

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

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University of Colorado: Hellems 241

M-F 2:30-4:05

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Office Hours: Before class by appointment M-Th.

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. Alternatively, you may come up the main outside staircase (also on the west side by the parking circle) and use the call box in the entryway if it is open. If you don't carry a cell phone, just make sure to let me know when to 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 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, and brings us to some issues of 20<sup>th</sup> century developments. 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 debates about development.

## **Texts**

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th ed.
- Joel Mokyr, *The Lever of Riches*
- 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 or academic sanctions. (University policy: <http://www.colorado.edu/policies/classbehavior.html>)

**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 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 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.

**Disability Services:** 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)).

***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. (University policy: [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 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%)
- Short writing assignments on class materials and in class discussion (15%)
- group presentation (10%)
- group written assessment (15%)

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.

## **Article Presentation and Assessment**

You will each be assigned to a group 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. Your group will also hand in a six page written assessment of the article. Further instructions for this and all other shorter written assignments will be given separately.

## **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 Friday June 11 and will be due Wednesday June 16. The final will be posted by Friday June 25 and due Friday July 2. Further instructions will be given when exam questions are posted.

## **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/courses/syllabi-index.html>

## **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 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 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)

6/1	<b>Introduction – Economic History and Economic Development</b>	
	Before class: Cameron and Neal Ch 1	In class: Introduction, syllabus, groups, etc.
6/2	<b>Economic Development in Ancient Times</b>	
	Before class: Diamond, Ch 10 from <i>Guns, Germs, and Steel</i> , Article on Ancient Economies TBA, Cameron and Neal Ch 2 (optional)	In class: Lecture, film clip and discussion
6/3	<b>Economic Development in Medieval Europe</b>	
	Before class: Read either Cosgel – <i>Risk Sharing in Medieval Agriculture</i> (Journal of European Economic History, Spring 1992, v. 21 no 1) or Gary Richardson – <i>The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture</i> (Journal of Economic History, June 2005, v. 65, No. 2), Mokyr Ch 8 (Cameron and Neal Ch 3 optional)	In class: Lecture, Discussion of Cosgel and Richardson Short Writing Assignment #1 due
6/4	<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)	
	Before class: Cameron and Neal Ch 5, Group prepares for presentation, All class reads Karakacili	In class: Lecture, discussion of Karackacili, have questions for group
6/7	<b>The Age of Discovery</b>	
	Before class: Jones Ch 3, Mokyr Ch 4	In class: Lecture and film clip
6/8	<b>The Low Countries</b>	
	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 and discussion Short Writing Assignment #2 – In Class
6/9	<b>Market Economies</b>	
	Before class: Jones Ch 5 & 6	In class: Lecture and discussion
6/10	<b>States and Empires</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)	
	Before class: Group prepares for presentation All class read: Jones Ch 7	In class: Listen to group presentation, discussion, have questions for the group
6/11	<b>Joint Stocks and Credit</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) <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 prepare for presentations All class reads: 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: Listen to group presentations, discussion, have questions for group Midterm questions posted on CU Learn
6/14	<b>Demography and Malthus</b>	
	Before class: Wrigley – <i>Explaining the rise in marital fertility in England in the ‘long’ eighteenth century</i> (Economic History Review, August 1998), skim Wrigley and Schofield’s Ch 11 of <i>Population History of England</i>	In class: Lecture, discussion of demography and techniques Short Writing Assignment #3 due

6/15	<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)	
	Before Class: Group prepare for preparation All class read: Ograda – <i>Black '47 and Beyond</i> p. 3-46	In Class: Listen to presentation, film clip, discussion, have questions for group
6/16	<b>Midterm Due</b>	
	Before Class: Complete Midterm	In Class: Turn in Midterm
6/17	<b>Agricultural Revolution</b>	
	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, discussion
6/18	<b>Technological Change</b> <b>Group #6:</b> Liam Brunt – <i>Mechanical Innovation in the Industrial Revolution: The Case of the Plough Design</i> (Economic History Review, August 2003)	
	Before class: Group prepares presentation All class reads: Cameron and Neal Ch 7, Mokyr Ch11	In class: Listen to group presentation, lecture, film clip, have questions for group
6/21	<b>Enclosures and the Commons</b> <b>Group #7:</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)	
	Before class: Group prepares presentation All class reads: <i>The Tragedy of the Commons</i>	In class: Listen to presentation, discussion, lecture Short Writing Assignment #4 – In Class
6/22	<b>British Economic Growth – The Rate and Nature of Change</b>	
	Before class: 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) Dean and Cole – <i>British Economic Growth</i>	In class: Lecture - discussion
6/23	<b>Standard of Living Debate Part I</b> <b>Group #8:</b> Clark – <i>Farm Wages and Living Standards in the Industrial Revolution: England 1670-1869</i> (Economic History Review, August 2003)	
	Before class: Group Prepares Presentation All class reads: Lindert and Williamson – <i>English Worker's Living Standards During the Industrial Revolution: A New Look</i> (Economic History Review, February 1983)	In class: Listen to presentation, discussion and lecture, ask group questions
6/24	<b>Women and Children – Standard of Living Debate Part II</b> <b>Group #9:</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)	
	Before class: Groups prepare presentations All class reads: Horrell and Humphries – <i>Women's Labor Force Participation and the Transition to the Male Breadwinner Family, 1760-1865</i> (Economic History Review, 1995)	In class: Listen to presentations, discussion, ask groups questions
6/25	<b>Urbanization, Disease, and other Factors – Standard of Living Debate Part III</b>	
	Before class: Allen – <i>Progress and Poverty in Early Modern Europe</i> (Economic History Review, August 2003), 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), Oxley – <i>The Seat of Death</i>	In class: discussion, lecture Final questions posted on CU Learn Short Writing Assignment #5 due

	<i>and Terror: Urbanization, Stunting, and Smallpox</i> (Economic History Review, November 2003)	
6/28	<b>The Role of Empire</b>	
	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 film clip, discussion
6/29	<b>Continental Industrialization</b>	
	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 – discussion Short Writing Assignment #6 due
6/30	<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)	
	Before class: group prepare for presentation All class reads: Cameron and Neal Ch 12 & 14	In class: Listen to group presentation and discussion, ask group questions, film clip
7/1	<b>Globalization and the Late 20<sup>th</sup> c</b>	
	Before class: Jeffrey G. Williamson <i>Globalization, Convergence, and History</i> (The Journal of Economic History, June, 1996)	In class: Lecture and discussion
7/2	<b>Final Exams Due</b>	
	Before class: work on final exams	In class: final exam due

Both the midterm and final exams are take-home format. The midterm will be due no later than 4 pm Wednesday, June 16. The final will be due no later than 4 pm Friday, July 2. I will accept an e-mailed electronic copy or an electronic copy submitted via CU Learn for each of these exams in PDF, Microsoft Word, or Rich Text format only. Early submissions are always accepted.