

# **ECON 4514-003: Economic History of Europe**

Dr. Nicole V. Jobin

University of Colorado: Fall 2006

MWF 3:00-3:50 - - Hellems 199

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Web CT: <http://www.webct.colorado.edu>

## **Course Objectives**

This course draws on economic reasoning to examine the transformation of European economies from a circumstance in which Malthusian population pressure on resources was the dominant historical force to one in which the growth of population and income per-capita has become the norm for industrialized countries. This transformation, covering the period from roughly 1200-1900, marks one of history's great changes yet the underlying causes of the process are only dimly understood. This course aims to provide both historical perspective and experience in the application of economic analysis to major issues. The topics of the course divide into three chronological and logical sections. The first examines the preconditions of European economic development, paying particular attention to the demographic, technological and institutional changes that supported growth. The second section focuses on the Industrial Revolution in England and Europe, asking what exactly it was, how can it be measured and who benefited? The third examines the establishment, or not, of modern economic growth in other European economies. This course also enables us to explore the question "why are some so rich and some so poor?"

The examination of these themes will combine the historical literature with the theoretical constructs of economics. This course differs from other economics courses in that the issues come first, rather than the economics. Hopefully, this application of economic reasoning to issues that often are raised by non-economists will deepen your appreciation of the application of economics to the task of understanding the evolution of societies and the current global debate concerning north and south.

## **Texts**

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th ed.
- Joel Mokyr, *The Lever of Riches*
- Several articles and chapters located on WebCT or E-Reserve in the Library

## **Accessing Electronic Copies of Readings:**

All the reading material not found in your main textbooks can be accessed through the course WebCT site (<https://webct.colorado.edu> see more information below). You may also look for articles using the library's journal finder.

<http://ucblibraries.colorado.edu/research/ejournalfinder.htm>

Type in the name of the journal you are seeking, then select volume number etc. You do not have to pay to see the article if you are viewing from on-campus, though you will have to pay in the labs to print. Alternative – save it to a disk. If you connect from off-campus you will need a VPN connection (<http://www.colorado.edu/its/vpn/>).

## **Attendance and other class policies**

**Attendance:** You are responsible for all material presented in class, including announcements about course procedures and assignments. Attendance will be taken randomly. All assignments must be turned in on time unless you provide documentation of illness or other certifiable emergencies.

**Classroom Courtesy:** Come to class on time with readings prepared. Turn off cell phones and beepers. This class requires a collaborative effort on behalf of all the students and the instructor whether working in groups, listening to lectures, writing, or watching videos. I will give you my full attention, and I ask that you also give your attention to whoever is speaking and to whatever task we are engaged in. Disruptive or disrespectful behavior may be grounds for loss of credit.

**Policy on Late Work:** NO makeup examinations for missed exams and NO late papers will be accepted.

**Participation:** Read assignments before attending class. Come prepared for either lecture or discussion. Be an active listener and ask questions if you want more information or need clarification.

**Disability Services and Religious Holidays:** Department policy regarding disabilities and religious holidays is given on the first page of the course site – please follow.

<http://www.colorado.edu/Economics/courses/fall05-courses-index.htm>.

If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)).

**Academic Integrity:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery, and threatening behavior. In addition, obtaining material from “pre-written” sources available on the internet is *definitely* considered an academic offense! All incidents of academic misconduct

shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion).

Please refer to [www.colorado.edu/honorcode](http://www.colorado.edu/honorcode) to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at [honor@colorado.edu](mailto:honor@colorado.edu).

For written work, keep the preparation materials, such as notes or outlines, and be prepared to discuss how you completed the work in case of any questions that arise. In cases of cheating or plagiarism, the academic penalty in this class will be failing the course. **Students should note that their work may, at the discretion of the instructor, be evaluated through TurnItIn.com, a plagiarism service provided to all faculty at CU-Boulder; and that this service retains a copy of the submitted work for future comparisons.**

## Requirements and Evaluation

This course will be a combination of lecture material and in-class discussion. Students are expected to have done the specified readings before class and will be called upon to answer questions or to discuss points raised during the class. You are responsible for all the material on the reading list. Your grade will have the following components:

- midterm exam (30%)
- final exam (30%)
- group presentation (15%)
- group written assessment (15%)
- class attendance taken randomly (10%).

