

# **ECON 4514-001: Economic History of Europe**

Dr. Nicole V. Jobin

University of Colorado: Muenzinger E431

Spring 2013 MWF 9:00-9:50

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Office: Sewall Hall. 42A (303-492-3555)

Office Hours: M&F 11:00-12:30, W 11:00-12:00 and by appointment. I occasionally need to cancel office hours to meet other University commitments, so checking with me in class or by e-mail before you stop by is always good.

FYI: Sewall is a residence hall with offices for those of us who teach for the academic program there. Entry is by key card only. Therefore, you will need to come to the west side by the parking circle and call me on your cell phone to have me let you in. Sewall has no elevator, so let me know if stairs are a problem and we can meet elsewhere if necessary.

## **Course Description**

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 growth of income per-capita has become the norm. This transformation, covering the period from roughly 1200-1900, marks one of history's great changes. 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 topical sections. The first examines the preconditions of European economic development, paying particular attention to the demographic, technological, and institutional changes that supported growth through the centuries before industrialization. The second section focuses on the period of the Industrial Revolution in England and Europe and pays particular attention to answering the questions of why this revolution occurred in Britain and not elsewhere. The third section examines the establishment, or not, of modern economic growth in other economies following the British Industrial Revolution and explores growth and development as it continued in Europe during the 19<sup>th</sup> and 20<sup>th</sup> centuries. It brings us back to the central question we started the course with, "Why are some countries so rich, while others remain poor?"

## **Texts – Required**

- Cameron, Rondo and Larry Neal. *A Concise Economic History of the World*, 4th ed. Oxford: Oxford University Press, 2003. (ISBN 0-19-512705-6) Referred to in your schedule of readings as Cameron and Neal.
- Allen, Robert C. *The British Industrial Revolution in Global Perspective*. Cambridge: Cambridge University Press, 2009. (ISBN 978-0-521-68785-0) Referred to in your schedule of readings as Allen. Do not confuse with articles by Allen which will be followed by a title rather than a chapter number.
- Several articles and chapters located on D2L or through Norlin Library

## Accessing Electronic Copies of Readings

All of the reading material not found in your main textbooks can be accessed through the course D2L site (<https://learn.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. Alternatively – save it to a jump drive. If you connect from off-campus, you will need a VPN connection (<http://oit.colorado.edu/vpn>).

## University and Class Policies

**Classroom Courtesy:** Come to class on time with readings prepared. Turn off cell phones and disconnect from Facebook, Linked In and other social media. This class requires a collaborative in-class effort on behalf of all of the students and I ask that you give your attention to whoever is speaking and to whatever task in which we are engaged. Disruptive or disrespectful behavior may be grounds for loss of credit or academic sanctions. I reserve the right to ask you to turn off your laptop, tablet, or smartphone if it appears to be a distraction. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Please see CU policies at the following web sites: <http://www.colorado.edu/policies/classbehavior.html>  
[http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**Attendance and Policy on Late Assignments:** You are responsible for all material presented in class including announcements about readings, discussion, and assignments. Attendance will be taken randomly. In addition, we will occasionally complete in-class activities such as short reaction papers, brainstorming for discussion, etc. There are no make up points for these activities – if you miss class, you miss the points. For the midterms, presentations and papers to receive full credit, they must be turned in on time unless you provide documentation of severe illness or other certifiable emergencies.

**E-mail:** All e-mail communication for the class is sent through the CU e-mail system. If you want to receive e-mail through Yahoo, G-mail, Comcast, etc., you are responsible for setting up your CU account to forward e-mail to your non-university account. (Please see the University Policy on e-mail: <http://www.colorado.edu/policies/email.html>)

**Participation:** Read assignments before attending class. Come prepared for lecture and discussion. Be an active listener and ask questions if you want more information or need clarification. If you do not help your group when doing group presentation, you will not receive credit. For more information on group participation and how it is graded please see group presentation rubric handed out separately.

**Disability Services:** If you qualify for accommodations because of a disability, please provide me with a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and come discuss your needs with me.

***Absences due to Religious Observances:*** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, come talk to me at least a week ahead of time regarding any expected absences due to religious obligations. See full details of CU policy at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

***Discrimination and Harassment Policies:*** Any student, staff, or faculty member who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127, <http://www.colorado.edu/odh/>. The Office of Judicial Affairs can be reached at 303-492-5550.

***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 include: cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery, and threatening behavior. 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 <http://honorcode.colorado.edu/> 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).

