Economic History of Europe
Economics 4514
MWF Gugg 205 12-12:50

Course Syllabus and Reading List

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Objectives of the course:

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 not completely understood. This course also enables us to explore the question "why are some so rich and some so poor?"

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, asking what exactly it was, how can it be measured and who benefited? The third examines the establishment of modern economic growth Europe compared to the history of non-European economies. It is comparative in focus. The examination of these themes will combine the historical literature with the theoretical constructs of economics.

Another aim of this course is to teach students to have an appreciation of the methods of economic history research. Research in the issues of economic history often requires us to combine our qualitative understanding of the historical context together with quantitative analysis of the data available. This course will show you many examples of how the study of topics in the historical past may be thus approached when data is not necessarily available for all variables.

Prerequisites

Economics 3070 (Intermediate Microeconomics) or Econ 3080 (Intermediate Macroeconomics).

The prerequisites will be strictly enforced. If you are unsure whether you have completed the required coursework, consult with me immediately.

Requirements and Evaluation:

This course will be a combination of lecture material and in-class discussion. There is quite a bit of reading required. Students are expected to have done the specified readings before class and 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. There are a total of 300 points, allocated as follows:

2 Midterms (30 points each)	60 points
Problem set 1	15 points
Problem set 2	15 points
Group presentation and short paper	20 points
Article summaries	40 points
Final Exam	150 points

The final course grade will depend on your total points accumulated relative to class standing and what an intelligent and hardworking student may be expected to do.

In-class Presentation: You, individually or as a small group, will be responsible for a 15 minute presentation of a journal article from the reading list. This presentation will be followed by questions on your article. You will know the date and article for your presentation by the mid-February. Prior to your presentation, each group may schedule an optional organizational meeting with me. On the day of the presentation, each group will 1) email me their Powerpoint presentation at least one-hour ahead of class (so that we do not waste class time setting up your presentation), 2) hand in a three page summary of the article to me, 3) a copy of your 3 questions with your answers handed in to me.

The assessment will briefly summarize the article and place the article in historical context. In addition, the group should carefully craft three questions, with answers that the group has prepared ahead of time. The presenters will direct these questions to the class for discussion and review. Questions may be factual in nature. I will select some of these questions for inclusion in your midterm exams. I will not be retaining extra copies of notes or handouts for students who are absent on presentation days.

Article summaries: A short summary of the article labeled with a star in the reading list is due at the beginning of class on the date indicated to the left of that article. In order to receive credit, these summaries must be at least one page in typewritten length. They can be longer. I will not accept summaries after the article has already been presented in class. Please keep a copy of all your article summaries as they will be very useful for reviewing class material for your final exam. I am not able to keep track of individual summaries emailed to me, placed under my door, or passed through campus mail, and so on. Therefore, in the ***rare*** instance that you cannot make it to class, please ask a classmate to turn in your work for you. I expect there to be about 16 article summaries, plus or minus 2.

Problem sets: There will be two take-home problem sets this semester. The first of these exercises will ask you to analyze data. It will require you to have access to Excel. You may work together in a group (no more than 5 students per group). Everyone in the group will receive the same grade. If you choose to submit your work as a group, be sure everyone's name is written on front. The deadline for the first problem set is tentatively set on Feb. 10.

Examinations: There will be two examinations. The midterms will be in-class, closed book exams, scheduled tentatively for February 26 and April 23. These will be 50 minutes in length and contain short answer questions. The final will be comprehensive and will ask for essay responses and short answers. A list of sample final exam essay questions will be given in advance. The final is scheduled

for May 1, 7:30 p.m. to 10:00 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. 19. See University policy on final exam scheduling: http://www.colorado.edu/policies/final_exam.html.

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

Additional Class Policies
Honor Code: Cheating and plagiarism are academic offenses and any student caught cheating or plagiarizing will be sanctioned. If there is any person in the class who is uncertain about what constitutes either cheating or plagiarism, he/she should consult me the University of Colorado Catalog. Obtaining material from "pre-written" sources is *definitely* considered an academic offense!
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. Contact: 303-492-8671, Willard 322, and 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.

Notes on how to access journal articles from Chinook, CU's online library catalog. You will need to know how to do this in order to access class reading materials.
If you connect from off-campus, you will need a VPN connection (http://www.colorado.edu/its/vpn/).

Journal articles can be accessed without cost and viewed online.

1. Go to: http://ucblibraries.colorado.edu/research/ejournalfinder.htm
2. Type in the name of the journal you are looking for, and click Search. The journal title is typically in italics. You should not type in the title of the article, which is usually in quotations.
3. Look at the year of your article. There should be one or more archives that overlaps with the year of your article. Click on that.
4. Typically this takes you to a new website. There you will have to look for the precise year, volume, and page number that matches your article.
5. When you find your article, click on the title or the PDF link.
6. This file can be saved to your computer, USB, or printed.

Topic Outline and Readings

Required Books:

- Fernand Braudel. *Civilization and Capitalism 15th-18th Century.*
  The Structure of the World, Volume 1 and *The Wheels of Commerce,* Volume 2.

Braudel's volumes provides an excellent historical background for many of the topics we will cover. Many of his chapters also place Europe in the comparative context of world development. The articles and chapters listed below can be found either under E-Journals in the Chinook Catalogue or CULearn. The following is a summary of topics.

Part I.

1. Overview of global long-run growth
2. World Population
3. The Structures of Everyday Pre-industrial Life
  a. Consumption: Food and Drink, Houses and Clothes
  b. Material Comparison of Standards of Living
4. Structure of society and household formation
  a. Measures of births, deaths, marriage
5. Malthusian model of population dynamics
6. Famine in Europe
7. Poor Laws
8. Agriculture
9. Risk-sharing and the Agricultural Revolution of the Medieval Era

Part II.

