

## MODULE OUTLINE – ECONOMICS

**ECO3020**

**Economic History**

**2014–2015**

### Availability and prerequisites

This module is available to level-3 students taking BSc Economics (including joint programmes), BSc Business Economics, or BA Politics, Philosophy and Economics.

Prerequisites are ECO1001 (Principles of Economics) or ECO1007 (Economics of Organisations).

While not a prerequisite, students will benefit from having taken ECO2008 (Introductory Econometrics) or ECO2023 (Quantitative Business Methods). However, this module remains accessible to students without a strong quantitative background, as long as they are willing to learn how to read statistics.

### Lecture and tutorial times and locations

Lectures (from week 1):

Tuesdays\*                      09:00–11:00    6CP/01/035

Tutorials (from week 3):

Wednesdays                    10:00–11:00    PFC/02/009    (Group A)

Wednesdays                    11:00–12:00    PFC/02/009    (Group B)

Wednesdays                    12:00–13:00    PFC/02/009    (Group C)

\* = Due to St Patrick's Day falling on a Tuesday, the lecture in week 7 has been re-arranged to Thursday. Announcement about the time and location will be made on Queen's Online.

### Module Coordinator

Lecturer: Dr Chris Colvin  
Email:     chris.colvin@qub.ac.uk

### Teaching Assistant

Tutor: Mr Nikita Lychakov  
Email:    nlychakov01@qub.ac.uk

### Module aims

1. To acquaint students at an advanced undergraduate level with the field of economic history and historical economics, including its major sub-fields business history and financial history.
2. To get students to appreciate the usefulness of historical enquiry within economics and the broader social sciences.
3. To provide students with an awareness of the long-run economic history of the world economy across the last 500 years.
4. To further develop students' understanding of important themes within economics, such as demographic transition, industrialisation, competing economic systems, and economic crises.
5. To develop students' ability to critically read academic articles, interpret data, weigh evidence and draw conclusions from a range of sources, both quantitative and qualitative.

## Module description

Economic history is the study of economies or economic phenomena in the past. Historical economics is about testing the generality of economic theory using history. This 12-week 3rd-year module – intended for students taking BSc Economics, BSc Business Economics or BA Politics, Philosophy and Economics – is an introduction to these fields. It is important for students to note that this module is not designed as a history of the economy; rather than simply teaching students about history for its own sake, this module intends to teach students about how to *use* their economic theory and empirical methods in historical enquiry.

The topics chosen are taught in a roughly chronological order, starting with the demographic transition and ending with the collapse of Communism. While they are all important topics that will teach students about the origins of the modern economy, the choice is not intended to be a comprehensive one; there are many other topics that could have been included, but were not due to time constraints and my personal preferences.

This module is first and foremost a reading course and is therefore not designed around a textbook. Rather, it is based around a selection of academic papers published in economics and history journals. Students are expected to read these papers as part of the course. While this might seem daunting at first, one aim of this module is to teach students *how* to read academic texts in a critical and efficient manner. My Teaching Assistant, Nikita Lychakov, and I will be guiding students through their reading in lectures and tutorials. Remember also that you are not taking this module alone; you may consider forming reading groups with your peers.

The papers chosen are either considered classics of the genre (e.g. those by Nobel Prize winners Bob Fogel or Doug North), offer contrasting or controversial perspectives (e.g. those by Greg Clark or Leslie Hannah), review important works to a particular literature (e.g. by Tim Leunig or Nick Crafts), or are brand-new contributions to the field (e.g. by Jared Rubin or Graham Brownlow). A number of recommended texts are listed at the start of the syllabus. These function as background reading; at the very least they provide some necessary historical context. Additional references are given in lecture slides.

## Learning outcomes

### *Knowledge and understanding*

This module covers various topics in the economic history of the world across the last 500 years. It is intended to complement other final year modules; accordingly it emphasises the application of microeconomic and macroeconomic theory. On completion, students should be able to consider how economic reasoning can be used to explain both major historical events and long-run historical processes. Applied economics which uses economic history is also covered. Tutorials concentrate on the in-depth discussion of landmark papers, especially in the New Economic History tradition, and on country-specific material, especially on Britain and Ireland.

