

ECON 4514-100: Economic History of Europe

Dr. Nicole V. Jobin

University of Colorado: Benson Earth Sciences 185

Summer Term A, 2014 M-F 12:45-2:20

Email: Nicole.Jobin@Colorado.edu

Course Website: <https://learn.colorado.edu>

Office: Sewall Hall: 267 (303-492-3555)

Office Hours: M & Th 11:30-12:30 and most days after class by appointment.

FYI: Sewall is a residence hall with offices for those of us who teach for the academic program there. During the summer the building also hosts other activities. 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. This is why setting an appointment is preferable so I can meet you at the door. 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 European economies following the British Industrial Revolution and explores growth and development as it continued in Europe during the 19th and 20th 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 – CU Bookstore, Amazon, Chegg, CourseSmart, etc.

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th ed. (Oxford, 2003). [Referred to in your schedule of readings as Cameron and Neal]
- Robert C. Allen, *The British Industrial Revolution in Global Perspective*. (Cambridge University Press, 2009). [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>).

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:

- Two Midterms and a Final Exam (20% each)
- In-class activity participation and random attendance (5%)
- Group presentation (15%)
- Jigsaw assignments and Special Collections assignment (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. As each assignment is graded, your grades will be posted to D2L. Please check your grades on D2L as the term progresses to keep a current idea of where your grade stands in the class.

Examinations: There will be three take-home essay exams. Please see due dates in the Readings and Assignments schedule attached to this syllabus. Further instructions will be given when exam questions are posted seven to ten days before each exam is due. 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 or doing the “Jigsaw Assignments” mentioned below. (Please see *Attendance and Policy on Late Assignments* above.)

Group Presentation: You will each be assigned to a group of three or four 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 Professor Jobin. Complete instructions and a grading rubric for the presentations are posted on D2L. Sign up for groups occurs during the first two weeks of class and you will be given some choice over which group presentation you sign up for. Look for days marked “Group Presentation” in the schedule of Readings and Assignments below.

Jigsaw Assignments: Over the term there will be several “Jigsaw” assignments (see Readings and Assignments schedule attached below). On these days, students will be divided into sections, each reading something different for homework before the class meets and completing a short written assignment concerning the reading that you will post on D2L and bring to class. In class, you will first meet with students that have read the same article you have to analyze and discuss your reading. Then you will be

asked to meet with students that have read the other article (or articles) for class and explain your reading to them and they will explain theirs to you. By the end of class, you should have all the pieces of information necessary to answer a question about the larger issue all articles address – thus the name “Jigsaw.” Instructions and a grading rubric for these assignments are posted on D2L.

Norlin Special Collections Assignment: On Friday June 6th, we will meet in Norlin Special Collections in room N345 of Norlin Library. We will see items held in special collections that pertain to the subject of our course and you will have a short answer worksheet to complete concerning a particular item of your choice once the overview presentation is complete.

University and Class Policies

Classroom Courtesy: Come to class on time with readings prepared. Turn off cell phones and disconnect from Facebook, Twitter 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. (Please see University policy: <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>).

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 and during group activities such as the presentations or the “Jigsaw” assignment days (see more below). There are no make up points for these in class activities – if you miss class, you miss the points. For the midterms, presentations and written assignments 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 or the Jigsaw assignments, you will not receive credit.

Disability Services: If you qualify for accommodations because of a disability, please present 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. You may contact their office at the Center for Community (C4C) room N200, 303-492-8671. (For more information please see the Disability Services web site <http://www.colorado.edu/disabilityservices>).

Absences due to Religious Observances: Campus policy recognizes the importance of religious observances and holidays to our students. Please inform me as soon as possible of any conflicts between class attendance, exams, etc. and your religious observances and we will seek to find an appropriate accommodation. (Please see the University policy on Religious Observances: <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>)

Discrimination and Sexual 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://hr.colorado.edu/dh/policyinfo/Pages/default.aspx>. 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://www.colorado.edu/policies/honor.html> and <http://honorcode.colorado.edu/> to view the specific guidelines.

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.

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>

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.)

