

AH-HIST 310
World History Research Seminar:
Zeeland in the Early Modern World
Fall - 2019



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Fall - 2019

Classroom no: C 19

Class times: Tuesday 16.00 – 18.00 and Friday 11.00-13.00

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Office no. & location: Franklin

Office hours: Tuesday & Friday by appointment

I. Track information

Prerequisites for this course: any 200-level History Course or permission of the instructor. For further information about the History track, see the document available on UCR intranet.

II. Course description

Historiographical position

Today we are often told that we live in the era of the knowledge and information society and of globalization, with webs of (almost) instantaneous communication spanning the globe and (even) parts of the universe. Indeed, by the end of the 1990s, when industrial production appeared to be moving (back) from the West to the East, the notion of the knowledge and information society became central in the post-industrial West in shaping policies and in the global benchmarking of the success, productivity and competitiveness of societies. Since the late 2010s we might be witnessing attempts to re-industrialize the West, while the East has been quickly integrating into global knowledge and information economies. The rise of these knowledge-intensive societies has also become the object of increasingly intensive historical research, which inspires this undergraduate research course.

Organizing knowledge and human action

With many (world) historians, this course teaches that global webs of communication, global archives of information, and globalized knowledge-networks are old, and pre-date the rise of modern electronic media. Human action is intertwined with human knowledge acquisition and use. The traditions and institutions that pass on knowledge make it possible for humans to accumulate knowledge across generations and to learn progressively. In this course we study older societies from the perspective of 'knowledge and information' as elements that structure everyday life. Projects for creating 'knowledge societies' also predate the 1990s with at least a few centuries in the Western traditions.

An early globalized region: the case of Zeeland in the world

The course is taught by the holder of the Hurgronje Chair in the History of Zeeland in the World and is funded since 2013 by the Familiefonds Hurgronje (est. 1767). Focusing on the pre-electronic age of communication, in this course students have developed dozens of research projects in the social history of knowledge by studying material from or related to the Dutch province of Zeeland, one of the first globalized regions in the world (since the 14th century at least and increasingly since the 1580s). Though scattered all over the world, with centres in Belgium, the UK, France, and the Netherlands, the Americas and Asia, much of the source material related to the region's globalized nature (which at least survives in Dutch, Latin, Italian, German, French, English and Spanish) has been accumulated in Middelburg (in the Archives, the Library, and the Museum). Middelburg was not only the region's centre of internal and external, intra- and supra-regional action, but also the main centre of its vibrant learned traditions.

Research project and paper

Using one or a few primary sources, during the semester you will develop an individual research project (focused in time and space). The project will investigate one aspect of the long-term history of knowledge and information societies in an interregional, transnational global context. Depending on your interests and skills you can use primary source material from archival, library and museum collections. The source material will be related to the history of the Scheldt Estuary area. The course also allows for a comparative study of material from a comparable region elsewhere in the world.

In the context of the 250th anniversary of the Royal Society for the Sciences of Zeeland (est. 1769) and the 15th anniversary of UCR, which both carry on the old tradition of the liberal arts and sciences, an international conference will convene at Middelburg on December 13-14, 2019 to study the history and historiography of the eighteenth century 'academic' paradigm. The conference is organized by the Hurgronje Chair and the Collaborative Research Centre 'Episteme in Motion' of the Freie Universität in Berlin. That is why this year's edition of the WHRS will also focus on the role of academies or 'learned societies'. According to the (possibly Eurocentric) narrative, these institutions were created in early modern Europe, becoming a mainstream (and already global) phenomenon in the eighteenth century. We will explore these claims in our course readings and relate them to larger problems in the history of knowledge.

The course guides you to writing an original research paper that, using a well-defined 'dossier' (a relatively small set of primary sources), discusses an aspect of the history of knowledge and information. The papers will investigate material related to the history of one or more learned societies from Zeeland or (if language is an obstacle) from elsewhere in the world. Apart from guiding you to producing an interesting piece of original research that you can be proud of, the course also aims to make you experience the pleasure of working with primary sources from the past, and with the material traces of worlds (long) gone.

