

Syllabus

Economic History of Europe

ECON 4514-001

Spring 2015

Instructor: Edward Kosack
Class Meeting: MWF 11:00AM – 11:50AM, ECON 117
Office Location: Economics Building Room 307
Office Hours: M 1PM-3PM and W 10AM-11AM
Class Website: Desire2Learn (D2L)
Email Address: Edward.Kosack@colorado.edu
This is the best way to contact me outside of my office hours. Please allow me 24 hours to respond.

COURSE OBJECTIVES

In this course, we will explore the economic history of Europe. Specifically, we will cover the evolution of modern economic growth and development in Europe, with a particular focus on institutional change. The course is divided into three sections. In the first section we will discuss the links between economic history and economic development, answering the question, “Why study economic history?” In the second section, we will discuss major themes in European economic history, including the agricultural revolution, the industrial revolution, the demographic transition, and European divergence. Finally, in the third section we will explore various microeconomic topics (health, migration, urbanization, etc.) to better understand the causes and consequences of historical development. This is an applied economics course where we will discuss historical events from an economic standpoint, using the tools of the applied economist (models, statistics and econometrics, etc.).

EXPECTATIONS

The students can expect me to do my best to assist them in their successful completion of the course. The students can also expect me to be professional and respectful at all times by arriving to class on time, silencing my phone and putting it away during class, reserving personal conversations for before and after class, and being courteous in interactions with others.

I expect the students to do their best and to take class seriously as they strive to do well in the course. This includes, attending the class regularly, completing all assignments, asking questions when something is unclear or needs further explanation, and actively participating in order to help us all understand the content better. I also expect the students to be professional and respectful at all times by arriving to class on time, silencing and putting away their phones

during class, reserving personal conversations for before and after class, and being courteous in interactions with others.

PREREQUISITES

Prerequisites will be strictly enforced. You must have either ECON 3070 (Intermediate Microeconomic Theory) or ECON 3080 (Intermediate Macroeconomic Theory).

LAPTOPS, TABLETS and COMPUTERS

Please leave them at home or in your bags as they tend to distract your classmates (and me!). We can use my laptop for class presentations.

ATTENDANCE

You are all adults and I consider it a waste of precious class time to take attendance each class. That being said, you will not do well in this course unless you attend each day. As discussed below, there are no make-up opportunities for the assignments or exams (nor will these be accepted late). Missing any one of these graded assignments will result in a grade of zero for that assignment. The exam dates are clearly listed on this syllabus. If you have a conflict, you can see me immediately, but I will probably suggest that you reschedule whatever else it is that you have going on or that you drop the course. No exceptions to this policy!!!

I will take attendance for the first three meetings of the class. Those who do not attend those first three meetings will be administratively dropped from the course.

NOTES

I do not, as a rule, distribute my lecture notes. If you must miss lecture for any reason, please be sure to obtain the notes from a classmate. I encourage you to come to office hours to discuss any of the material from lecture, but please be sure to take notes or obtain a copy from a classmate, read them over, and bring them with your specific questions to my office. I might provide skeleton outlines or supplementary notes on Desire2Learn throughout the semester, but these will not suffice as your sole source of information and it is imperative that you come and take notes during lecture.

EMAIL

I encourage you to email me with any questions and concerns. Please be polite and considerate in all email communications. I will do my best to respond within 24 hours. This response may come in the form of an email directly back to you or, if the answer would be beneficial to the entire class, a mass email communication to the class or an announcement during the lecture.

GRADING¹

Executive Summaries	25%
Group Project	25%
Midterm Exam	25%
Final Exam	25%

Executive Summaries: In order to facilitate discussion in class, you will write five executive summaries of readings throughout the semester. These will be no longer than one page in length (12 point font, double-spaced). In the executive summary you will identify the author's question, the data and methods used to answer the question, the results, and some remaining questions. You must turn in your executive summary at the beginning of class on the day we discuss the paper in order to receive credit. If you make an honest attempt and answer all parts, you will receive full credit. If I find that you didn't make an honest attempt or that you don't answer some portion, you will receive no credit. You will be responsible for getting five done for credit (i.e., if you receive a 0 on one, you can do another to make it up). I will provide a good example of one early in the semester.