Grades issued as follows: 98-100 A+, 93-97 A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, etc. Final grades do not include the A+ designation as it is not recognized by the University.

## Presentation and Assessment

You will each be in a group of 3 or 4, and will be responsible for a 20 minute presentation of a journal article from the reading list. This presentation will be followed by questions on your article from the class and from Prof. Jobin. You will know the date and article for your presentation by the 8<sup>th</sup> of September. Prior to your presentation, each group will schedule a brief organizational meeting with Prof. Jobin. Two weeks following the presentation, each group will hand in a four - six page written assessment of the article. This assessment will place the article in context and discuss its strengths and weaknesses. You are not being asked to provide a summary of the article.

## **Examinations**

There will be two examinations. Both the midterm and the final will be take home examinations. The midterm examination will be posted on the course site (WebCT) on Friday October 6 and will be due in class Monday October 16. The final will be posted by Monday December 4 and due no later than Friday December 15 by 5pm in written form, or Saturday December 16 via e-mail by 4:00 pm (at end of regularly scheduled final). All examinations must be double spaced and typed, no more than 1"-1.25" margins and regular 12-point fonts. You may turn in either a hard copy or e-mail me an electronic copy in Microsoft Word, pdf, or rich text format.

## **Course Web Site**

This syllabus and any announcements or updates to the course may all be found on the class web site. Go to <https://webct.colorado.edu>. At this page you will need to enter your CU id and password to access WebCT information. I do not post full lecture notes or grades on the web. There is also a link to the syllabus at <http://www.colorado.edu/Economics/spring06-syllabi/spring06-syllabi-index.htm>.

## **A Note about Readings:**

The Readings Calendar will be posted on WebCT with links where possible. If there is no link, look up the item in one of your texts or use the Journal information provided to find articles on the web through E-Journals via Norlin Library.

This schedule of readings is subject to change. Length of group presentations, class discussion, and other unforeseen circumstances may have an effect on how far we get through the material listed above. I will **NOT** change the exam dates, but may have to change the presentation dates if we get too far off, so keep in touch with your group, and me. You may also check WebCT regularly as I will post any changes there.

**Schedule of Readings and Assignments (anything not from your textbooks should have a link on the WebCT course site under “Readings” including the articles for group presentations – usually found in PDF format)**

8/28	Introduction	
	Before Class: Nothing	In Class: Introduction
8/30	Economic History and Economic Development	
	Before Class: Cameron and Neal Ch 1	In Class: Lecture & Discussion
9/1	Economic Development in Ancient Times I	
	Before Class: Diamond Ch 10 from <i>Guns Germs and Steel</i>	In Class: Film Clip & Discussion
9/4	Labor Day – No Class	
9/6 Add Deadline	Economic Development in Ancient Times II	
	Before Class: Cameron and Neal Ch 2, Mokyr Ch 8 (optional)	In Class: Lecture & Discussion
9/8	Economic Development in Medieval Europe I	
	Before Class: Cameron and Neal Ch 3, Mokyr Ch 8 (1/2 class read each)	In class: Group Work
9/11	<b>Group #1</b> Cosgel – Risk Sharing in Medieval Agriculture (Journal of European Economic History, Spring 1992, v. 21 no 1)	
	Before Class: Group #1 prepare presentation	In Class: Group #1 presents, questions, etc.
9/13 Drop Deadline	Economic Development in Medieval Europe II	
	Before Class: Mokyr Ch 3, Jones Ch 3 (1/2 the class read each)	In Class: Group Work & Discussion
9/15 Deadline to add without petition	<b>Group #2</b> Karackacili – English Agrarian Labor Productivity Rates Before the Black Death (Journal of Economic History, March 2004, v. 64)	
	Before Class: Group #2 prepare presentation	In Class: Group #2 presents, questions, etc.
9/18	Europe’s Second Logistic	
	Before Class: Cameron and Neal Ch 5	In Class: Lecture & Discussion
9/20	The Age of Discovery	
	Before Class: Jones Ch 4	In Class: Group Work & Discussion
9/22	Renaissance and Beyond - Technology	
	Before Class: Mokyr Ch 4	In Class: Lecture & Discussion
9/25	The Low Countries	