*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%)
- In-class activity participation and random attendance (5%)
- Group presentation (15%)
- Reading journal (20%)

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.

**Examinations:** There will be two essay-based exams. Both the midterm and the final will be take-home, open book. The midterm examination will be posted on the D2L course site on Monday morning February 25<sup>th</sup> and will be due on D2L by midnight on Wednesday March 6<sup>th</sup>. The final will be posted by Monday morning April 29<sup>th</sup> and will be due on D2L by 10 am Thursday May 9<sup>th</sup>. Further instructions will be given when exam questions are posted. Grading rubrics for the essay exams will be posted on D2L.

**In-Class Activities and Attendance:** I will take attendance on a fairly random basis, though this is especially likely when students are giving group presentations. In addition, we will do several in-class activities or short assignments throughout the term. Many times these are as simple as brainstorming answers to questions in order to prepare for discussion. Other times there will be slightly more specific directions. On days when we do these activities, your participation counts as part of your attendance and participation grade. There are no make-up opportunities for these activities.

**Group Presentation:** You will each be assigned to a group of 3 students that 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. A grading rubric for the presentation with fuller instructions will be posted on D2L. Sign up for the groups will happen during the first week of class.

**Reading Journal:** Over the term you will select five articles (no book chapters) from the reading list to write about for your reading journal as well as finding and writing on one article of interest that relates to course material that is not included in our syllabus. Check D2L for any special instructions for an article we are covering, but in general, you will basically be summarizing the article **in your own words**, as well as describing any thoughts you have on how the article relates to any other course materials or information from class that we have covered. Think about the strengths and weaknesses of the arguments, questions you might have about the methods and evidence presented to support the thesis of the article, and the ways the article answers the central questions for the section of class it falls under. I will collect the first 3 entries by February 25<sup>th</sup>, and the last 3 by April . A grading rubric for the journal entries will be posted on D2L.

## 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://learn.colorado.edu>. At this page you will need to enter your CU id and password to access D2L course web site information. There is also a link to the syllabus and other information for the Economics department at the following site: <http://www.colorado.edu/Economics/courses/syllabi-index.html>

## A Note about Readings:

The Readings will be posted on the course D2L web site 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. (Please see **Accessing Electronic Copies of Readings** section above.)

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 below. I will **NOT** change the exam dates, but may have to change the presentation dates if we get too far off schedule, so keep in touch with your group and with me. You may also check D2L regularly as I will post any changes there.

# Schedule of Readings and Assignments

(Anything not from your textbooks should have a link on the D2L course site under “Readings” including the articles for group presentations – usually found in PDF format. Please check back with D2L often as I will note any changes to the syllabus schedule in the announcements section of the course home page on D2L.)

<b>Economic History: Growth and Development</b> We start the course with the basic issue of defining important turning points in the pre-industrial economy. How does a modern economy differ from traditional agrarian economies or early imperial economies? How do we distinguish “traditional” from “modern”?	
1/14	<b>Introduction</b>
	Syllabus and Introduction
1/16	<b>Economic History and Economic Development</b> Cameron and Neal Ch. 1 UNDP 2010 report (or any recent Year) Allen Ch. 1
1/18	<b>Economic Development in Ancient Times – Agricultural Revolution</b>
	Diamond, Ch. 8, 9, <b>OR</b> 10 from <i>Guns, Germs, and Steel</i> (class divides 1/3 on each) Cameron and Neal Ch. 2
1/21	<b>Martin Luther King Day</b>
	No Class
1/23	<b>Economic Development in Ancient Times – State and Empire</b>
	Read either Allen – <i>Agriculture and the Origins of the State in Ancient Egypt</i> (Explorations in Economic History 1997, vol. 34) <b>OR</b> Temin – <i>The Economy of the Early Roman Empire</i> (Journal of Economic Perspectives 2006)
1/25	<b>Economic Development in Medieval Europe I</b>
	Cameron and Neal Ch. 3 p. 44-50 Read either Cosgel – <i>Risk Sharing in Medieval Agriculture</i> (Journal of European Economic History, Spring 1992, v. 21 no 1) <b>OR</b> Gary Richardson – <i>The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture</i> (Journal of Economic History, June 2005, v. 65, No. 2)
1/28	<b>Economic Development in Medieval Europe II</b>
	Cameron and Neal Ch. 3 p. 50-76 Grief – <i>Contract Enforceability and Economic Institutions in Early Trade</i> (American Economic Review, June 1993, v. 83, No. 3)
1/30	<b>Sources for Studying the Economic Past</b>
	Class will meet in <i>Norlin Special Collections</i> – Norlin Library N345
2/1	<b>The Transition from Medieval to Early Modern</b>
	<b>Group #1:</b> Karackacili – <i>English Agrarian Labor Productivity Rates Before the Black Death</i> (Journal of Economic History, March 2004, v. 64)  Epstein – <i>Craft Guilds, Apprenticeships, and Technical Change in Pre-industrial Europe</i> (Journal of Economic History 1998, v. 58) DeVries – <i>Dutch Rural Economy in the Golden Age</i> Ch. 7