Group Project: When we begin the third portion of the course, studying various microeconomic topics in Europe's economic history, we will do so by carefully analyzing academic papers. You will work in a group to create a detailed analysis of one of these papers, present your analysis to the class, and lead the discussion. I will provide a detailed assignment sheet within the first few weeks of class. We will form groups and choose papers within the first couple weeks.

Midterm Exam: The midterm exam will be a take home exam. It will cover the first two sections of the course. I will assign it as soon as we finish the material in Section 2 of the course (this should be approximately at the end of the 7th week of class, on or around 2/27). We will pin down an exact date when we get closer. You will have one week to complete the exam. Detailed instructions will be provided to you with the exam.

Final Exam: The final exam will be a take home exam. It will cover the third section of the course. I will make the exam available on the last day of class (Friday, May 1). Our assigned exam slot is Wednesday, May 6 from 4:30pm until 7:00pm. You will need to turn in a hard copy of your final to me during that assigned time slot. If you do not get it in my hands by May 6th at 7pm, it will receive a grade of 0. I will be in

¹ I reserve the right to curve the grades for any individual assignments or for the course overall if need be.

my office on May 6th from 4:30pm until 7:00pm so that you can turn your exam in.

IMPORTANT

When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. Such arrangements must be made no later than the end of the sixth week of the semester (i.e., no later than March 20, 2015). Students are expected to provide evidence that they have three or more examinations to qualify for exceptions.

Grades will be determined as follows:

<u>Your Score</u>	<u>Grade</u>	<u>Your Score</u>	<u>Grade</u>
94.00 – 100	A	73.00 – 76.99	C
90.00 – 93.99	A-	70.00 – 72.99	C-
87.00 – 89.99	B+	67.00 – 69.99	D+
83.00 – 86.99	B	63.00 – 66.99	D
80.00 – 82.99	B-	60.00 – 62.99	D-
77.00 – 79.99	C+	59.99 and below	F

TENTATIVE SCHEDULE²

- **Economic History and Economic Development (Weeks 1 and 2)**

In this section, we will discuss what we mean by the term “economic development” and how learning about the history of economic growth and development can help us to better understand the world today.

- **What is economic growth and development?**

- United Nations Human Development Report, 2014 (or any recent year)
- United Nations Human Development Index data, 2014

- **What things contribute to economic growth?**

- Hall, R. E., & Jones, C. I. (1999). Why Do Some Countries Produce So Much More Output Per Worker than Others? *The Quarterly Journal of Economics*, 114(1), 83-116.
- Easterlin, R. A. (1981). Why Isn't the Whole World Developed? *Journal of Economic History*, 1-19.

² Schedule is subject to change.

- **What can we learn about growth and development from economic history?**
 - Nunn, N. (2009). The Importance of History for Economic Development. *Annual Review of Economics*, 1, 65-92. (available at this link http://scholar.harvard.edu/files/nunn/files/nunn_are_2009.pdf)
 - Temin, P. (2014). *Economic History and Economic Development: New Economic History in Retrospect and Prospect* (No. w20107). National Bureau of Economic Research. (available online at the following link <http://www.nber.org/papers/w20107.pdf>)
- **How do we measure well-being in economic history?**
 - Maddison, A. (2005). Measuring and Interpreting World Economic Performance 1500–2001. *Review of Income and Wealth*, 51(1), 1-35.
 - Steckel, R. H. (2009). Heights and Human Welfare: Recent Developments and New Directions. *Explorations in Economic History*, 46(1), 1-23.
- **The Big Picture (Weeks 3 through 7)**

In this section, we will discuss some of the major themes and events in European economic history. These include the major changes in the European economy from ancient times through the industrial revolution.