Economic History: Growth and Development	
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”?	
6/2	Introduction
	Cameron and Neal Ch. 1, Allen Ch. 1
6/3	Economic Development in Ancient Times
	Jigsaw #1: Read Diamond, Ch. 8, 9, or 10 from <i>Guns, Germs, and Steel</i> All read Cameron and Neal Ch. 2 pp. 20-29
6/4	Economic Development in Ancient Times – State and Empire
	Temin – <i>The Economy of the Early Roman Empire</i> (Journal of Economic Perspectives 2006), and Cameron and Neal Ch. 2 pp. 29-43

6/5	Economic Development in Medieval Europe
	Jigsaw #2: Read either Cosgel – <i>Risk Sharing in Medieval Agriculture</i> (Journal of European Economic History, Spring 1992, v. 21 no 1), Gary Richardson – <i>The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture</i> (Journal of Economic History, June 2005, v. 65, No. 2), or Grief – <i>Contract Enforceability and Economic Institutions in Early Trade</i> (American Economic Review, June 1993, v. 83, No. 3) All skim Cameron and Neal Ch. 3 pp. 44-68.
6/6	Sources for Studying the Economic Past
	Today we will meet as a class in Norlin Library Special Collections to see some of the sources for how Economic Historians put together a picture of the past. Please be on time and bring a pencil as there will be a short written assignment to be completed at the library. Third floor Norlin Library room N345.
6/9	The Transition from Medieval to Early Modern
	Group #1: Karackacili – <i>English Agrarian Labor Productivity Rates Before the Black Death</i> (Journal of Economic History, March 2004, v. 64) De Vries and Vander Woude Ch. 6 from <i>The First Modern Economy</i> Cameron and Neal Ch. 3 pp. 68-76, Ch. 5 pp. 94-98
Institutions, Exploration and Trade, Technology, and Culture	
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?	
6/10	Enlightenment, Industry, and Technology
	Jigsaw #3: Read either Mokyr – <i>The Intellectual Origins of Modern Economic Growth</i> (Journal of Economic History 2005, v. 65), de Vries – <i>The Industrial Revolution and the Industrious Revolution</i> (Journal of Economic History, 1994. Vol 54, no. 2), or Epstein – <i>Craft Guilds, Apprenticeships, and Technical Change in Pre-industrial Europe</i> (Journal of Economic History 1998, v. 58)
6/11	The Age of Discovery and Expansion
	Cameron and Neal Ch. 5 pp. 98-127 Drelichman – <i>The Curse of Montezuma: American Silver and the Dutch Disease</i> (Explorations in Economic History, 2005, v. 42) Skim Jones Ch. 4 from <i>The Economic Miracle</i> Midterm Exam question choices will be posted on D2L – Due on D2L 6/18 by 11:59 pm.
6/12	States and Property Rights
	Group #2: 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) Group #3: Bogart – <i>Did the Glorious Revolution Contribute to a Transport Revolution?</i> (Economic History Review, v. 64. No. 4, 2011) Cameron and Neal Ch. 6 pp. 128-141 (pp. 141-159 optional) Jones – <i>European Miracle</i> Ch. 7
6/13	Joint Stocks
	Jigsaw #4: Read 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</i>

	<p><i>Companies: Analogues of the Modern Multinationals</i> (Business History Review, Autumn 1988, v. 62), or Carlos and Neil – <i>The Micro-Foundations of the Early London Capital Market</i> (Economic History Review, 2006 Vol. 59, No. 3) All read Carlos – <i>Joint Stock Trading Companies</i></p>
6/16	<p>Credit and Banking</p> <p>Group #4: Brunt - <i>Rediscovering Risk: Country Banks as Venture Capital Firms in the First Industrial Revolution</i> (Journal of Economic History, 2006 Vol. 66)</p> <p>Group #5: Laurence – <i>The Emergence of a Private Clientele for Banks in the Early Eighteenth Century: Hoare’s Bank and Some Women Customers</i> (Economic History Review, 2008, Vol. 61, No. 3)</p> <p>Temin and Voth – <i>Private Borrowing and the Financial Revolution: Hoare’s Bank and it’s customers 1702-1724</i>, (Economic History Review, 2008, Vol. 61, No. 3)</p>
<p>Demography and Agriculture</p> <p>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 patten begin to change?</p>	
6/17	<p>Demography and Malthus</p> <p>Group #6: 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)</p> <p>Wrigley <i>Population Growth: England 1680-1820</i> Allen Ch. 2</p>
6/18	<p>MIDTERM EXAM</p> <p>We will not meet as a class this day – instead you will have this day as a workday for your midterm take-home exam essays. Three essays of your choice off the midterm exam sheet are due by 11:59 pm on D2L in word or PDF format. If you use pages, please save to PDF or .docx format before uploading to D2Ls drop box. Each essay should be no longer than three double-spaced pages.</p>
6/19	<p>Agricultural Revolution and Enclosure</p> <p>Jigsaw #5: Read Allen Ch. 3, Liam Brunt – <i>Nature or Nurture: Explaining English Wheat Yeilds in the Industiral Revolution c. 1770</i> (Journal of Economic History, 2004. Vol. 64 No. 1) or Humphries – <i>Enclosures, Common Rights, and Women: The Proletarinization of Families in the late Eighteenth and Early Nineteenth Centuries</i> (Journal of Economic History, March 1990) All read Cameron and Neal Ch. 7 pp. 160-172</p>
<p>Technological Change and the Industrial Revolution</p> <p>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?</p>	
6/20	<p>Energy, Resources, & Transportation</p> <p>Group #7: Turnbull – <i>Canals, Coal, and Regional Growth During the Industrial Revolution</i> (Economic History Review, 1987. V. 40, No. 4)</p> <p>Allen Ch. 4</p>