	Before Class: De Vries & van der Woude – The First Modern Economy – Ch 6 & De Vries – Dutch Rural Economy in the Golden Age – Ch 7 (1/2 class read each)	In Class: Group Work - Discussion
9/27	Market Economies	
	Before Class: Jones Ch 5 & 6 (1/2 class read each)	In Class: Group Work & Discussion
9/29	States and Empires	
	Before Class: North and Weingast – Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England (Journal of Economic History, December 1989) & Jones Ch 7 (1/2 class read each)	In Class: Group Work and Discussion
10/2	Joint Stock Companies I	
	Before Class: Carlos – Joint Stock Trading Companies, Carlos and Nicholas – Early Chartered Companies: Analogues of the Modern Multinationals (Business History Review, Autumn 1988, v. 62) (whole class read both)	In Class: Lecture & Discussion
10/4	<b>Group #3</b> Carlos, Key, and Dupree – Learning and the Creation of Stock Market Institutions (Journal of Economic History, 1998, v. 58)	
	Before Class: Group #3 prepare presentation	In Class: Group #3 presents, questions, etc.
10/6	Finances and Credit	
	Before Class: Neal – The Finance of Business During the Industrial Revolution (Ch7)	In Class: Lecture and Discussion Midterm Posted on WebCT
10/9	<b>Group #4</b> Rosenthal – Credit Markets and Economic Change in Southeastern France, 1630-1788 (Explorations in Economic History, April 1993)	
	Before Class: Group #4 prepares presentation	In Class: Group #4 gives presentation, questions, etc.
10/11	Demography and Malthus	
	Before Class: Wrigley and Schofield – Population History of England Ch 11 (may divide in groups)	In Class: Group Work & Discussion
10/13	<b>Group #5</b> Wrigley – Explaining the rise in marital fertility in England in the ‘long’ eighteenth century (Economic History Review, August 1998)	
	Before Class: Group #5 prepares presentation	In Class: Group #5 gives presentation, questions, etc.
10/16	Irish Potato Famine	
	Before Class: Ograda – Black ‘47 and Beyond p. 3-46	In Class: Film Clip – Discussion Midterm Due in Class or by 4pm via e-mail

10/18	<b>Group #6</b> O'Rourke – Did the Great Irish Famine Matter? (Journal of Economic History, March 1991)	
	Before Class: Group #6 prepare presentation	In Class: Group #6 gives presentation, questions, etc.
10/20	Agricultural Revolution I	
	Before Class: Cameron and Neal p. 160-172, Allen - Tracking the Agricultural Revolution in England (Economic History Review, May 1999), Allen – Growth of Labor Productivity in Early Modern English Agriculture (Explorations in Economic History, April 1988) (Whole class reads Cameron and Neal, 1/2 class reads each Allen article)	In Class: Group Work & Discussion
10/23	<b>Group #7</b> Liam Blunt – Mechanical Innovation in the Industrial Revolution: The Case of the Plough Design (Economic History Review, August 2003)	
	Before Class: Group #7 prepares presentation	In Class: Group #7 gives presentation, questions, etc.
10/25	<b>Group #8</b> Humphries – Enclosures, Common Rights, and Women: The Proletarianization of Families in the late Eighteenth and Early Nineteenth Centuries (Journal of Economic History, March 1990)	
	Before Class: Group #8 prepares presentation	In Class: Group #8 gives presentation, questions, etc.
10/27	Technological Change I	
	Before Class: Cameron and Neal Ch 7 (pp 172-186), Mokyr Ch 5, Mokyr Ch 7 (1/3 class read each)	In Class: Group Work & Discussion
10/30	Technological Change II	
	Before Class: Mokyr Ch 11, Allen Progress and Poverty in Early Modern Europe (Economic History Review, August 2003) (1/2 class reads each)	In Class: Group Work & Discussion
11/1	Quantitative Data on Growth	
	Before Class: Dean and Cole – British Economic Growth (skim), Crafts – British Economic Growth 1700-1831: A Review of the Evidence (Economic History Review, May 1983)	In Class: Lecture & Discussion
11/3	<b>Group #9</b> Harley – British Industrialization Before 1841: Evidence of Slower Growth During the Industrial Revolution (Journal of Economic History, June 1982)	
	Before Class: Group #9 prepares presentation	In Class: Group #9 gives presentation, questions, etc.
11/6	Standard of Living Debate	
	Before Class: Lindert and Williamson – English Worker's Living Standards During the Industrial Revolution: A New Look (Economic History Review, February 1983)	In Class: Lecture & Discussion

