What can objects teach us about the social, political, and economic worlds of early modern Europe? How can the study of material culture serve as a source of knowledge about the past? To consider these questions, this class will examine the meanings and functions that Europeans attributed to consumption and consumer goods during the early modern era. Our wide-ranging investigation will travel across three oceans and four centuries. Among other topics, we will analyze the impact of the introduction and adoption of new and exotic goods such as chocolate and tobacco, how and why European attitudes to consumption and display changed over time, and the ways in which material goods developed and facilitated global networks of exchange. We will also assess the complex interactions that brought the world together as an increasingly integrated economic unit between the fifteenth and eighteenth centuries. Discussion will be an integral part of our learning experience and all students are encouraged to raise issues for the class to debate. This course fulfills University Studies requirements and learning outcomes as listed here: [http://uncw.edu/hst/learningoutcomes.html](http://uncw.edu/hst/learningoutcomes.html).

As we consider how the story of the past is contested and written, I hope that you will increasingly appreciate the importance of close reading, critical thinking, and creative questioning. Furthermore, I expect that you will develop your ability to ask significant questions of historical evidence, to read and interpret primary and secondary source material, to recognize interpretive differences, and to express your ideas logically and concisely.

**Assignments:**
- **Attendance** at all class sessions and the completion of all assigned reading before the seminar meets. Participation in class discussion will be graded daily and comprise 20% of your final grade.
Biweekly discussion questions. Your discussion questions must be emailed to the class by 2 pm on Sundays. Late questions will not be accepted as they are intended as preparation for class discussion; posting them after we meet is of no use. Please print out all questions, including your own, and bring the copies with you to class (15%).

Research paper on a topic of your choosing (15-18 pages of text). This assignment is broken down into a number of components: the topic is due Sept. 17, a thesis statement and annotated bibliography on Oct. 8 (15%), a source presentation on Oct. 15 (5%), a complete first draft on November 10 (15%), your final poster must be submitted to CSURF by Nov. 17 for printing, and the final paper is due Dec. 10 (20%).

Poster presentation during the last week of class. During the last two class meetings, the members of the seminar will prepare and present posters of their research and findings (10% of final grade).

Learn the vocabulary found in your readings. If you do not know the meaning of a word that you encounter, please consult the online Oxford English Dictionary that is available through the Randall Library web site. There may be occasional vocabulary quizzes.

All papers must be grammatically flawless with all words spelled correctly. Papers will be graded on both content AND grammar. As in all history classes, your ability to write clearly and convincingly will be heavily weighted.

Paper formatting must also be correct; all papers must be paginated, footnoted, double-spaced, with 1" margins, and typed in 12-point font. For footnote styles, please follow Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations. A useful guide can be found online: http://www.chicagomanualofstyle.org/tools_citationguide.html

Policies:

Each assignment must be handed in at the exact time specified. After that time, it will be considered late. Unless I indicate otherwise, you must submit your paper to me personally—I will not accept papers left in my mailbox nor sent via email.

No extensions will be granted unless you have spoken to me at least 24 hours before the due date and have satisfactorily explained why your assignment is delayed. If your paper is late because of your sudden illness, you must provide a note from your doctor or from UNCW Health Services.

Late papers will lose one third of a grade for each day that they are overdue. After one week, the late paper will no longer be accepted and will be assigned a zero. Keep in mind, therefore, that even an “F” is a much higher numerical grade than a zero. Please be sure to keep an extra hard copy of your paper as well as an electronic one; if your paper is lost, you must have another to submit.

All submitted work must be original and prepared for this course alone.

Students are responsible for following UNCW’s policy on academic honesty: http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf. Failure to abide by the accepted standards of academic honesty will result in an F for the course. Be aware that university policy requires that any infraction of the honor code be reported to the Dean of Students.
We all have varying abilities; we all carry various strengths and weaknesses. Some of these may be documented with a place like the Office of Disability Services (2-7555). If so, please let me know as soon as possible in the semester. I am more than happy to provide any accommodations that have been determined by the student and the DS staff. With or without documentation, it is my intent to make this learning experience as accessible as possible. Please let me know now what I can do to maximize your learning potential, participation, and general access in this course. I am available to meet in person or to discuss such things on email.

On writing discussion questions:

Seminar participants will be assigned to one of two groups on the first day of class. On alternate Mondays, each of the members of one group will be responsible for individually generating two detailed questions derived from the week’s readings. These questions must be emailed to the seminar participants by 2 pm on Sunday, the day before class. Each question should be approximately 100 to 150 words. (As a guideline on the length and complexity that is required, consider that this paragraph is approximately 140 words.) Whether the questions address one specific passage or refer to a number of texts, they should catalyze a thoughtful, productive, and original discussion of the material. They might begin with a short quotation, but the question posed should lead the class to a larger discussion of the issues raised by the work. The line of inquiry developed should demonstrate close reading and critical thinking.

Our discussions will be structured around your questions, so the members of the group that does not post questions on a given week will be responsible for preparing thoughtful answers in response. Weekly questions will comprise 15% of your grade; participation in discussion will comprise another 20%.

On class discussion:

Participation in class discussions, aside from its intrinsic merits, is also a considerable percentage (20%) of your final grade. Because the majority of our class time will be spent in discussions, the success of the course requires that each participant be ready to articulate and defend his or her ideas, as well as to listen to and work with the ideas others. Each member of the class is therefore responsible for the following:

- preparing questions; come to class with issues about the material already in mind;
- generating discussion; raise issues for other members to debate and be receptive to opinions which differ from your own; and
- augmenting discussion; respond to the comments of others with ideas that carry our discussions to a higher level.