<b>Institutions, Exploration and Trade, Technology, and Culture</b> In this section of the course our focus shifts to discovering the necessary pre-cursors to industrialization. Economic historians still dispute about the weight of importance that should be given to each of these transitions. Looking at their arguments will also help illuminate the important question of when European growth diverged from the rest of the world and why?	
2/4	<b>The Benefits and Pitfalls of Expansion</b> Drelichman – <i>The Curse of Montezuma: American Silver and the Dutch Disease</i> (Explorations in Economic History, 2005, v. 42) Jones Ch. 4
2/6	<b>Enlightenment</b> Read either Mokyr – <i>The Intellectual Origins of Modern Economic Growth</i> (Journal of Economic History 2005, v. 65) <b>OR</b> de Vries – <i>The Industrial Revolution and the Industrious Revolution</i> (Journal of Economic History, 1994. Vol 54, no. 2)
2/8	<b>Overseas Trade</b> Read either Van Zanden and Tielhof – <i>Roots of Growth and Productivity Change in Dutch Shipping Industry 1500-1800</i> (Explorations in Economic History, 2009, vol. 46) <b>OR</b> O'Rourke and Williamson – <i>After Columbus: Explaining Europe's Overseas Trade Boom 1500-1800</i> (Journal of Economic History, 2002, Vol. 62 No. 2) Cameron and Neal Ch. 5
2/11	<b>Mercantilism and Early Global Markets</b> DeVries – <i>The Limits of Globalization in the Early Modern World</i> (Economic History Review, 2010, v. 63, n0. 2) Cameron and Neal Ch. 6
2/13	<b>States and Property Rights</b> <b>Group #2:</b> North and Weingast – <i>Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England</i> (Journal of Economic History, December 1989) North - <i>Institutions</i> (Journal of Economic Perspectives, Winter 1991, v. 5)
2/15	<b>States and Infrastructure</b> Bogart – <i>Did the Glorious Revolution Contribute to a Transport Revolution?</i> (Economic History Review, v. 64. No. 4, 2011) Jones – <i>European Miracle</i> Ch. 7
2/18	<b>Development of Banking and Credit I</b> Neal – <i>The Finance of Business During the Industrial Revolution</i> (Ch 7) Read Carlos and Neil – <i>The Micro-Foundations of the Early London Capital Market</i> (Economic History Review, 2006 Vol. 59, No. 3)
2/20	<b>Joint Stocks</b> <b>Group #3:</b> Carlos, Key, and Dupree – <i>Learning and the Creation of Stock Market Institutions</i> (Journal of Economic History, 1998, v. 58)  Carlos and Nicholas – <i>Early Chartered Companies: Analogues of the Modern Multinationals</i> (Business History Review, Autumn 1988, v. 62) Carlos – <i>Joint Stock Trading Companies</i>
2/22	<b>Development of Banking and Credit II</b> <b>Group #4:</b> Rosenthal – <i>Credit Markets and Economic Change in Southeastern France, 1630-1788</i> (Explorations in Economic History, April 1993)  Brunt – <i>Rediscovering Risk: Country Banks as Venture Capital Firms in the First Industrial Revolution</i> (Journal of Economic History, 2006 Vol. 66)

