

Dr. Nicole V. Jobin
University of Colorado: Hellems 141
Fall 2015 MWF 10:00-10:50

Email:

This syllabus and any announcements or updates to the course may all be found on the course web site. Go to <https://learn.colorado.edu>. At this page you will need to enter your CU IdentiKey and password to access D2L course web site information. All of the reading material not found in your main textbooks can be accessed through this site. You may also look for articles using the library's journal finder,

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. The written portion of the Jigsaw will either entail answering a question or two on D2L or completing a question with a group in class concerning the reading. In class you will need to be prepared to describe the article you read to those who did not read it, and to analyze the most important issues in the article. By the end of class, through discussion with your fellow students, 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 for these assignments are posted on D2L as they appear during the semester.

Norlin Special Collections Assignment: On Friday September 11th and Monday September 14th, we will meet in Norlin Library. The class will divide in two with each half going to either Special Collections (Room N345) or Gov. Info. (E3303). We will see items held in special collections and Gov. Info. that pertain to the subject of our course and you will have a paper to complete concerning a particular item of your choice once the overview presentation is complete. Instructions for the Paper will be posted on D2L.

(Anything not from your textbooks should have a link on the D2L course site under “Readings” including the articles for group presentations 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.)

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”?	
8/24	
	Syllabus and Introduction – Modern VS Historical Economic Development Indicators
8/26	
	Cameron and Neal Ch. 1 Allen Ch. 1
8/28	
	Read Diamond, Ch. 8, 9, or 10 from <i>Guns, Germs, and Steel</i> Cameron and Neal Ch. 2 pp. 20-29

8/31

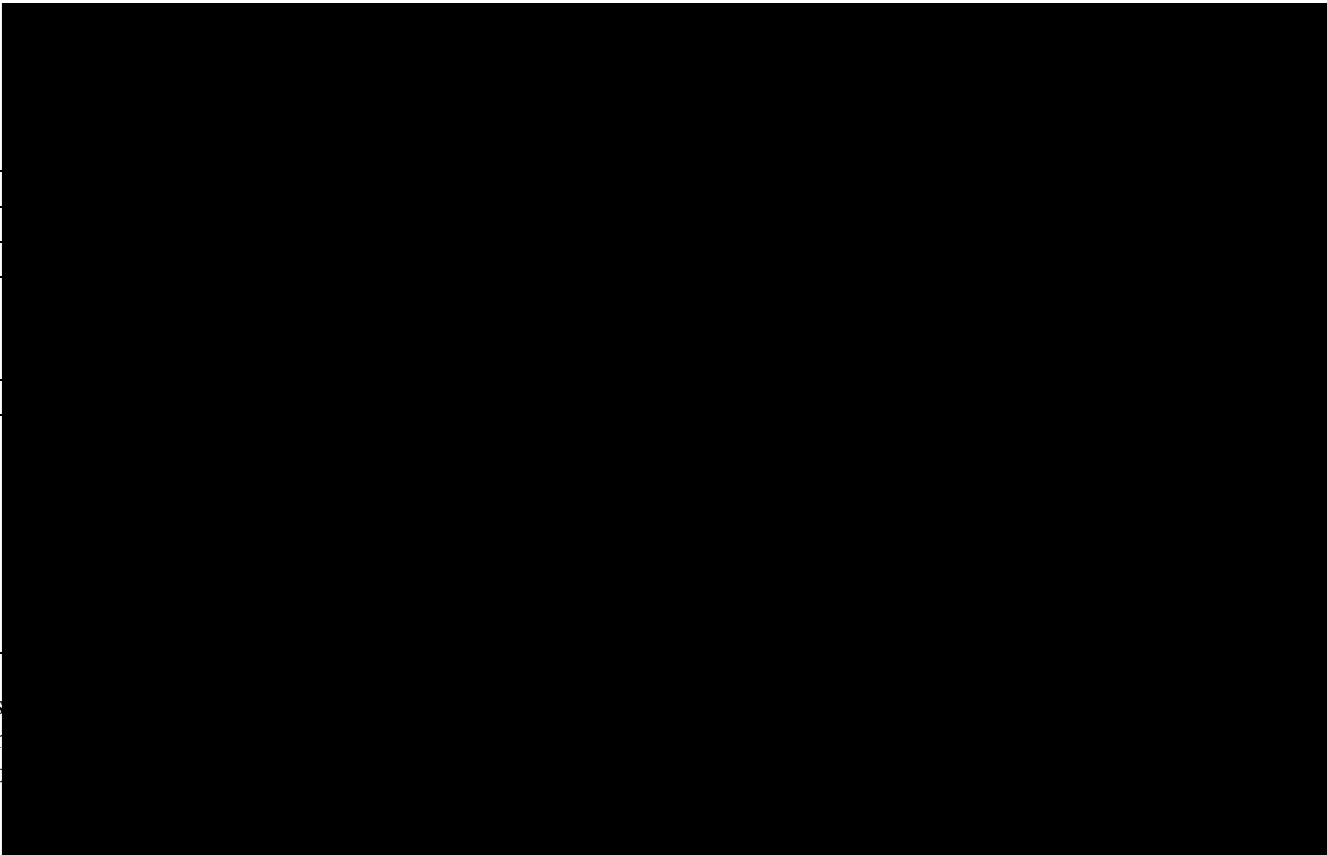
9/7

9/9

9/11

In this s
Econom
transiti
growth

9/14



9/25	
	<p>Bogart – <i>Did the Glorious Revolution Contribute to a Transport Revolution?</i> (Economic History Review, v. 64. No. 4, 2011) Jones – <i>European Miracle</i> Ch. 7</p>
9/28	
	<p>: Read Carlos, Key, and Dupree – <i>Learning and the Creation of Stock Market Institutions</i> (Journal of Economic History, 1998, v. 58) or Carlos and Nicholas – <i>Early Chartered Companies: Analogues of the Modern Multinationals</i> (Business History Review, Autumn 1988, v. 62) Carlos – <i>Joint Stock Trading Companies</i></p>
9/30	
	<p>Carlos and Neil – <i>The Micro-Foundations of the Early London Capital Market</i> (Economic History Review, 2006 Vol. 59, No. 3) Neal – <i>The Finance of Business During the Industrial Revolution</i> (Ch. 7)</p>
10/2	
	<p>: Brunt - <i>Rediscovering Risk: Country Banks as Venture Capital Firms in the First Industrial Revolution</i> (Journal of Economic History, 2006 Vol. 66) Temin and Voth – <i>Private Borrowing and the Financial Revolution: Hoare’s Bank and its customers 1702-1724</i>, (Economic History Review, 2008, Vol. 61, No. 3)</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 pattern begin to change?</p>	
10/5	
	<p>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) Wrigley <i>Population Growth: England 1680-</i></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?

10/16

Cameron and Neal Ch. 7

10/19

11/30	
	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)
12/2	
	Cameron and Neal Ch. 13 pp. 317-338 & Ch. 14 pp. 339-348

12/4

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

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.