10. Towns and Cities of Europe
11. Governance
12. Markets and Trade
13. Financial Instruments
14. Technology
15. Industrialization
16. Theories of Growth
17. Standards of Living during Industrialization
18. Consequences for equality
19. Spread of Growth
20. Globalization in History

Topic Outline and Readings

Required Text: F. Braudel. *Civilization and Capitalism 15th-18th Century, Vol. 1 and Vol. 2.*

Symbols:
- T Required textbook, Braudel Volumes 1 and 2.
- Lib Access reading through CU Library online Catalog.
- CUL Available on CULearn

Date(s)		**Topic(s)** **Questions of historical significance** Readings
Jan. 11		**Introduction to course**
		1. Overview of global long-run growth *What has been the timing and regional pattern of divergence in the last couple of centuries?* *What are the implications of growth for inequality?* *What would a timeline of human economic history look like?*
Jan. 13	CUL	Cameron and Neal, Ch. 1 and 2.
Jan. 15	Lib	*Pritchett. "Divergence, Big Time," *Journal of Economic Perspectives*, 1997, 11(3), p. 3-17.
		2. World Population *What does population tell us about the human history? How much has world population changed? Where does Europe fit within these patterns?*
	T	Braudel, Vol. 1, pp. 31-92
Jan. 20	CUL	Fogel. (2004). The Escape from Hunger and Premature Death, 1700-2100, Europe, America and the Third World+C40, pp. 1-21.
		3. The Structures of Everyday Pre-industrial Life **a. Consumption: Food and Drink, Houses and Clothes** **b. Material Comparison of Standards of Living** *What did people eat, drink; how did they live? What are some ways and methods to compare living standards in the past? By these criteria, when did individual countries of Europe become measurably richer? Were there differences within Europe?*
	T	Braudel, Vol. 1, pp. 129-133, pp. 183-213, pp.256-333.
Jan. 22	CUL	DeLong, "Wealth".
Jan. 25	Lib	*Temin, "The Economy of the Early Roman Empire,"The Journal of Economic Perspectives 20(1): 133-151 (Winter 2006).
	CUL	Allen, (2009) "The high-wage economy of pre-industrial Britain", p. 25-56.
		4. Structure of society and household formation **a. Measures of births, deaths, marriage**

		Who were the members of society? What were their occupations? What function did dowries have? *The European marriage pattern. What did European families of the past look like? What are the origins of these developments? What are the implications of family structure for economic institutions?*
	CUL	Laslett. "One class society", Ch. 2, in The World We Have Lost
	CUL	Laslett. "Misbeliefs about our ancestors", Ch. 4, in The World We Have Lost
	CUL	Clark, (2007) "Fertility", Ch. 4 of Farewell to Alms.
Jan. 29	Lib	Anderson. "The Economics of Dowry and Brideprice" *Journal of Economic Perspectives,* Fall (2007), 21(4).
Feb. 1	Lib	*Hajnal, "Two kinds of pre-industrial household formation system" *Population and Development Review,* Sept (1982), 8(3).
Feb. 3	Lib	Greif. "Family Structure, Institutions, and Growth: The Origins and Implications of Western Corporations" *American Economic Review*, May 2006, 96(2), p. 308-312.
		5. Malthusian model of population dynamics
	CUL	Laslett. "Personal discipline and social survival", Ch. 7, in The World We Have Lost
Feb. 5	CUL	Wrigley and Schofield, *The Population History of England, 1541-1871: A Reconstruction*, Ch. 11
Feb. 8	CUL	Clark, (2007) "The Logic of the Malthusian Economy", Ch. 3 of *Farewell to Alms.*
		6. Famine in Europe *Did the peasants starve? What is the context of famine in historical Europe? What are some examples of historical famines?*
	CUL	Laslett. Ch. 6, "Famine and Pesilence among English people in the Pre-industrial Past".
Feb. 10	CUL	O'Grada, *Black '47 and Beyond: The Great Irish Famine* pp. 3-46.
		7. Poor Laws *When were Poor laws enacted and to what effect?*
	CUL	*Besley, Coate, Guinnane, "Incentives, Information, and Welfare: England's New Poor Law and the Workhouse Test"
Feb. 12	Lib	Persky, "Classical Family Values: Ending the Poor Laws as they knew them", *Journal of Economic Perspectives, Winter 1997, 11(1).*
		8. Agriculture *Why study agriculture in the context of growth? How is agriculture related to developments beyond agriculture, such as state formation?*
	CUL	De Vries. *Dutch Rural Economy in the Golden Age*, Ch. 7.
Feb. 15	Lib	*Robert C. Allen, "Agriculture and the Origins of the State in Ancient Egypt," Explorations in Economic History 34(2): 135-154 (April 1997)
Feb. 17	CUL	*Jared Diamond, "Evolution, consequences, and the future of plant and animal domestication", in *Nature*, *2002.*
		9. Risk-sharing and the Agricultural Revolution of the Medieval Era *What did the agricultural revolution consist of in Europe? Why did it happen? What were enclosures? Why are they relevant?*
	T	Braudel, Vol.1 pp. 104-124.

Feb. 19	CUL Lib	Cameron and Neal, Ch. 3, pp. 44-54. *G. Richardson, "The Prudent Village: Risk Pooling Institutions in the Medieval Village" *Journal of Economic History, June 2005, 65(2).*
Feb. 22	CUL	Allen, R. (2009) "The Agricultural Revolution"
Feb. 24		No class, extra office hours.
Feb. 26		Midterm 1