<b>Demography and Agriculture</b> The study of demography captures another important slice of economic history: the relationship between man and the environment and the role of agricultural productivity in the standard of living. For many pre-industrial societies per-capita income and population were inversely related. Why, how and when did this pattern begin to change?	
2/25	<b>Demography and Malthus</b>
	<b>First Reading Journal – 3 article entries due, Midterm Questions Posted on D2L</b> De Moor and Van Zanden – <i>Girl Power: The European Marriage Pattern and Labor Markets in the North Sea Region in the Late Medieval and Early Modern Period</i> (Economic History Review, 2010, v. 63) Wrigley <i>Population Growth: England 1680-1820</i>
2/27	<b>Demography Part II</b>
	Mokyr – <i>Industrialization and Poverty in Ireland and the Netherlands</i> (Journal of Interdisciplinary History, Winter 1980) Allen Ch. 2
3/1	<b>Irish Potato Famine</b>
	<b>Group #5:</b> O'Rourke – <i>Did the Great Irish Famine Matter?</i> (Journal of Economic History, March 1991)  Read either Ó Gráda – <i>Black '47 and Beyond</i> p. 3-46 <b>OR</b> Mokyr and Ó Gráda – <i>Emigration and Poverty in Prefamine Ireland</i> (Explorations in Economic History, 1982)
3/4	<b>Agricultural Revolution Introduction</b>
	Cameron and Neal p. 160-172 Allen - <i>Tracking the Agricultural Revolution in England</i> (Economic History Review, May 1999) Allen Ch. 3
3/6	<b>MIDTERM DUE - NO REGULAR CLASS</b>
3/8	<b>Enclosures and the Commons I</b>
	Humphries – <i>Enclosures, Common Rights, and Women: The Proletarianization of Families in the late Eighteenth and Early Nineteenth Centuries</i> (Journal of Economic History, March 1990) Optional: <i>The Tragedy of the Commons</i>
3/11	<b>Enclosure and the Commons II</b>
	<b>Group #6:</b> Liam Brunt – <i>Nature or Nurture: Explaining English Wheat Yields in the Industrial Revolution c. 1770</i> (Journal of Economic History, 2004. Vol. 64 No. 1)  Allen – <i>The Growth of Labor Productivity in Early Modern English Agriculture</i> (Explorations in Economic History, April 1988)
<b>Technological Change and the Industrial Revolution</b> Technology was once considered the main driving factor behind the Industrial Revolution. What was the impact and importance of technology, and is there evidence of the growth it caused? Why was Britain at the forefront of inventing and adopting new technology that spurred industrial growth?	
3/13	<b>Energy, Resources, and Early Transportation Advantages</b>
	Turnbull – <i>Canals, Coal, and Regional Growth During the Industrial Revolution</i> (Economic History Review, 1987. V. 40, n.4.) Allen Ch. 4

3/15	<b>Why Britain? Allen's Argument</b>
	Allen Ch. 6 Allen Ch. 5 (optional)
3/18	<b>British Economic Growth – The Rate and Nature of Change</b>
	Harley – <i>British Industrialization Before 1841: Evidence of Slower Growth During the Industrial Revolution</i> (Journal of Economic History, June 1982) <b>OR</b> Crafts – <i>British Economic Growth 1700-1831: A Review of the Evidence</i> (Economic History Review, May 1983) Optional: Dean and Cole – <i>British Economic Growth</i>
3/20	<b>Measuring Technological Change</b>
	<b>Group #7:</b> Crafts – <i>Steam as a General Purpose Technology: A Growth Accounting Perspective</i> (Economic Journal, 2004 Vol. 495)  Allen Ch. 7
3/22	<b>Two Key Industries – Cotton and Iron</b>
	Allen Ch. 8 <b>OR</b> 9 Optional: Cameron and Neal Ch. 7
3/25- 3/29	<b>SPRING BREAK</b> <b>No Classes</b>
<b>Standard of Living Debate – Impact of the Industrial Revolution</b> No discussion of industrialization would be complete without a discussion of its impact on the standard of living. The Dickensian view that the Industrial Revolution brought nothing but misery to workers living in poverty in English slums long held sway over historians, and even today retains its champions. What exactly were the effects of factory work and the urban migration it caused? Were people better off as a result, and if so, exactly when did the benefits start to be felt?	
4/1	<b>Wages - Standard of Living Debate Part I</b>
	Read either Clark – <i>Farm Wages and Living Standards in the Industrial Revolution: England 1670-1869</i> (Economic History Review, August 2003) <b>OR</b> Lindert and Williamson – <i>English Worker's Living Standards During the Industrial Revolution: A New Look</i> (Economic History Review, February 1983)
4/3	<b>Wages – Reconciling Diverse Approaches</b>
	Luis Angeles – <i>GDP per capita or Real Wages? Making Sense of Conflicting Views on Pre-Industrial Europe</i> (Explorations in Economic History, v. 45, 2008)
4/5	<b>Women - Standard of Living Debate Part II</b>
	Horrell and Humphries – <i>Women's Labor Force Participation and the Transition to the Male Breadwinner Family, 1760-1865</i> (Economic History Review, 1995) Engels – <i>Conditions of the Working Class</i> excerpt
4/8	<b>Children – Standard of Living Debate Part III</b>
	<b>Group #8:</b> Horrell and Humphries – <i>The Exploitation of Little Children: Child Labor and the Family Economy in the Industrial Revolution</i> (Explorations in Economic History, October 1995)  Galbi – <i>Child Labor and the Division of Labor in Early English Cotton Mills</i> (Journal of Population Economics, v. 10 no. 4, 1997)
4/10	<b>Urbanization – Standard of Living Debate Part IV</b>
	<b>Group #9:</b> Keszenbaum and Rosenthal – <i>The Health Cost of Living in a City: The Case of France at the end of the 19<sup>th</sup> c.</i> (Explorations in Economic History, v. 48, 2011)  Clark – <i>Shelter from the Storm: Housing and the Industrial Revolution, 1550-1909</i> (Journal of Economic History, v. 62, no. 2, 2002)



