

Syllabus

Economic History of Europe

ECON 4514-001

Spring 2015

Instructor: Edward Kosack

AM-11AM

Class Website: Desire2Learn (D2L)

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This is the best way to contact me outside of my office hours. Please allow me 24 hours to respond.

COURSE OBJECTIVES

In this course, we will explore the economic history of Europe. Specifically, we will cover the evolution of modern economic growth and development in Europe, with a particular focus on institutional change. The course is divided into three sections. In the first section we will discuss the links between economic history and economic development, answering the question, Why study economic history? In the second section, we will discuss major themes in European economic history, including the agricultural revolution, the industrial revolution, the demographic transition, and European divergence. Finally, in the third section we will explore various microeconomic topics (health, migration, urbanization, etc.) to better understand the causes and consequences of historical development. This is an applied economics course where we will discuss historical events from an economic standpoint, using the tools of the applied economist (models, statistics and econometrics, etc.).

EXPECTATIONS

The students can expect me to do my best to assist them in their successful completion of the course. The students can also expect me to be professional and respectful at all times by arriving to class on time, silencing my phone and putting it away during class, reserving personal conversations for before and after class, and being courteous in interactions with others.

I expect the students to do their best and to take class seriously as they strive to do well in the course. This includes, attending the class regularly, completing all assignments, asking questions when something is unclear or needs further explanation, and actively participating in order to help us all understand the content better. I also expect the students to be professional and respectful at all times by arriving to class on time, silencing and putting away their phones

during class, reserving personal conversations for before and after class, and being courteous in interactions with others.

PREREQUISITES

Prerequisites will be strictly enforced. You must have either ECON 3070 (Intermediate Microeconomic Theory) or ECON 3080 (Intermediate Macroeconomic Theory).

LAPTOPS, TABLETS and COMPUTERS

Please leave them at home or in your bags as they tend to distract your classmates (and me!). We can use my laptop for class presentations.

ATTENDANCE

You are all adults and I consider it a waste of precious class time to take attendance each class. That being said, you will not do well in this course unless you attend each day. As discussed below, there are no make-up opportunities for the assignments or exams (nor will these be accepted late). Missing any one of these graded assignments will result in a grade of zero for that assignment. The exam dates are clearly listed on this syllabus. If you have a conflict, you can see me immediately, but I will probably suggest that you reschedule whatever else it is that you have going on or that you drop the course. No exceptions to this policy!!!

I will take attendance for the first three meetings of the class. Those who do not attend those first three meetings will be administratively dropped from the course.

NOTES

I do not, as a rule, distribute my lecture notes. If you must miss lecture for any reason, please be sure to obtain the notes from a classmate. I encourage you to come to office hours to discuss any of the material from lecture, but please be sure to take notes or obtain a copy from a classmate, read them over, and bring them with your specific questions to my office. I might provide skeleton outlines or supplementary notes on Desire2Learn throughout the semester, but these will not suffice as your sole source of information and it is imperative that you come and take notes during lecture.

EMAIL

I encourage you to email me with any questions and concerns. Please be polite and considerate in all email communications. I will do my best to respond within 24 hours. This response may come in the form of an email directly back to you or, if the answer would be beneficial to the entire class, a mass email communication to the class or an announcement during the lecture.

my office on May 6th from 4:30pm until 7:00pm so that you can turn your exam in.

*****IMPORTANT*****

What can we learn about growth and development from economic history?

Nunn, N. (2009). The Importance of History for Economic Development. *Annual Review of Economics*, 1, 65-92. (available at this link http://scholar.harvard.edu/files/nunn/files/nunn_are_2009.pdf)

Temin, P. (2014). *Economic History and Economic Development: New Economic History in Retrospect and Prospect* (No. w20107). National Bureau of Economic Research. (available online at the following link <http://www.nber.org/papers/w20107.pdf>)

How do we measure well-being in economic history?

Maddison, A. (2005). Measuring and Interpreting World Economic Performance 1500-2001. *Review of Income and Wealth*, 51(1), 1-35.

Steckel, R. H. (2009). Heights and Human Welfare: Recent Developments and New Directions. *Explorations in Economic History*, 46(1), 1-23.

The Big Picture

Industrial Revolution

Clark, G. (2005). *The Condition of the Working Class in England, 1209-2004*.

Abramitzky, R., Boustan, L. P., & Eriksson, K. (2013). Have the Poor Always been Less Likely to Migrate? Evidence from Inheritance Practices during the Age of Mass Migration. *Journal of Development Economics*, 102, 2-14.

Health

Seat of Death and T Urbanization, Stunting, and
Smallpox. *The Economic History Review*

Nafziger, S. (2011). Did Ivan's Vote Matter? The Political Economy of Local Democracy in Tsarist Russia. *European Review of Economic History*, 15(3), 393-441.

Keller, W., & Shiue, C. H. (2014). Endogenous Formation of Free Trade Agreements: Evidence from the Zollverein's Impact on Market Integration. *The Journal of Economic History*, 74(04), 1168-1204.

Geography

Gutberlet, T. (2014). Mechanization and the Spatial Distribution of Industries in the German Empire, 1875 to 1907. *The Economic History Review*, 67(2), 463-491.

Nunn, N., & Qian, N. (2011). The Potato's Contribution to Population and Urbanization: Evidence From A Historical Experiment. *The Quarterly Journal of Economics*, 126(2), 593-650.

Government Policy and Action

Kesternich, I., Siflinger, B., Smith, J. P., & Winter, J. K. (2014). The Effects of World War II on Economic and Health Outcomes Across Europe. *Review of Economics and Statistics*, 96(1), 103-118.

Carlin, W., Schaffer, M., & Seabright, P. (2013). Soviet Power Plus Electrification: What is the Long-run Legacy of Communism?. *Explorations in Economic History*, 50(1), 116-147.

ADDITIONAL INFORMATION

Administrative Drops

I will strictly enforce administrative drops in this course in order to treat everyone on the wait list fairly. First, I will take attendance for the first three meetings of the course. You must attend these first three meetings or I will administratively -3(d0)4()-89(mee)6U.49 31[ve)4(ly)18{Adm)-C.

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

Religious Observance Policy

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. If you have a conflict, please contact me at the beginning of the term so we can make proper arrangements.

Classroom Behavior Policy

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions.

staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127, or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.