

ECON 4514-002: Economic History of Europe

Dr. Nicole V. Jobin

Office Hours:

M&F 11:00-12:30, W 11:00-12:00 and by appointment. I occasionally need to cancel office hours to meet other University commitments, so checking with me in class or by e-mail 11:orJTJ ET Q.2 (115by e) Tj Eo0.2 (e) 0o24 0 0 0.t558.i c1c3-0.2 (i5pf.799 558.96cm B

circle and call me on your cell phone to have me let you in. Sewall has no elevator, so let me know if stairs are a problem and we can meet elsewhere if necessary.

Course Description

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 growth of income per-capita has become the norm. This transformation, covering the period from roughly 1200-1900, marks one of history's great changes. 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 topical sections. The first examines the preconditions of European economic development, paying particular attention to the demographic, technological, and institutional changes that supported growth through the centuries before industrialization. The second

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Oxford:

- Oxford University Press, 2003. (ISBN 0-19-512705-6) Referred to in your schedule of readings as Cameron and Neal.
- Allen, Robert C. *The British Industrial Revolution in Global Perspective*. Cambridge: Cambridge University Press, 2009. (ISBN 978-0-521-68785-0) Referred to in your schedule of readings as Allen. Do not confuse with articles by Allen which will be followed by a title rather than a chapter number.
 - Several articles and chapters located on D2L 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 D2L site (<https://learn.colorado.edu>)

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 include: cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery, and threatening behavior. 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 <http://honorcode.colorado.edu/> to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at honor@colorado.edu.

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 (25%)
- Final exam (30%)
- In-class activity participation and random attendance (10%)
- Group presentation (15%)
- Reading journal (20%)

In-Class Activities and Attendance I will take attendance on a fairly random basis, though this is especially likely when students are giving group presentations. In addition, we will do several in-class activities or short assignments throughout the term. Many times these are as simple as brainstorming answers to questions in order to prepare for discussion. Other times there will be slightly more specific directions. On days when we do these activities, your participation counts as part of your attendance and participation grade. There are no make-up opportunities for these activities.

Group Presentation: You will each be assigned to a group of 3 students that 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. A grading rubric for the presentation with fuller instructions will be posted on D2L. Sign up for presentations will start on September 5th.

Reading Journal: Over the term you will select 7 articles (no book chapters) from the reading list to write about for your reading journal as well as finding and writing on one article of interest that relates to course material that is not included in our syllabus. Check D2L for any special instructions for an article we are covering, but in general, you will basically be summarizing the article **in your own words**, as well as describing any thoughts you have on how the article relates to any other course materials or information from class that we have covered. Think about the strengths and weaknesses of the arguments, questions you might have about the methods and evidence presented to support the thesis of the article, and the ways the article answers the central questions for the section of class it falls under. I will collect

9/17	The Benefits and Pitfalls of Expansion
	Drelichman – <i>The Curse of Montezuma: American Silver and the Dutch Disease</i> (Explorations in Economic History, 2005, v. 42) Jones Ch. 4

9/19 **Enlightenment**

10/8	Demography and Malthus
	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 1680-1820</i>
10/10	Demography Part II
	First Reading Journal – 4 article entries due Mokyr – <i>Industrialization and Poverty in Ireland and the Netherlands</i> (Journal of Interdisciplinary History, Winter 1980) Allen Ch. 2
10/12	Irish Potato Famine Group #5: O'Rourke –

countries started to adopt industrialization. Who adopted when, and why? How was their development path different from that of Britain? And what happened to European Economies as we moved into the 20th century?

11/26

The Role of Empire

Ward – *The Industrial Revolution and British Imperialism 1750-1850*