4/12	<b>Disease and Height – Standard of Living Debate Part V</b>
	Nicholas and Steckel – <i>Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770-1815</i> (Journal of Economic History, December 1991) <b>OR</b> Oxley – <i>The Seat of Death and Terror: Urbanization, Stunting, and Smallpox</i> (Economic History Review, November 2003)
	<b>Industrialization in Europe and the creation of a Global Economy</b> In a course this short we don't have time for an extensive journey into the world beyond British Industrialization, but this week is dedicated to a quick look at what happened once other European countries started to adopt industrialization. Who adopted when, and why? How was their development path different from that of Britain? And what happened to European Economies as we moved into the 20 <sup>th</sup> century?
4/15	<b>The Role of Empire</b>
	Ward – <i>The Industrial Revolution and British Imperialism 1750-1850</i> (Economic History Review, v. 47 n. 1, 1994) <b>OR</b> McCants – <i>Poor Consumers as Global Consumers</i> (Economic History Review, v. 61 no. 1, 2008)
4/17	<b>Continental Industrialization I</b>
	Crouzet – <i>The Historiography of French Economic Growth in the Nineteenth Century</i> (Economic History Review, May 2003) Cameron and Neal Ch. 9
4/19	<b>Continental Industrialization II</b>
	Mokyr – <i>The Industrial Revolution and the Netherlands: Why it Didn't Happen</i> (Conference address 1999) Cameron and Neal Ch. 10
4/22	<b>Growth of the World Economy in the 19<sup>th</sup> c.</b>
	O'Rourke – <i>European Grain Invasion 1870-1913</i> (Journal of Economic History, v.57 no. 4, 1997). Cameron and Neal Ch. 12 p. 290-299
4/24	<b>First wave of Globalization</b>
	<b>Second Reading Journal – 3 article entries due</b> Betran and Pons – <i>Labour Market Response to Globalization: Spain 1880-1913</i> (Explorations in Economic History, v.48, 2011) <b>OR</b> Jacks – <i>Trade Costs in the First Wave of Globalization</i> (Explorations in Economic History, v. 47, 2010)
4/26	<b>Growth of the World Economy and the Early 20<sup>th</sup> c.</b>
	<b>Group #10:</b> Ben Bernanke <i>The Macroeconomics of the Great Depression: A Comparative Approach</i> (Journal of Money, Credit and Banking, 1995)  Cameron and Neal Ch. 12 p. 299-307, Ch. 14 p. 339-356
4/29	<b>Globalization and the Late 20<sup>th</sup> c</b>
	<b>Final Exam Questions Posted on D2L</b> O'Rourke – <i>Globalization and Inequality: Historical Trends</i> (Annual World Bank Conference on Development Economics, 2001/2), skim Cameron and Neal Ch. 15 and Ch. 16
5/1	<b>The World Context</b>
	Reading to be announced
5/3	<b>Conclusion and Review</b>

Both the midterm and the final will be take-home, open book. The midterm examination will be due Wednesday March 6 by midnight on D2L. The final will be due Thursday May 9 by 10 a.m. on D2L.

I will only accept electronic copies of exams and journal entries submitted via the D2L drop-box for each assignment. Electronic submissions may be made in PDF, Microsoft Word, or Mac's Pages format and must be turned in by the due date and time noted on the syllabus. Early submissions are always accepted.