### *Intellectual skills*

Students should understand the relationship between historical evidence and economic/quantitative reasoning. They should be able to use objective arguments, to weigh evidence and draw up conclusions based on narrative and empirical analysis.

### ***Practical skills***

Students will develop their oral and written communication skills, as well as getting an awareness of how economics can be applied to better understand of the wealth and poverty of nations. The skillset acquired by students in this module is particularly useful for those intending to pursue postgraduate study in economics or related disciplines, or for those wishing to work as a professional economist in government.

## **Teaching**

### ***Lectures***

This module is taught in 24 hours of lectures: 2 hours per week for 12 weeks. These lectures will cover the topics as outlined in the syllabus at the end of this module outline, and guide students through their independent reading. Chris will give all 12 lectures.

### ***Tutorials***

There will also be 10 hours of tutorials: 1 hour per week for 10 weeks, starting in week 3 of the semester. During these tutorials we will present, discuss and debate assigned academic papers and coursework. This module is assessed with a large element of coursework, and some material is only covered in tutorials. Students are therefore expected to attend. Some tutorials will be led by Chris, some by Nikita, and others by both.

### ***Help and feedback***

Help or feedback on your performance can be sought in tutorials, by visiting me during my office hours, or by email. I will also make myself available for questions after lectures. We strive to provide students with formative comments within three weeks of submission of written material.

## **Assessment**

### ***Class presentation (10%)***

Students will present a critical assessment of an article from the reading list to their colleagues in a tutorial. This presentation, which will count for 10% of their overall module grade, will assess the paper's arguments in light of the relevant literature. Students must not merely summarise their chosen paper; they must contrast its findings with those of other economic historians, and must form their own judgement on its methodology and findings. Depending on student numbers taking this module, these presentations may be given by groups of 2 students. They should be approx. 15 minutes to allow sufficient time for discussion. A 1-page summary of the presentation must be submitted to the tutorial teacher on the day of the presentation in order to aid with assessment. A separate document outlining the assessment criteria will be made available on Queen's Online.

### ***Assessed paper review (15%)***

Students will write 1 review of an unpublished working paper in economic history that have been distributed in the past year. This review, which will count for 15% of their overall module grade, will contextualise the working paper's arguments by contrasting its findings with those of more established, published, articles. It must be succinct (approx. 1,000 words) and written in an accessible way for a general audience. A separate document containing the assessment criteria and a shortlist of papers

to review will be made available on Queen's Online. The review functions as preparation for the final examination; accordingly, formative feedback will be provided in Week 9 for those students that submit by the deadline set.

### ***Assessed essay (25%)***

Students will be given an assessed essay to complete over the Easter Vacation, which will count for 25% of their overall module grade. Students will be able to collect their essay question in Week 9 through Queen's Online. Students must complete a fully-referenced 3,000-word essay which answers the question set. Students must critically assess the relevant literature listed in the module outline, and elsewhere, as part of their answers. This essay functions as preparation for the final examination; accordingly, formative feedback will be provided in Week 12 for those students that submit by the deadline set.

### ***Final examination (50%)***

Students will sit a 2-hour exam at the end of this module, which will count for 50% of their overall module grade. Students will be able to collect a list of exam questions in Week 12 the exam through Queen's Online. Students will have to choose two of these questions, one each from Section A and Section B, and use the time available before the exam to prepare their answers. The final essays will then be written under exam conditions on the day of the exam. The essays must be substantial pieces of writing that critically consider the breadth of the literature relevant to the questions chosen. They must be fully referenced.

## **Recommended texts**

This module has no textbook. All the readings listed on the this module's syllabus are articles published in academic journals. The works listed below expand on some of these topics. Available from the library, they should prove especially useful when writing essays.

R. C. Allen (2009), *The British Industrial Revolution in global perspective*. Cambridge: Cambridge University Press.

F. Amatori & A. Colli (2011), *Business history: Complexities and comparisons*, London: Routledge.

S. Broadberry, B. Campbell, A. Klein, M. Overton & B. van Leeuwen (2015), *British economic growth, 1270-1870*, Cambridge: Cambridge University Press.

