

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

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University of Colorado: Economics 119

Tu/Th 9:30-10:45 (section 001) & Tu/Th 11:00-12:15 (section 002)

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Office Hours: Tu/Th 12:30-2:00

(Sewall is a residence hall with offices for those of us who teach for the academic program there – therefore, you will need to call me when you get to the building to have me let you in or you may come up the main outside staircase and go in to the main office to the right to ask Martha Shernick to call for me – 303-492-0758).

## **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 it can 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*
- Eric Jones, *The European Miracle*
- Several articles and chapters located on CU Learn 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 CU Learn site (<https://culearn.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 disk. If you connect from off-campus, you will need a VPN connection (<http://www.colorado.edu/its/vpn/>).

## Class Policies

**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 of 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 in which we are engaged. Disruptive or disrespectful behavior may be grounds for loss of credit.

**Attendance:** You are responsible for all material presented in class including announcements about course procedures and assignments. Attendance will be taken randomly. You may have 3 unexplained absences – I need no excuses. After that, each absence will cost you 3% of your final letter grade in the class. For full credit, all assignments must be turned in on time unless you provide documentation of 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. I will use only the CU account.

**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. If you do not help your group when doing group presentation, you will not receive credit.

**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 (20%)
- group written assessment (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.

Also, please do not ask me about grades via e-mail. According to FERPA, professors may not discuss your grades with anyone but you (or your parents if you are a minor). Since e-mail is not deemed a secure form of communication (I can't be sure you are the only one that will have access to the information I send) I cannot discuss grades via e-mail. So please don't ask.

## **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 29<sup>th</sup> of January. Prior to your presentation, each group will schedule a brief organizational meeting with Prof. Jobin (this may only take a minute or two before or after class but feel free to come to office hours for more time). 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 expected to provide analysis of the article in this paper, not merely a summary – see assignment instructions on CU Learn.

## **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 (CU Learn) on Thursday February 21<sup>st</sup> and will be due Thursday March 6<sup>th</sup>. The final will be posted by Thursday April 22<sup>nd</sup> and due no later than Saturday May 3<sup>rd</sup> (section 001) or 4pm Monday May 5<sup>th</sup> (section 002). 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 an electronic copy in Microsoft Word, pdf, or rich text format to my e-mail or CU Learn.

## **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://culearn.colorado.edu>. At this page you will need to enter your CU id and password to access CU Learn 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/spring06-syllabi/spring06-syllabi-index.htm>

## **A Note about Readings:**

The Readings will be posted on CU Learn 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 schedule, so keep in touch with your group and with me. You may also check CU Learn regularly as I will post any changes there.

## Schedule of Readings and Assignments

(Anything not from your textbooks should have a link on the CU Learn course site under “Readings” including the articles for group presentations – usually found in PDF format)

1/15	Introduction	
	Before Class: Nothing	In Class: Introduction, Choose Groups
1/17	Economic History and Economic Development	
	Before Class: Cameron and Neal Ch 1	In Class: Lecture
1/22	Economic Development in Ancient Times	
	Before Class: Diamond Ch 10 from <i>Guns, Germs and Steel</i> , Cameron and Neal Ch 2	In Class: Film Clip and Lecture
1/24	Economic Development in Medieval Europe I	
	Before Class: Cameron and Neal Ch 3, Mokyr Ch 8	In Class: Lecture
1/29	Economic Development in Medieval Europe II	
	Before Class: Mokyr Ch 3, Jones Ch 3	In Class: Lecture
1/31	<p><b>Group #1:</b> Cosgel – <i>Risk Sharing in Medieval Agriculture</i> (Journal of European Economic History, Spring 1992, v. 21 no 1)</p> <p><b>Group #2:</b> Karackacili – <i>English Agrarian Labor Productivity Rates Before the Black Death</i> (Journal of Economic History, March 2004, v. 64)</p>	
	Before Class: <i>Groups 1 and 2 prepare presentations</i>	In Class: Groups present, questions, etc.
2/5	Europe’s Second Logistic	
	Before Class: Cameron and Neal Ch 5	In Class: Lecture and Discussion
2/7	Age of Discovery	
	Before Class: Jones Ch 3, Mokyr Ch 4	In Class: Lecture and Film Clip
2/12	Low Countries	
	Before Class: De Vries & Van der Woude – <i>The First Modern Economy</i> – Ch 6, De Vries – <i>Dutch Rural Economy in the Golden Age</i> – Ch 7	In Class: Lecture
2/14	Market Economies	
	Before Class: Jones Ch 5 & 6	In Class: Lecture and Discussion
2/19	States and Empires	
	Before Class: 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) & Jones Ch 7	In Class: Lecture and Discussion