The best papers will be eligible for a (brief) presentation at the conference in December. Papers that sufficiently focus on Zeeland are eligible for the Roggeveen undergraduate research prize and all (good) papers are eligible for the second volume in the Hurgronje series on *History of Zeeland in the World/ Exploring the World from Zeeland*, produced and co-edited by students.

III. Study Load

This course earns students four credits (equivalent to 7.5 ECTS). Class meets twice a week for two hours (Tuesday & Friday), but meetings can also be scheduled on an individual basis or in smaller working group settings. Preparation time is approximately 10 hours per week.

IV. Course materials

Course textbook:

Peter Burke, *What is the History of Knowledge?* (Cambridge/Malden: Polity Press, 2016).

STUDENTS ARE RESPONSIBLE FOR ACQUIRING ALL ADDITIONAL READING INDIVIDUALLY. MOST OF THE COURSE'S ASSIGNED JOURNAL ARTICLES ARE AVAILABLE THROUGH UTRECHT UNIVERSITY'S ELECTRONIC JOURNAL SUBSCRIPTION. THE REMAINING BOOK CHAPTERS AND ARTICLES ARE AVAILABLE THROUGH THE ZEEUWSE BIBLIOTHEEK AND/OR OTHER LIBRARIES. IN ACCESSING READINGS, STUDENTS SHOULD ALSO MAKE USE OF PICARTA'S INTER-LIBRARY LOANS SYSTEM AND OTHER ONLINE SERVICES (E.G. GOOGLE BOOKS). SOME SOURCE MATERIAL INTENDED FOR CLASS READING WILL BE PROVIDED BY THE INSTRUCTOR.

V. Course organization and requirements

- a) This course is an undergraduate research seminar. Class meetings will take place at UCR, in the Archives (ZA), the Library (ZB) and the Zeeuws Museum (ZM).
 - i. Class and smaller group meetings at UCR will focus on developing the larger historical framework and the student's sub-projects by discussing relevant literature and primary sources.
 - ii. Class or group meetings at the Archives, the Library and the Museum will focus on information retrieval skills, on getting to know relevant sources and on gathering evidence.
- b) **You must prepare the assigned reading actively and you must engage in discussions during class.** It is important to actively take notes on the arguments and the evidence in the readings in order to engage in the discussions in a meaningful way, and think about the framework for your own project.
- c) **Class attendance is mandatory. You must inform the instructor before class if you cannot attend due to illness or other urgent reasons. Students who are absent more than 6 class meetings have failed the course.**
- d) **Deadlines are deadlines.** Failing to hand in an assignment on time will cost 5% of the grade for every day. Please contact the instructor if you are experiencing problems.
- e) **Check your email or Moodle announcements regularly.** Important messages will be sent as Moodle announcements.
- f) **Phones and computers or any other electronic devices are normally NOT allowed in class. Eating and drinking (except for water) is also NOT allowed.**
- g) You are encouraged to contact your instructor with questions and suggestions and use the office hours or email without hesitation. **The rule is: asking questions is a sign of excellence.**

Class work & participation

We will meet in class and group meetings and you will discuss your progress in individual meetings with the instructor. Class meetings will be more frequent at the beginning of the course, when the historiography and methodology will be introduced and the projects will be

defined. Increasingly, the focus will shift to the presentation and discussion of findings and problems, sometimes in class, sometimes in intervision groups. After the break the number of class meetings will be reduced to once a week, intervision group and/or individual meetings with the instructor will continue on a regular basis. Library meetings (at the ZB) will be used to work on bibliographical research and interpretation of the literature, and Archive meetings (at the ZA) will be used to work on your primary sources and gather evidence. These meetings outside of UCR will be a mixture of class, intervision and individual instruction.

Procedures

If class size exceeds 6 students or if students work on closely related projects they will be subdivided in intervision groups that will meet separately with the instructor during Library or Archive meetings.

This course is subject to UCR academic rules and procedures. Both students and instructors are required to know and follow these rules and procedures.

