

Dr. Nicole V. Jobin
University of Colorado: Hellems 241111cs6

-492-3555)

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.

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 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.

Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th ed.
Joel Mokyr, *The Lever of Riches*

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>

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)

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 (

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.

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.

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.

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>

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 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.

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

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| 6/15 | : 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 | | |
| | Before Class: Complete Midterm | In Class: Turn in Midterm |
| 6/17 | | |
| | 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 | 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 | 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 |

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| | <i>and Terror: Urbanization, Stunting, and Smallpox</i> (Economic History Review, November 2003) | |
| 6/28 | | |
| | 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 | | |
| | 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

Ben Bernanke *The Macroeconomics of the Great Depression: A Comparative Approach* (Journal of Money Credit and Banking) 41(4) 635-652