



## **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 Professor Shiue. You will know the date and article for your presentation by the end of January. Prior to your presentation, each group will schedule a brief organizational meeting with Professor Shiue. On the day of the presentation, each group will hand in a six page written assessment of the article and a one-page handout for the class. The six page assessment will place the article in context and discuss its strengths and weaknesses. You are not being asked to provide a summary of the article.

## **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 on Thursday, March 9 and will be due in class Tuesday, March 13. The final will be posted by Thursday, April 26 and due in my office no later than Saturday, May 5 at 2 pm. All examinations must be double spaced and typed.

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. In addition, obtaining material from “pre-written” sources available on the internet is *definitely* considered an academic offense! Department policy regarding disabilities and religious holidays is given on the first page of the course site <[www.colorado.edu/Economics/courses](http://www.colorado.edu/Economics/courses)>

**Policy on Late Work:** NO makeup examinations for missed exams and NO late papers will be accepted.

## **Required Text:**

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4<sup>th</sup> ed
- Joel Mokyr, *The Lever of Riches*

The articles and chapters listed below can be found either under E-Journals in the Chinook Catalogue or the course reserves on Chinook.

## Topic Outline and Readings

### 1. Introduction and Long Term Growth

The central theme of this course is the development of the modern economy in Europe. A question which must be addressed, therefore, is exactly how this modern economy differs from the traditional agrarian economy which preceded it. What are the variables one would use to distinguish between a modern and a traditional society? This, it should be realized, is the same question addressed in courses on development economics, although from a different perspective.

- Cameron and Neal, ch. 1 and 2
- Jared Diamond, *Guns Germs and Steel*, ch. 10
- Massimo Livi-Bacci (1997). *A Concise History of World Population*.

### 2. Europe First - When and Where?

- N.F.R. Crafts, *British Economic Growth During the Industrial Revolution* ch. 3
- Robert C. Allen, "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War", *Explorations in Economic History*, Vol 38, October 2001: 411-47.
- Carol H. Shiue and Wolfgang Keller, "Markets in China and Europe on the Eve of the Industrial Revolution, working paper, <<http://spot.colorado.edu/~shiue/MarketsChinaEurope.pdf>>

### 3. Demography and Income

Perhaps the most important issue in a long term study of economic development is man's

**Group#2** - E.A. Wrigley “Explaining the rise in marital fertility in England in the ‘long’ eighteenth century” *Economic History Review*, August, 1998.

A recent debate has looked at whether or not the famine in Ireland was a structural break in Irish economic history. One school of thought claims that price shocks in international commodity markets would have, by themselves, substantially decreased agricultural labor demand in Ireland - even in the absence of the Famine. Work on the real economic impact of the famine on Ireland includes:

Cormac O’Grada,

change or as a source of labor for the industrial sector. In particular, see:

- Cameron and Neal, pp. 165-168
- Robert C. Allen, "Tracking the Agricultural Revolution in England",

creation of a market for that debt. A good summary is:

Larry Neal, "The Finance of Business During the Industrial Revolution", in Floud and McCloskey, ch. 7.

**Group #9** - Ann Carlos, Jennifer Key, and Jill L Dupree, "Learning and the Creation of Stock Market Institutions," *Journal of Economic History* 58 (1998) 318-34.

**Group #10** - Jean-Laurent Rosenthal, "Credit Markets and Economic Change in Southeastern

- N.F.R. Crafts, "British Economic Growth, 1700-1831: A Review of the Evidence", *Economic History Review*, May 1983.
- Nicholas Crafts, "Productivity Growth in the Industrial Revolution: A New Growth Accounting Perspective" *Journal of Economic History*, June 2004.

Another piece of revisionist quantitative work done on the industrial indices is that by:

- C. Knick Harley, "British Industrialization before 1841: Evidence of Slower Growth during the Industrial Revolution", *Journal of Economic History*, June 1982.

**Group #11** - Jeffrey G. Williamson "Why Was British Growth So Slow During the Industrial Revolution?", *The Journal of Economic History* > Vol. 44, No. 3 (Sep., 1984), pp. 687-712

## 9. The Standard of Living Debate

Ultimately economists have to ask how the development process has affected the standards of living of those involved. An examination of British Industrialization produces no clear picture. Both contemporaries and current historian alike are divided into optimistic and pessimistic camps. For a taste of these views refer back to the Mokyr survey and also see:

P.H. Lindert and J.G. Williamson, "English Workers' Living Standards During the Industrial Revolution: A New Look", *Economic History Review*, February 1983.

However, both of these pieces use male wages as the index for changes in the standard of living and more importantly, use those changes as the basis for changes in the standard of living for the family. We know that women worked as part of the family unit during the late eighteenth centuries. What was happening to female income over the course of the industrial revolution? Work on this subject has been done by :

**Group #12** - Sara Horrell and Jane Humphries, "'The Exploitation of Little Children': Child Labor and the Family Economy in the Industrial Revolution", *Explorations in Economic History*, vol 32, October 1995.

**Group #13**- Sara Horrell and Jane Humphries, "Women's Labour Force Participation and the Transition to the Male Breadwinner Family, 1760-1865, *Economic History Review*, XLVIII, 1995.

Because it is so difficult to get reliable monetary indices with which to measure the standard of living, an alternative approach has been to examine diet and height. These are measures which can be used as good proxies for movements in the standard of living over time.

**Group #14** - Stephen Nicholas and Richard Steckel, "Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770-1815", *Journal of Economic History*, December 1991.

## 10. Continental Industrialization

Britain, as the first industrialized nation, has often been seen as representative of the process. When studying European industrialization that view is probably more misleading than helpful.

A survey of the way in which European countries industrialized can be found in:

Cameron, chs 9 and 10

François Crouzet, "The historiography of French Economic Growth in the Nineteenth Century," *Economic History Review*, LVI, May 2003.