VI. Assessment

You will be assessed on:

- 1) **Regular attendance, preparation, class and group participation (15%).** Includes seminar-style engagement in discussions based on course readings (literature and sources) and other assignments. **You should be able to voice an informed opinion on assigned readings and other assignments at all times.** Continuous assessment of your performance in class, in intervision groups and in individual meetings (also includes email exchanges with instructor).
- 2) **Research proposal (30%).** A 2,000 word proposal of your research theme, method, sources/data, including a bibliography of at least ten important articles/books: definition of the research question/problem, brief overview of the literature, methodology, careful introduction of the case.
- 3) **Research paper in the form of a scholarly article (40%).** A 6,000 word ready-to-be submitted article **including** Chicago style footnote references.
- 4) **Research presentation at a public symposium (15%)** co-organized by the students on Project Day, December 16.

Main criteria for assessing written assignments:

- Written assignments will be assessed based on:
 - Relevance to the course;
 - the ability to define a topic;
 - originality of topic and thought;
 - critical nature of the interpretation of the sources and/or data;
 - quality of the argument;
 - correct use of English style and grammar;
 - the (academic) quality of the literature cited;
 - quality of the references and bibliography;

- complexity of the chosen topic and/or difficulty of the sources.
- **All papers should have proper references (that means at least the bibliographical details and relevant page or document numbers). References MUST be footnotes according to the Chicago manual of style.**
- All written assignments should always be uploaded in Moodle. **All documents should begin with formal information on the student, followed by the first page headed by the title. Save your documents using the following document name structure: Your Surname(s) + Name of Assignment.**
- **More detailed assignment guidelines will be provided by the instructor at the beginning of the course.**
- Participation will be stimulated through various forms. It is graded as follows: A = always critically engaged and well-informed in class; B = engaged and informed in class; C = low levels of engagement, not well-informed; D/F = never engaged, and not informed at all. Positive contribution to the group dynamics will be part of the evaluation. A high participation grade will ONLY be earned by taking part in discussions and showing a sound reflection of the reading. Active participation in individual meetings is also acknowledged in the participation grade.

VII. Course schedule

Time	Theme	Required reading	Assignments/Deadlines
Week 1 Session 1 [27-08] UCR	Introduction of the theme and aim of the course	Read the course description in the course manual carefully and think of questions you have.	
Week 1 Session 2 [30-08] UCR	The idea of the knowledge and information society	Krohn, 'Knowledge Societies'.	
Week 2 Session 1 [03-09] UCR	Towards a history of the knowledge society 1	Mokyr, <i>The Enlightened Economy</i> , 1-78.	Predefine your interest(s) in themes/topics, types of sources, and time/place
Week 2 Session 2 [06-09] UCR	Towards a history of the knowledge society 2	Jacob, <i>The First Knowledge Economy</i> , 1-20, 85-109.	
Week 3 Session 1 [10-09] UCR	History of academies 1: the paradigm	McClellan, <i>Science Reorganized</i> , introduction (xvii-xxix) and chapter 1.	
Week 3 Session 2 [13-09] UCR	History of academies 2: the paradigm	McClellan, <i>Science Reorganized</i> , chapter 5, 7 and epilogue.	Redefine your interest and present a 'dossier'

Week 4 Session 1 [17-09] UCR	History of academies 3: revisionism	Caradonna, <i>The Enlightenment in Practice</i> , introduction, and 40-118.	
Week 4 Session 2 [20-09] UCR	History of academies 4: revisionism	Caradonna, <i>The Enlightenment in Practice</i> , 180-225.	
Week 5 Session 1 [24-09] UCR	History of Academies 5: learned societies and the rise of political economy	Neele, 'Between mainstay and internal colony'.	Project Progress: 10 minute pitches
Week 5 Session 2 [27-09] UCR	NO CLASS Farewell speech Prof. Dr. W. Mijnhardt, Utrecht		Draft Project Proposal
Week 6 Session 1 [01-10] UCR	History of Academies 6: gendered spheres	Jacob and Sturkenboom, 'A Women's Scientific Society in the West'.	
Week 6 Session 2 [04-10] UCR	Defining the Method: action-knowledge, accumulation, calculation	Latour, <i>Science in Action</i> , 1-17; 215-239.	
Week 7 Session 1 [08-10] UCR	Academies and History of Knowledge 1: Defining the Dossier; academic 'archives' and knowledge-making	Burke, chapter 1 and 2.	
Week 7 Session 2 [11-10] UCR	Academies and History of Knowledge 2: Defining the Project; how to link history, theory and dossier	Burke, chapter 2 and 3.	Project Proposal
[15-10]	FALL BREAK		
[18-10]	FALL BREAK		
Week 8 Session 1 [22-10] UCR	Literature Session		Discussion of an article/ chapter and a primary source selected by the students
Week 8 Session 2 [25-10] ZA or ZB	Individual Work		
Week 9 Session 1 [29-10] UCR	Literature Session		Discussion of an article/ chapter and a primary source selected by the students
Week 9 Session 2 [01-11]	NO CLASS Revision & Moderation		Draft Introduction
Week 10 Session 1 [05-11]	Literature Session		Discussion of an article/ chapter and a primary source