On matters of etiquette:

Email: the best way to contact me outside of class or office hours is email. Please keep in mind that any correspondence sent to one of your professors should err on the side
of formality. Therefore, always include a salutation (‘Dear Dr. Mollenauer’), employ proper grammar, punctuation, and capitalization, and identify yourself and the course in which you are enrolled. When UNCW is in session, I will endeavor to respond to emails within one day.

**Computers:** Students using laptops for any other purpose than taking notes (say, updating your Pinterest page) will no longer be permitted to use their computers in class.

**Cell phones:** Please turn cell phones off and refrain from texting during class.

**Grade scale:**
For all papers as well as the final course grade, the grade scale is as follows:

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<th>Grade</th>
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<tr>
<td>A</td>
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**Required books (available at the UNCW Bookstore):**

  ISBN: 1596915994
  ISBN: 0801476321
  ISBN: 9780140440577
  ISBN: 9780415520515
- Evelyn Welch, *Shopping in the Renaissance: Consumer Cultures in Italy, 1400-1600* (Yale, 2009)
  ISBN: 978-0300159851
  ISBN 978-0-521-68867

**SCHEDULE**

NB: Readings marked with a ** in the syllabus will be distributed electronically

**INTRODUCTION: THE MEANING OF THINGS**
Week 1 8/20
W: Introduction

Week 2 8/25
http://www.yale.edu/macmillan/europeanstudies/Auslander-Beyond_Words.pdf


Giorgio Riello, “‘Things Seen and Unseen’: The Material Culture of Early Modern Inventories and their Representation of Domestic Interiors,” in *Early Modern Things*

UNIT ONE: THE MEDITERRANEAN MARKETPLACE

Week 3 9/1
Imagining the East

M: Labor Day; no class

W: *The Travels of Marco Polo*, Prologue, Introduction, Chs. 1, 2, 6, & 7; Epilogue

Week 4 9/8
Buying and Selling in Renaissance Italy

Before you hand in your research topic next Wednesday, carefully read: “How to Ask Good Questions” and “What Makes a Question Good?”
http://academic.bowdoin.edu/WritingGuides/

W: Evelyn Welch, *Shopping in the Renaissance: Consumer Cultures in Italy, 1400-1600*, Chs. 8 - Conclusion

UNIT TWO: A NEW WORLD OF GOODS

Week 5  
9/15
The Fruits of Empire


RESEARCH PAPER TOPIC DUE: Hand in a one-paragraph proposal that states your research question and identifies the body of primary sources that you will draw upon to answer it

Week 6  
9/22
Research conferences

M: Individual conferences

W: Individual conferences

This week, read:
Charles H. Parker, *Global Interactions in the Early Modern Age, 1400-1800*, with particular attention to Ch. 3 “International Markets and Global Exchange Networks”

UNIT THREE: THE INDIAN OCEAN IN THE 17th CENTURY

Week 7  
9/29
The Consumer Revolution

M: Timothy Brook, *Vermeer’s Hat*, Chs. 1-5

W: Brook, *Vermeer’s Hat*, Chs. 6-8

Week 8  
10/6
Global Exchanges


W:  **THESIS STATEMENT AND ANNOTATED BIBLIOGRAPHY DUE**
(15 journal articles, 8 books, primary sources)

Week 9  10/13

M:  Fall Break, no class

W:  **Show and Tell Day**
Prepare a 5-minute presentation on your best primary source that establishes its importance and elucidates its relevance to your research topic

UNIT FOUR: THE ATLANTIC WORLD IN THE LONG 18th CENTURY

Week 10  10/20
Consumption, Identity, and Luxury


Chandra Mukerji, “Costume and Character in the Ottoman Empire: Dress as Social Agent in Nicolay’s Navigations,” in Early Modern Things


Week 11  10/27
Others as Commodities

M:  * Trevor Burnard, “Collecting and Accounting: Representing Slaves as Commodities in Jamaica, 1674-1784,” in *Collecting Across Cultures*, 177-191


W:  Marcy Norton, “Going to the Birds: Animals as Things and Beings in Early Modernity,” in *Early Modern Things*

* Peter C. Mancall, “‘Collecting Americans’: The Anglo-American Experience from Cabot to NAGPRA,” in *Collecting Across Cultures*, 192-213

Week 12  
**Consuming, Collecting, and Commodifying Knowledge**


W:  Jessica Riskin, “The Restless Clock,” in *Early Modern Things*

UNIT FIVE: RESEARCH AND WRITING

Week 13  
**First Draft Conferences**

*Submit poster slides to CSURF no later than Friday, Nov. 21*

M: **FIRST DRAFTS DUE**
Writing workshop: Please bring TWO copies of your first draft to class

W:  First Draft Conferences
Week 14
Conferences

M: First Draft conferences

W: First Draft Conferences

Week 15
Conclusions

M: Reflections/ Conclusions

W: Thanksgiving Break, no class

Week 16
Poster Sessions

M: Poster Session I

W: Poster Session II

* FINAL PAPERS DUE 12:00 Wednesday, December 10 *

Page 1 image:

http://www2.warwick.ac.uk/fac/arts/history/ghcc/eac/events/projectconferencesandevents/material_en_countsers/