1700-1830. It displays and interprets a wide selection of primary source material taken from libraries, museums and archives in the West Midlands. This content can be explored by searching the digital library of primary sources, the image gallery or biographies; by browsing through content by county, theme or timeline; or by using one of the interesting 'learning journeys' on the site. For all of the sources users can view and enlarge digitized images, and transcripts of the written resources are also available.

<http://www.revolutionaryplayers.org.uk/>

The Workhouse

A site created by Peter Higgenbotham, Abingdon, Oxfordshire, created this site. It includes many pictures and documents on workhouses.

<http://www.workhouses.org.uk/>

The People's History Museum

The People's History Museum in Manchester is the national centre for the collection, conservation, interpretation and study of material relating to the history of working people in Britain. The website includes a glossary to help the user search the electronic collection.

<http://www.phm.org.uk/>

Iron Bridge Gorge Museums

The site includes electronic exhibits and a guided and tour of the major museums in the Ironbridge gorge, including the Museum of Iron, Blist Hill Victorian Town and the Coalport China Museum.

<http://www.ironbridge.org.uk/index.asp>

Timeworks: Made in Sheffield

A Sheffield City Museum Service site illustrating the history of steelmaking and museum exhibits on waterpower, the Abbeydale Industrial Hamlet and Kelham Island Industrial Museum. He website includes a virtual tour of the Abbeydale steel making site as well as pictures and explanations on the history of steelmaking in Sheffield.

<http://www.tilthammer.com/timeworks/index.html>

Museum of Science and Industry in Manchester

The museum is in the process of placing many of its resources on line. The museum includes the first passenger railway station in Britain, a very large collection of steam engines, extensive exhibits with machinery on the textile industry, and an interesting underground exhibit on the nineteenth century sanitation reform movement.

<http://www.mosi.org.uk/>

National Railway Museum

The National Railway Museum at York has a virtual tour, a photograph collection, and other resources on line dealing with the history of British railways.

http://www.nrm.org.uk/html/home_pb/menu.asp

National Maritime Museum

The National Maritime Museum is an extensive museum complex in Greenwich, England, which also includes the seventeenth century National Observatory and the painting collection of the Queen's Gallery. Its website includes special online exhibits, virtual tours, and a searchable database of its collections,

<http://www.nmm.ac.uk/>

National Science Museum

The National Science Museum in London site has virtual exhibitions on the history of technology and science and other on-line resources. Material on the industrial revolution period can be found especially in the section, 'The Heroic Age.' For the period of exploration and discovery, see "Over the Horizon.'

<http://www.sciencemuseum.org.uk/>

National Coal Mining Museum

The National Coal Mining Museum in Wakefield offers guided tours led by retired miners. Visitors descend 450ft and walk through mine galleries that illustrate the history of mining in Britain. Their website includes online historical material, including documents, pictures and objects on the mining industry, the social history of the miners and their families, and the mining labor unions.

<http://www.ncm-collection.org.uk>