 - **Ancient Times**
 - Temin, P. (2006). The Economy of the Early Roman Empire. *The Journal of Economic Perspectives*, 133-151.
 - Diamond, J. M. (1998). *Guns, Germs and Steel: A Short History of Everybody for the Last 13,000 Years*. Random House. Chapters 8,9, and 10 (e-reserves)
 - **Demographic Transitions**
 - Voigtländer, N., & Voth, H. J. (2009). Malthusian Dynamism and the Rise of Europe: Make War, not Love. *The American Economic Review*, 248-254.
 - Clark, G., & Hamilton, G. (2006). Survival of the Richest: The Malthusian Mechanism in Pre-Industrial England. *The Journal of Economic History*, 66(03), 707-736.
 - Galor, O., & Weil, D. N. (1999). From Malthusian Stagnation to Modern Growth. *American Economic Review*, 150-154.
 - **Agricultural Revolution**
 - Allen, R. C. (1999). Tracking the Agricultural Revolution in England. *The Economic History Review*, 52(2), 209-235.
 - Allen, R. C. (1988). The Growth of Labor Productivity in Early Modern English Agriculture. *Explorations in Economic History*, 25(2), 117-146.
 - Clark, G. (1992). The Economics of Exhaustion, The Postan Thesis, and the Agricultural Revolution. *The Journal of Economic History*, 52(01), 61-84.

➤ **Industrial Revolution**

- Clark, G. (2005). The Condition of the Working Class in England, 1209–2004. *Journal of Political Economy*, 113(6), 1307-1340.
- De Vries, J. (1994). The Industrial Revolution and the Industrious Revolution. *The Journal of Economic History*, 54(02), 249-270.
- Nicholas, S., & Steckel, R. H. (1991). Heights and Living Standards of English Workers during the Early Years of Industrializations, 1770–1815. *The Journal of Economic History*, 51(04), 937-957.
- Allen, R. C. (2011). Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution. *The Economic History Review*, 64(2), 357-384.

➤ **European Divergence**

- Allen, R. C. (2001). The Great Divergence in European Wages and Prices from the Middle Ages to the First World War. *Explorations in Economic History*, 38(4), 411-447.
- Shiue, C. H., & Keller, W. (2007). Markets in China and Europe on the Eve of the Industrial Revolution. *The American Economic Review*, 97(4), 1189-1216.
- Özmucur, S., & Pamuk, S. (2002). Real Wages and Standards of Living in the Ottoman Empire, 1489–1914. *The Journal of Economic History*, 62(02), 293-321.

• **A Micro Approach to European Economic History (Weeks 8 through 15)**

In this section, we will discuss European economic history in terms of various themes in applied microeconomics. These themes all had implications for historical development throughout Europe and we will use the tools of economics to discuss them in that context.

➤ **Marriage, Fertility, and Household Structure**

- Botticini, M. (1999). A loveless economy? Intergenerational Altruism and the Marriage Market in a Tuscan Town, 1415–1436. *The Journal of Economic History*, 59(01), 104-121.
- De Moor, T., & Van Zanden, J. L. (2010). Girl Power: the European Marriage Pattern and Labour Markets in the North Sea Region in the Late Medieval and Early Modern Period. *The Economic History Review*, 63(1), 1-33.
- Horrell, S., & Humphries, J. (1995). "The Exploitation of Little Children": Child Labor and the Family Economy in the Industrial Revolution. *Explorations in Economic History*, 32(4), 485-516.

➤ **Migration**

- Gráda, C. Ó., & O'Rourke, K. H. (1997). Migration as Disaster Relief: Lessons from the Great Irish Famine. *European Review of Economic History*, 1(1), 3-25.