UCR			selected by the students
Week 10 Session 2 [08-11] ZA or ZB	Individual Work		
Week 11 Session 1 [12-11] ZA or ZB	NO CLASS		
Week 11 Session 2 [15-11] ZA or ZB	Individual Work		First Draft Final Paper
Week 12 Session 1 [19-11] ZA or ZB	Literature Session		Discussion of an article/ chapter and a primary source selected by the students
Week 12 Session 2 [22-11]	NO CLASS		
Week 13 Session 1 [26-11] ZA or ZB	Individual Work		
Week 13 Session 2 [29-11] ZA or ZB	Individual Work		
Week 14 Session 1 [03-12] ZA or ZB	Individual Work		Second Draft Final paper
Week 14 Session 2 [06-12] UCR			Presentations rehearsal
Week 15 Session 1 [10-12] UCR	EVALUATION & DRINKS		Presentations rehearsal
Week 15 Session 2 [13-12]	NO CLASS International conference academies, UCR 13/14 December		
Week 16 [16-12]	7th Hurgronje Symposium		Final Paper

VIII. Student learning outcomes

Students who successfully complete this course you will:

- 1) Have acquired an emerging insight in the social history of knowledge and information and, in particular, of the history of the knowledge and information society;
- 2) be able to critically situate these contributions in the grand narratives of world history;
- 3) know how to apply knowledge from the literature (on the social history of knowledge) to a case using theory, historiography, and primary sources;
- 4) have located, gathered, organized, processed, analyzed and contextualized relevant historical source material and relevant literature pertaining to their project;
- 5) have developed, managed and concluded individual research and evaluated its relevance in the context of larger research themes in the field of history;
- 6) know how to write a final report copy-edited for publication in an academic journal;
- 7) have presented their research to a wider public at a public symposium;
- 8) more specifically have an emerging insight into the role of organizations for the liberal arts and sciences in the making of modern (knowledge) societies;
- 8) and have engaged with the (global) history of the Scheldt Estuary area from a combination of local, regional and world historical perspectives.

IX. Extensive course bibliography

Disclaimer: the bibliography is based on an older, Dutch, referencing method, and has not yet been adapted to Chicago. It should not be taken as an example!

General History

Mabbett, I.W., *Writing History Essays. A Student's Guide* (Basingstoke/New York 2007).

Marwick, A., *The New Nature of History: Knowledge, Evidence, Language* (Basingstoke/New York 2001).

General Zeeland

Archief: vroegere en latere mededeelingen voornamelijk in betrekking tot Zeeland (2005, 2008, 2010, 2012).

Various contributions.

Brusse, P., W. Mijnhardt and K. Heyning (eds.), *Geschiedenis van Zeeland. Deel 2, 1550-1700* (Utrecht/ Zwolle 2012).

Brusse, P., J. Dekker and K. Heyning (eds.), *Geschiedenis van Zeeland. Deel 3, 1700-1850* (Utrecht/ Zwolle 2012).

Brusse, P., *Gevallen stad. Stedelijke netwerken en het platteland. Zeeland 1750-1850* (Zwolle 2011).

Brusse, P. and W. van den Broeke, *Provincie in de periferie. De economische geschiedenis van Zeeland 1800-2000* (Utrecht 2005).

Brusse, P.G. & Mijnhardt, W.W.. *Towards a new template for Dutch history. De-urbanization and the balance between city and countryside* (Zwolle/Utrecht 2011).

Topic-related (selective)

A.E. Leuftink, *Harde heelmeeesters: zeelieden en hun dokters in de 18e eeuw* (Zutphen 2008).