11/8	<b>Group #10</b> Clark – Farm Wages and Living Standards in the Industrial Revolution: England 1670-1869 (Economic History Review, August 2003)	
	Before Class: Group #10 prepares presentation	In Class: Group #10 gives presentation, questions, etc.
11/10	<b>Group #11</b> Horrell and Humphries – The Exploitation of Little Children: Child Labor and the Family Economy in the Industrial Revolution (Explorations in Economic History, October 1995)	
	Before Class: Groups #11 prepares presentation	In Class: Groups #11 gives presentation, questions, etc.
11/13	<b>Group #12</b> Horrell and Humphries – Women’s Labor Force Participation and the Transition to the Male Breadwinner Family, 1760-1865 (Economic History Review, 1995)	
	Before Class: Group #12 prepares presentation	In Class: Group #12 gives presentation, questions, etc.
11/15	<b>Group #13</b> Nicholas and Steckel – Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770-1815 (Journal of Economic History, December 1991)	
	Before Class: Groups #13 prepares presentation	In Class: Groups #13 gives presentation, questions, etc.
11/17	<b>Group #14</b> Oxley – The Seat of Death and Terror: Urbanization, Stunting, and Smallpox (Economic History Review, November 2003)	
	Before Class: Group #14 prepare presentation	In Class: Group #14 presents, questions, etc.
11/20-11/24	Thanksgiving and Fall Break – No Class	
11/27	The Role of Empire I	
	Before Class: Start reading for 11/29	In Class: Film & Discussion
11/29	The Role of Empire II	
	Before Class: Cain and Hopkins – The Political Economy of British Expansion Overseas 1750-1914, Ward – The Industrial Revolution and British Imperialism 1750-1850 (1/2 class read each)	In Class: Group Work & Discussion
12/1	Continental Industrialization I	
	Before Class: Cameron and Neal Ch 9, Crouzet – The Historiography of French Economic Growth in the Nineteenth Century (Economic History Review, May 2003) (1/2 class read each)	In Class: Group Work & Discussion
12/4	Continental Industrialization II	
	Before Class: Cameron and Neal Ch 10, Articles to be announced (split class readings)	In Class: Group Work & Discussion Final Posted to WebCT
12/6	Growth of the World Economy	
	Before Class: Cameron and Neal Ch 12	In Class: Lecture & Discussion
12/8	Overview of the 20 <sup>th</sup> century	

	Before Class: Cameron and Neal Ch 13	In Class: Lecture & Discussion
12/11	The World Wars and Economy	
	Before Class: Cameron and Neal Ch 14	In Class: Group Work & Discussion
12/13	Rebuilding After the Wars	
	Before Class: Cameron and Neal Ch 15	In Class: Lecture & Discussion
12/15	Catch Up and Conclusion	
	Before Class: Whatever isn't done	In Class: Discussion & Conclusion Final Due at end of class or by 4pm Saturday December 16 via e-mail