2/21	Joint Stocks and Credit	
	Before Class: Carlos – <i>Joint Stock Trading Companies</i> , Carlos and Nicholas – <i>Early Chartered Companies: Analogues of the Modern Multinationals</i> (Business History Review, Autumn 1988, v. 62), Neal – <i>The Finance of Business During the Industrial Revolution</i> (Ch 7)	In Class: Lecture MIDTERM QUESTIONS POSTED on CU Learn
2/26	<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) <b>Group #4:</b> Rosenthal – <i>Credit Markets and Economic Change in Southeastern France, 1630-1788</i> (Explorations in Economic History, April 1993)	
	Before Class: Groups #3 & #4 prepare presentation	In Class: Groups present, questions, etc.
2/28	Demography and Malthus <b>Group #5:</b> Wrigley – <i>Explaining the rise in marital fertility in England in the ‘long’ eighteenth century</i> (Economic History Review, August 1998)	
	Before Class: Group #5 prepare to present Wrigley and Schofield – <i>Population History of England</i> Ch 11	In Class: Group presents, questions, etc. Lecture and Discussion
3/4	Irish Potato Famine <b>Group #6:</b> O’Rourke – <i>Did the Great Irish Famine Matter?</i> (Journal of Economic History, March 1991)	
	Before Class: Group #6 prepare presentation Ograda – <i>Black ‘47 and Beyond</i> p. 3-46	In Class: Lecture and Film Clip Group presents, questions, etc.
3/6	Agricultural Revolution	
	Before Class: Cameron and Neal p. 160-172, Allen - <i>Tracking the Agricultural Revolution in England</i> (Economic History Review, May 1999), Allen – <i>Growth of Labor Productivity in Early Modern English Agriculture</i> (Explorations in Economic History, April 1988)	In Class: Lecture and Discussion MIDTERM DUE BY 4pm in Electronic Format to me via CU Learn or e-mail
3/11	<b>Group #7:</b> Liam Blunt – <i>Mechanical Innovation in the Industrial Revolution: The Case of the Plough Design</i> (Economic History Review, August 2003) Technological Change Part I	
	Before Class: Group #7 prepare to present Cameron and Neal Ch 7 (172-186), Mokyr Ch 7	In Class: Group presents, questions, etc. Lecture
3/13	Technological Change II	
	Before Class: Mokyr Ch 11, Allen – <i>Progress and Poverty in Early Modern Europe</i> (Economic History Review, August 2003)	In Class: Film Clip, Discussion
3/18	<b>Group #8:</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) Tragedy of the Commons	
	Before Class: Group #8 prepare presentation <i>The Tragedy of the Commons</i>	In Class: Group presents, questions, etc.

3/20	<b>Group #9</b> :Harley – <i>British Industrialization Before 1841: Evidence of Slower Growth During the Industrial Revolution</i> (Journal of Economic History, June 1982) British Economic Growth – Quantitatively	
	Before Class: Dean and Cole – <i>British Economic Growth</i> (skim), Crafts – <i>British Economic Growth 1700-1831: A Review of the Evidence</i> (Economic History Review, May 1983)	In Class: Lecture Group presents, questions, etc.
3/24- 3/28	<b>NO CLASS – SPRING BREAK</b>	
4/1	Standard of Living Debate - Introduction	
	Before Class: Lindert and Williamson – <i>English Worker's Living Standards During the Industrial Revolution: A New Look</i> (Economic History Review, February 1983)	In Class: Lecture - Discussion
4/3	<b>Group #10</b> : Clark – Farm Wages and Living Standards in the Industrial Revolution: England 1670-1869 (Economic History Review, August 2003) <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) <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: Groups prepare for presentations	In Class: Groups present, questions, etc.
4/8	<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) <b>Group #14</b> : Oxley – The Seat of Death and Terror: Urbanization, Stunting, and Smallpox (Economic History Review, November 2003)	
	Before Class: Groups prepare for presentations	In Class: Groups present, questions, etc.
4/10	The Role of Empire	
	Before Class: Ward – <i>The Industrial Revolution and British Imperialism 1750-1850</i> , Cain and Hopkins – <i>The Political Economy of British Expansion Overseas 1750-1914</i>	In Class: Lecture and Discussion
4/15	Continental Industrialization	
	Before Class: Cameron and Neal Ch 9 & 10 Crouzet – <i>The Historiography of French Economic Growth in the Nineteenth Century</i> (Economic History Review, May 2003)	In Class: Lecture
4/17	Growth of World Economy	
	Before Class: Cameron and Neal Ch 12	In Class: Lecture
4/22	20 <sup>th</sup> Century Overview	
	Before Class: Cameron and Neal Ch 13 Additional reading TBA	In Class: Lecture and Discussion
4/24	World Wars	
	Before Class: Cameron and Neal Ch 14	In Class: Film

4/29	Rebuilding and “The Economic Miracle”	
	Before Class: Cameron and Neal Ch 15 Additional reading TBA	In Class: Discussion and Lecture
5/1	Catch up and Conclusion	
	Before Class: Whatever isn't done	In Class: Discussion and Conclusion

Both the midterm and final exams are take-home format. The midterm will be due no later than 4pm Thursday March 6<sup>th</sup>. The final will be due no later than 10am Saturday May 3<sup>rd</sup> (section 001) or 4pm Monday May 5<sup>th</sup> (section 002). I will accept either an e-mailed electronic copy or an electronic copy submitted via CU Learn for each of these exams in Apple Works, PDF, or Microsoft Word format only. Early submissions are always accepted.