Ash, E.H. 'Introduction: Expertise and the Early Modern State', *Osiris* (2010), 25, 1-24.

Berkel, K., van, *Isaac Beeckman on Matter and Motion. Mechanical Philosophy in the Making* (Baltimore 2013).

Blair, Ann, *Too much to know. Managing Scholarly Information before the Modern Age* (New Haven/ London 2010).

Blok, P.J., 'Koopmansadviezen aangaande het plan tot oprichting eener compagnie van assurantie (1629-1635)', *Bijdragen en mededeelingen van het historisch genootschap te Utrecht*, vol. XXI (1838).

Burke, P., *A social history of knowledge. From Gutenberg to Diderot* (Cambridge 2001), 1-17, 53-80.

Caradonna, Jeremy L., *The Enlightenment in Practice. Academic Prize Contests and Intellectual Culture in France, 1670-1794* (Ithaca/London, Cornell University Press, 2012).

Chakrabarty, Dipesh, *Provincializing Europe. Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2008).

Cohen, H. Floris, *The Scientific Revolution. A Historiographical Inquiry* (Chicago: Chicago University Press, 1994).

Cook, H., 'Moving About and Finding Things Out: Economies and Sciences in the Period of the Scientific Revolution', *Osiris*, 27 (2012) 1, Clio Meets Science: The Challenges of History, 101-132.

Cook, H., *Matters of Exchange: Commerce, Medicine, and Science in the Dutch Golden Age* (New Haven 2007).

Darnton, R., 'An Early Information Society: News and the Media in Eighteenth-Century Paris', *The American Historical Review*, Vol. 105, No. 1. (2000), 1-35.

Dauids, *Religion, Technology, and the Great and Little Divergences. China and Europe Compared, c. 700-1800* (Leiden : Brill, 2013).

Davis, Natalie Zemon, 'Decentering History: Local Stories and Cultural Crossings in a Global World', *History and Theory*, 50 (2011) 2, 188 – 202.

De Villiers, J.A.J., *Storm van 's Gravesande. Zijn werk en zijn leven uit zijne brieven opgebouwd* (Den Haag 1920).

De Vries, Jan and Ad van der Woude. *The First Modern Economy: Success, Failure, and Perseverance of the Dutch Economy, 1500-1815*. Cambridge 1997. First published in Dutch as *Nederland 1500-1815: de eerste ronde van moderne economische groei* (Amsterdam 1995).

Emmer, P.C., 'De laatste slavenreis van de Middelburgsche commercie compagnie', *Economisch- en sociaal-historisch jaarboek* 34 (1971), 72-124.

Enthoven, V., 'Neutrality: Atlantic Shipping in and after the Anglo-Dutch Wars,' in: Philip Stern and Carl Wennerlind (eds.), *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire* (Oxford 2013), 328-347.

Francke, J., *Armazoen voor cargazoen: slavenhandel door de Middelburgsche commercie compagnie (1732-1804)* (Middelburg 1996).

Francke, Johan and Peter Sijnke, *Cacao, suiker en slaven* (Middelburg 2014).

Gelderblom, Oskar (ed.), *The Political Economy of the Dutch Republic*. Aldershot 2009.

Goetzman, W.N., Catherine Labio, K. Geert Rouwenhorst and Timothy G. Young (eds.), *The Great Mirror of Folly. Finance, culture, and the crash of 1720* (New Haven 2013).

Groeneveld, F. Ph., *De economische crisis van 1720* (Groningen 1940).

Habermas, J., *The structural transformation of the public sphere: an inquiry into a category of Bourgeois society* (Cambridge 1999), xi-xix; 1-56.

Harris, S.J., 'Long-Distance Corporations, Big Sciences, and the Geography of Knowledge', *Configurations*, 6 (1998) 2, 269-304.

Hogerzeil, Simon J., David Richardson, 'Slave purchasing strategies and shipboard mortality: day-to-day evidence from the Dutch African trade, 1751-1797', *The journal of economic history*, 67 (2007) 1, 160-190.

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Israel, J., *Dutch Primacy in World Trade, 1585-1740* (Oxford 1989).

Jacob, M., *The First Knowledge Economy. Human Capital and Economic Development, 1750-1850* (Cambridge 2014).

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