

University of Colorado, Boulder
Department of Economics

Econ 4514
Economic History of Europe
Spring 2012

Lectures: Tuesdays and Thursdays, 2:00-3:15 p.m.
HLMS 211

Professor: Carol H. Shiue, office Econ 206B
Email: shiue@colorado.edu
Office hours: Fridays, noon - 3:00 p.m.

Prerequisites: Econ 3070 or 3080, Intermediate Micro or Intermediate Macro.

Course Description: This course examines the transformation of European economies from a circumstance in which Malthusian population pressure on resources was the dominant historical force to one in which growth in income per-capita has become the norm. This transformation, covering the period from roughly 1200-1900, marks one of history's great changes. 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 prior to industrialization. The second section focuses on the Industrial Revolution in England and the sources of British leadership. The third section examines the establishment of modern economic growth in Europe and its implications for living standards, inequality, the welfare state, and globalization. Throughout the course we will be interested not only in Europe as an entity in itself, but also in European development in comparison to other parts of the world.

Required Books:

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th edition. (Oxford, 2003). This book provides useful historical background information in one place. Hereafter designated Cameron and Neal.
- Stephen Broadberry and Kevin O'Rourke, *The Cambridge Economic History of Modern Europe*, Vol. 1: 1700-1870. (Cambridge, 2010). This book presents a topical organization of the subject matter.

Other Readings: Readings not in the text will be available on E-reserve.

Recommended Books (optional to buy): Our class readings will be selected drawn from some of the books below.

- Robert Allen, *The British Industrial Revolution in Global Perspective*. (Cambridge University Press, 2009).
- Gregory Clark, *A Farewell to Alms: A Brief Economic History of the World*. (Princeton, 2007).
- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*. (W. W. Norton, 1999).
- Ronald Findlay and Kevin O'Rourke, *Power and Plenty: Trade, War, and the World Economy*

in the Second Millenium. (Princeton, 2007).

- Joel Mokyr, *The Lever of Riches: Technological Creativity and Economic Progress*. (Oxford, 1990)
- Joel Mokyr, *The Enlightened Economy: An Economic History of Britain*. (Yale, 2010).
- Douglass C. North, *Structure and Change in Economic History*. (W.W. Norton, 1981).
- Kevin O'Rourke and Jeffrey Williamson, *Globalization and History: The Evolution of a Nineteenth Century Economy*.
- Persson, Karl Gunnar, *An Economic History of Europe: Knowledge, Institutions, and Growth, 600 to the Present*. (Cambridge, 2010).

Course grading and evaluation:

Classes will be a combination of lecture, discussion, individual or group problem-solving, and in-class writing exercises. You should take this class if you can commit to doing the reading assignments and coming to class prepared to think and to participate. Students may be called upon to answer questions or to discuss points raised during the class. The following will be used in determining a course grade.

Reading Journal	20 %
Midterm	20 %
Group Presentation	15 %
Final Exam	35 %
Participation	10 %

Reading Journal: Over the semester, you may select 10 articles—i.e. any journal article from the reading list, no book chapters—from the reading list (you can include more, but 10 is the goal). Your entry for each article can be in outline form or in prose, but it should be at least one typewritten page. *In your own words*, give a summary of the main ideas in the article. In addition, you should try to include, as much as possible, your logical reactions to the main arguments and the evidence presented, for example, how the ideas in this particular article relates to another article you read in the course or an idea that was presented in class, the strengths (or weaknesses) of the argument, and *why* or *what* evidence supports your position. Feel free to update your entries as the semester goes on, but you must have your Journal ready to hand for checking at the time of the Midterm (5 article summaries completed by the Midterm), and for grading by the time of the Final exam. In grading the Journal, I will be looking for 1) evidence that you have done the readings, and 2) degree to which you have included your own reactions and observations on the paper.

Group Presentation: You, in a group of 3-4 students, 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. Those not presenting should consider this a valuable opportunity to explore ideas to include in your Reading Journal. You will know the date and article for your presentation at least one week before you need to present it. On the day of the presentation, each group will need to email me their PowerPoint presentation at least one-hour ahead of class (so that we do not waste class time setting up the presentation).

Class Participation: During class there will be discussion, in-class exercises, presentations, and other group activities. For example, I might ask you to jot down your reactions to a particular reading before asking you to share your ideas. There may be impromptu writing exercises as well. To get feedback on

your reactions, and to assess the class participation part of the course grade, I will sometimes ask you to turn in your in-class writing products. This may happen on a weekly basis, depending on the topic we happen to be covering. All in-class work will be assessed on a credit/no credit basis, when relevant. You cannot receive credit for in-class work if you are not in class. If you do miss a class, you are strongly encouraged to make an appointment with me to discuss specific questions about the material after you have obtained notes from someone in class.

