

ECON 4514: Economic History of Europe

Dr. Nicole V. Jobin

University of Colorado: Economics 119

M-F 11:00-12:35

Email: Nicole.Jobin@Colorado.edu

CU Learn Website: <http://culearn.colorado.edu>

Office: Sewall Hall. 42A (303-492-3555)

Office Hours: After 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 or go in to the main office to the right and ask Martha Shernick to call for me to come up and meet you. 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 20th 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

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 July 17 and will be due Wednesday July 22. The final will be posted by Friday July 31 and due Friday August 7. 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)

7/7	Introduction – Economic History and Economic Development	
	Before class: Cameron and Neal Ch 1	In class: Introduction, syllabus, groups, etc.
7/8	Economic Development in Ancient Times	
	Before class: Diamond, Ch 10 from <i>Guns, Germs, and Steel</i> , Cameron and Neal Ch 2	In class: Lecture, film clip and discussion
7/9	Economic Development in Medieval Europe	
	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
7/10	The Transition from Medieval to Early Modern	
	Group #1: 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
7/13	The Age of Discovery	
	Before class: Jones Ch 3, Mokyr Ch 4	In class: Lecture and film clip
7/14	The 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 and discussion Short Writing Assignment #2 – In Class
7/15	Market Economies	
	Before class: Jones Ch 5 & 6	In class: Lecture and discussion
7/16	States and Empires	
	Group #2: 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
7/17	Joint Stocks and Credit	
	Group #3: Carlos, Key, and Dupree – <i>Learning and the Creation of Stock Market Institutions</i> (Journal of	

7/21

Irish Potato Famine

Group #5: O'Rourke – *Did the Great Irish Famine Matter?* (Journal of Economic History, March 1991)

	(Economic History Review, November 2003)	
8/3	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 film clip, discussion
8/4	Continental Industrialization	
	Before class: Cameron and Neal Ch 9 & 10, Crouzet – <i>The Historiography of French Economic Growth in the Nineteenth Century</i> (E ,	