6/23	English Success
	Allen Ch. 5 & Ch. 6 (Cameron and Neal Ch. 7 provides an alternative or supplemental way of examining these issues)
6/24	Technological Change
	Jigsaw #6: Read Allen Ch. 7, Ch. 8, or Ch. 9 All skim Crafts – <i>Steam as a General Purpose Technology: A Growth Accounting Perspective</i> (Economic Journal, 2004 Vol. 495)
6/25	Nature and Rate of Growth
	Jigsaw #7: Read Harley – <i>British Industrialization Before 1841: Evidence of Slower Growth During the Industrial Revolution</i> (Journal of Economic History, June 1982), Crafts – <i>British Economic Growth 1700-1831: A Review of the Evidence</i> (Economic History Review, May 1983), or Crafts – <i>Productivity Growth in the Industrial Revolution: A New Growth Accounting Perspective</i> (Journal of Economic History, June 2004) All skim Allen Ch. 10
Standard of Living Debate – Impact of the Industrial Revolution	
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?	
6/26	Standard of Living Debate I – Women and Children
	Group #8: 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) and Engels – <i>Conditions of the Working Class</i> excerpt Final Exam question choices will be posted on D2L – Due on D2L 7/3 by 11:59 pm.
6/27	Standard of Living Debate II – Health Costs
	Group #9: Kesztenbaum and Rosenthal – <i>The Health Cost of Living in a City: The Case of France at the end of the 19th c.</i> (Explorations in Economic History, v. 48, 2011) 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) and skim intro and conclusion of 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)
Industrialization in Europe and the creation of a Global Economy	
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 th century?	
6/30	Continental Industrialization and Globalization
	Jigsaw #8: Betran and Pons – <i>Labour Market Response to Globalization: Spain 1880-1913</i> (Explorations in Economic History, v.48, 2011), Williamson – <i>Land, Labor, and Globalization in the Third World, 1870-1940</i> (Journal of Economic History, V. 62 n. 1, 2002) or Jacks – <i>Trade Costs in the First Wave of Globalization</i> (Explorations in Economic History, v. 47, 2010) Optional – Skim Cameron and Neal Ch. 9 & 10

7/1	Growth of the World Economy and the Early 20th c.
	Group #10: 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 pp. 290-307, Ch. 14 pp. 339-356
7/2	WWII and Beyond
	Cameron and Neal Ch. 14 pp. 359-361, Ch. 15 Optional – Power and Plenty Ch. 9 & 10
7/3	FINAL EXAM
	We will not meet as a class this day – instead you will have this day as a workday for your final take-home exam essays. Three essays of your choice off the final exam sheet are due by 11:59 pm on D2L in word or PDF format. If you use pages, please save to PDF or .docx format before uploading to D2Ls drop box. Each essay should be no longer than three double-spaced pages.

The midterms and final are take-home format. In each case, the drop box for the exam will be open on D2L until midnight of the day they are due. Please make sure your documents are uploaded in PDF or Microsoft Word only. **If you use Pages for Mac or iPad please save your document as a PDF before uploading.** Early submissions are always accepted.