- Abramitzky, R., Boustan, L. P., & Eriksson, K. (2013). Have the Poor Always been Less Likely to Migrate? Evidence from Inheritance Practices during the Age of Mass Migration. *Journal of Development Economics*, 102, 2-14.
- **Health**
 - Oxley, D. (2003). 'The Seat of Death and Terror': Urbanization, Stunting, and Smallpox. *The Economic History Review*, 56(4), 623-656.
 - Banerjee, A., Duflo, E., Postel-Vinay, G., & Watts, T. (2010). Long-run Health Impacts of Income Shocks: Wine and Phylloxera in Nineteenth-Century France. *The Review of Economics and Statistics*, 92(4), 714-728.
 - Winegarden, C. R., & Murray, J. E. (1998). The Contributions of Early Health-Insurance Programs to Mortality Declines in Pre-World War I Europe: Evidence from Fixed-Effects Models. *Explorations in Economic History*, 35(4), 431-446.
- **Technology and Infrastructure**
 - Dittmar, J. E. (2011). Information Technology and Economic Change: The Impact of the Printing Press. *The Quarterly Journal of Economics*, 126(3), 1133-1172.
 - Brunt, L. (2003). Mechanical Innovation in the Industrial Revolution: The Case of Plough Design. *The Economic History Review*, 56(3), 444-477.
 - Bogart, D. (2009). Nationalizations and the Development of Transport Systems: Cross-Country Evidence from Railroad Networks, 1860–1912. *The Journal of Economic History*, 69(01), 202-237.
- **Institutions**
 - McCloskey, D. N. (1991). The Prudent Peasant: New Findings on Open Fields. *The Journal of Economic History*, 51(02), 343-355.
 - Richardson, G. (2005). The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture. *Journal of Economic History*, 65(2), 386.
 - Carlos, A., Castro, L., & Kosack, E. (2014). Bankruptcy in Early Modern England. Unpublished Manuscript.
 - Carlos, A., Key, J., & Dupree, J. (1998). Learning and the Creation of Stock-Market Institutions: Evidence from the Royal African and Hudson's Bay Companies, 1670—1700. *The Journal of Economic History*, 58(2).
 - Epstein, S. R. (1998). Craft guilds, Apprenticeship, and Technological Change in Preindustrial Europe. *The Journal of Economic History*, 58(03), 684-713.
 - Minns, C., & Wallis, P. (2012). Rules and Reality: Quantifying the Practice of Apprenticeship in Early Modern England. *The Economic History Review*, 65(2), 556-579.

- Nafziger, S. (2011). Did Ivan's Vote Matter? The Political Economy of Local Democracy in Tsarist Russia. *European Review of Economic History*, 15(3), 393-441.
 - Keller, W., & Shiue, C. H. (2014). Endogenous Formation of Free Trade Agreements: Evidence from the Zollverein's Impact on Market Integration. *The Journal of Economic History*, 74(04), 1168-1204.
- **Geography**
- Gutberlet, T. (2014). Mechanization and the Spatial Distribution of Industries in the German Empire, 1875 to 1907. *The Economic History Review*, 67(2), 463-491.
 - Nunn, N., & Qian, N. (2011). The Potato's Contribution to Population and Urbanization: Evidence From A Historical Experiment. *The Quarterly Journal of Economics*, 126(2), 593-650.
- **Government Policy and Action**
- Kesternich, I., Siflinger, B., Smith, J. P., & Winter, J. K. (2014). The Effects of World War II on Economic and Health Outcomes Across Europe. *Review of Economics and Statistics*, 96(1), 103-118.
 - Carlin, W., Schaffer, M., & Seabright, P. (2013). Soviet Power Plus Electrification: What is the Long-run Legacy of Communism?. *Explorations in Economic History*, 50(1), 116-147.

ADDITIONAL INFORMATION

Administrative Drops

I will strictly enforce administrative drops in this course in order to treat everyone on the wait list fairly. First, I will take attendance for the first three meetings of the course. You must attend these first three meetings or I will administratively drop you. Second, you must show me proof within the first week of class that you have the required prerequisites. Failure to do this will result in you being administratively dropped.

Students with Disabilities

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 be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and <http://www.Colorado.EDU/disabilityservices>.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

Religious Observance Policy

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. If you have a conflict, please contact me at the beginning of the term so we can make proper arrangements.

Classroom Behavior Policy

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, 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. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_cod

Honor Code

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, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273).

Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at honorcode.colorado.edu or <http://www.colorado.edu/policies/honor.html>.

Discrimination & Harassment Policy

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships Policy apply to all students,

staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127, or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.