Midterm and Final: The exams will contain computation questions, agree/disagree/explain questions, and short response questions. Both the Midterm and the Final are semi-open book, that is, you will be permitted to use your Reading Journal (only) as a reference during the exams.

The final is scheduled for Saturday, May 5, 1:30 p.m. to 4:00 p.m. Students who have three or more final exams on the same day are entitled to reschedule the last exam or exams that day, but must make arrangements to do so no later than Feb. 24. See University policy on final exam scheduling: http://www.colorado.edu/policies/final_exam.html

Policy on Late or Missing Work: No makeup examinations for missed exams. If you miss the midterm or your group presentation due to illness or extraordinary circumstances, your grades will be reweighted by later assignments and exams. There are no extra credit provisions.

Class Email: I will be using the email list for this course to communicate information about classes. Please check your CU email account to ensure that you will be up to date with the latest announcements.

Last, but not Least: Additional Class Policies, which are also CU policies.

Honor Code: Cheating and plagiarism are academic offenses and any student caught cheating or plagiarizing will be sanctioned. Anyone who is unsure about what constitutes cheating or plagiarism should consult the webpage at <http://www.colorado.edu/policies/academic-integrity-policy>.

Classroom Behavior: Please do the assigned readings before class so that you can come to class prepared to participate and ask informed questions. Courtesy in the classroom is expected. Disruptive conduct includes behavior that hinders or distracts the class from the subject matter or discussion, and may result in academic sanctions, for further details, see <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>.

Disability Accommodations: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services by the third week of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. <http://www.Colorado.EDU/disabilityservices>

Religious observance: (see full details of this policy at http://www.colorado.edu/policies/fac_relig.html). If you have a conflict covered by this policy, let me know by the third week of class so as to allow ample time to make alternative arrangements.

Topic Outline and Readings

Abbreviations: *EG*, *Economic Geography*
EEH, *Explorations in Economic History*
EHR, *Economic History Review*
JEH, *Journal of Economic History*
JEP, *Journal of Economic Perspectives*
JIH, *Journal of Interdisciplinary History*
JLE, *Journal of Law and Economics*
PDR, *Population and Development Review*
SSR, *Social Science History*

Video clips used in this class are from WGBH production made in association with the Metropolitan Museum of Art, selected titles: Feudal Order; Common life in the Middle Ages; Middle Ages; Late Middle Ages; The National Monarchies; The Renaissance and the New World.

Part I

Preliminaries: Overview of Global Long-Run Growth

- Broadberry and O'Rourke, Introduction, pp. 1-4.
- Cameron and Neal, Ch. 1 and 2.

Malthusian Dynamics

- Clark, *Farewell to Alms*, Ch. 2 and 3, "The Logic of the Malthusian Economy" and "Living Standards".
- In-class exercise on the Malthusian model.

Pre-Industrial Living Standards

- Temin, "The Economy of the Early Roman Empire," *JEP*, Winter 2006.
- Fogel. (2004). *The Escape from Hunger and Premature Death, 1700-2100, Europe, America and the Third World*, pp. 1-21.

Demography and Fertility

- Broadberry and O'Rourke, Ch. 2 "The demographic transition and human capital"
- In-class exercise on growth rates and population.

European Family Structure and Marriage Patterns

- De Moor and Van Zanden, "Girl Power: the European marriage pattern and labour markets in the North Sea region in the late medieval and early modern period" *EHR*, Feb. 2010.
- Hajnal, "Two kinds of pre-industrial household formation system," *PDR*, Sept 1982.

Agricultural Risks in Medieval Europe

- Cameron and Neal, Ch. 3, pp. 44-54.
- McCloskey, "The Enclosure of Open Fields: Preface to a Study of Its Impact on the Efficiency of English Agriculture in the Eighteenth Century" *JEH*, March 1972.

Group A: Richardson, "The Prudent Village: Risk Pooling Institutions in the Medieval Village" *JEH*, June 2005, 65(2).

Medieval Expansion and Change

- Cameron and Neal, Ch. 3, pp. 54-76 and pp. 164-167.
- Broadberry and O'Rourke, Ch. 6.
- Allen, "The Agricultural Revolution" Ch. 3.

European Trade from the Medieval to the Early Modern Era

- Cameron and Neal, Ch. 5, pp. 94-105; 119-127.
- Broadberry and O'Rourke, Ch. 4, pp. 97-101.
- Findlay and O'Rourke, *Power and Plenty*, pp. 109-120; 143-187.
- Carlos "Joint-Stock Trading Companies", *Oxford Encyclopedia of Economic History*.

Group B: Greif, "Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders" *JEH*, Vol. 49, No. 4 (Dec. 1989), pp. 857-882;

Towns and Cities of Europe: Urbanization

- Broadberry and O'Rourke, Ch. 10. Pp. 236-249.
- Wrigley, "Urban Growth and Agricultural Change" *JIH*, Spring 1985, 15(4). pp. 683-728.
- In-class exercise on Urbanization and Agricultural Productivity.

Famines

- O'Grada, "Markets and Famines" Ch. 5;
- O'Grada, *Black '47 and Beyond: The Great Irish Famine*, pp. 3-46.

Midterm

Part II

Institutions of Governance

- Cameron and Neal, Ch. 6. pp. 154-159.
- Broadberry and O'Rourke, Ch. 3 "State and private institutions".
- North and Weingast, "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England" *JEH*, December 1989
- DeLong and Shleifer, "Princes and Merchants: City Growth Before the Industrial Revolution," *JLE*, 1993, 36(5): 671-702.
- In-class exercise on regime classification.

Group C: Stephen Quinn, "The Glorious Revolution's Effect on English Private Finance: A Microhistory, 1680-1705," *Journal of Economic History*, Vol 61, no. 3, 2001.

The Origins of British Leadership: Technological Change

- Cameron and Neal, Ch. 7, pp. 160-183.
- Mokyr, Ch. 6, "The Origins of British Technological Leadership".
- Allen, "Steam Engine"; "Cotton"; "Coke Smelting"

Localization of Industry

- Atwood, "Localization of the cotton industry in Lancashire, England", *EG*, April 1928, 4(2).

Demographic and Social changes: Work during the Industrial Revolution

- Berg and Hudson, "Rehabilitating the Industrial Revolution" *EHR*, 1992, 45(1) 24-50.
- Mokyr, "The Rise and Fall of the Factory System" *Carnegie-Rochester Series on Public Policy*, Volume 55, Issue 1, Pages 1-319 (December 2001)

Group D: Joachim-Voth, "Time and Work in Eighteenth century London" *JEH*, March 1998.

Part III

Changes in Women's Labor Force Participation and Child Labor

- Mokyr, "Gender and Family in the Enlightened Economy", Ch. 14.
- Cunningham, "The Decline of Child Labour: Labour Markets and Family Economies in Europe and North America Since 1830" *The Economic History Review*, New Series, Vol. 53, No. 3 (Aug., 2000), pp. 409-428.

Group E: Horrell and Humphries, "Women's Labour Force Participation and the Transition to the Male Breadwinner Family, 1760-1865, *EHR*, 1995.

Poor Laws

- Besley, Coate, Guinnane, "Incentives, Information, and Welfare: England's New Poor Law and the Workhouse Test".

Group F: Persky, "Classical Family Values: Ending the Poor Laws as they knew them," *JEP*, Winter 1997, 11(1).

Growth during Industrialization

- Crafts, "The Industrial Revolution" in Floud and McCloskey, eds., *The Economic History of Britain since 1700*.

Living Standards during the Industrial Revolution

- Broadberry and O'Rourke, Ch. 9. "Standards of Living"
- In-class exercise on real and nominal wages.

Group G: Crafts, "Some dimensions of the quality of life during the British Industrial Revolution," *EHR*, Nov 1997, 50(4).

Group H: Nicholas and Steckel, "Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770-1815," *JEH*, December 1991.

Europe in Comparison to other Regions of the World

- Shiue and Keller, "Markets in China and Europe on the Eve of the Industrial Revolution," *AER*, 2007.
- In-class exercise on price correlations as a way to measure market performance.

Group I: Ozmucur and Pamuk, "Real wages and standards of Living in the Ottoman Empire, 1489-1914". *JEH*, 62(2) 2002: 225-247.

Group J: Baten, Ma, Morgan, Wang, Evolution of Living Standards and Human Capital in China

in the 18-20th Centuries: Evidences from Real Wages, Age Heaping, and Anthropometrics, *EEH*, 47 (3), 2010.

Implications for Inequality

- Lindert and Williamson, "English Workers' Living Standards During the Industrial Revolution: A New Look," *EHR*, February 1983.
- Persson, "Inequality among and within nations: past, present, and future" Ch. 11.

Trade and Globalization in the Early Modern Era

Group K: O'Rourke and Williamson, "After Columbus: Explaining Europe's Overseas Trade Boom, 1500-1800" *JEH*, 62(2), (2002), pp. 417-56.

Group L: de Vries, "The Limits of Globalization in the Early Modern World," *EHR*, vol 63, no 3, 2010: 710-733.

European Integration into the World Economy in the 19th and 20th Centuries

- Cameron and Neal, Ch. 12, pp. 290-299.
- Persson, "Trade, Tariffs and Growth in the 19th and 20th Centuries" Ch. 8.
- O'Rourke and Williamson, *Globalization and History*, Ch. 1, 2.

Final Exam. Saturday, May 5, 1:30 p.m. to 4:00 p.m.