S. Broadberry & K. O'Rourke, Eds. (2010), *The Cambridge economic history of modern Europe*, 2 volumes, Cambridge: Cambridge University Press.

G. Clark (2007), *A farewell to alms: A brief economic history of the world*, Princeton: Princeton University Press.

J. Diamond & J. A. Robinson (2010), *Natural experiments of history*, Cambridge: Belknap Press of Harvard University Press.

C. H. Feinstein, P. Temin & G. Toniolo (2008), *The world economy between the wars*, Oxford: Oxford University Press.

C. H. Feinstein & M. Thomas (2002), *Making history count: A primer in quantitative methods for historians*, Cambridge: Cambridge University Press.

R. Floud, J. Humphries & P. Johnson (2014), *The Cambridge economic history of modern Britain*, 2nd ed., 2 vols., Cambridge: Cambridge University Press.

C. Ó Gráda (1994), *Ireland: A new economic history 1780-1939*, Oxford: Oxford University Press.

A. Offer (2006), *The challenge of affluence: Self-control and well-being in the United States and Britain since 1950*, Oxford: Oxford University Press, ch. 2, pp. 15-38.

K. G. Persson & P. Sharp (2015), *An economic history of Europe: Knowledge, institutions and growth, 600 to the present*, 2nd ed., Cambridge: Cambridge University Press.

J.-L. Rosenthal & R. B. Wong (2011), *Before and beyond Divergence: The politics of economic change in China and Europe*, Cambridge MA; Harvard University Press.

## Syllabus topics and reading list

### Introduction: Economics and History

*What is economic history? What is the relationship between economic history, economics and history? What is the Cliometric Revolution?*

D. N. McCloskey (1976), 'Does the past have useful economics?', *Journal of Economic Literature* 14(2), pp. 434-461.

Available at: <http://www.jstor.org/stable/2722462>.

R. M. Solow (1985), 'Economic history and economics', *American Economic Review: Papers & Proceedings* 75(2), pp. 328-331.

Available at: <http://www.jstor.org/stable/1805620>.

C. Goldin (1995), 'Cliometrics and the Nobel', *Journal of Economic Perspectives* 9(2), pp. 191-208.

Available at: <http://dx.doi.org/10.1257/jep.9.2.191>.

### Topic 1: Malthusian Demographics and the Demographic Transition

*What determined economic life before modernity? How and when did Europe escape Malthus?*

G. Clark (2005), 'The condition of the working class in England, 1209-2004', *Journal of Political Economy* 113(6), pp. 1307-1340.

Available at: <http://www.jstor.org/stable/10.1086/498123>

G. Clark & G. Hamilton (2006), 'Survival of the richest: The Malthusian mechanism in pre-industrial England', *Journal of Economic History* 66(3), pp. 707-736.

Available at: <http://dx.doi.org/10.1017/S0022050706000301>.

Review articles by McCloskey, Voth, Grantham, Persson, and response by Clark (2008), in: 'Symposium on Gregory Clark's *A farewell to alms*', *European Review of Economic History* 12(2), pp. 137-199.

Available at: <http://ereh.oxfordjournals.org/content/12/2.toc>.

**Topic 2: Britain, France and the Industrial Revolution**

*What are the causes of the Industrial Revolution? Why did it occur first in Britain and not France? Does it matter?*

N. F. R. Crafts (1977), 'Industrial Revolution in England and France: Some thoughts on the question, "Why was England first?"', *Economic History Review* 30(3), pp. 429-441.

Available at: <http://www.jstor.org/stable/2594877>.

D. S. Landes (1994), 'What room for accident in history?: Explaining big changes by small events', *Economic History Review* 47(4), pp. 637-656.

Available at: <http://www.jstor.org/stable/2597710>.

P. K. O'Brien (1996), 'Path dependency, or why Britain became an industrialized and urbanized economy long before France', *Economic History Review* 49(2), pp. 213-249.

Available at: <http://www.jstor.org/stable/2597914>.

R. C. Allen (2011), 'Why the Industrial Revolution was British: Commerce, induced invention, and the scientific revolution', *Economic History Review* 64(2), pp. 357-384.

Available at: <http://dx.doi.org/10.1111/j.1468-0289.2010.00532.x>.

**Topic 3: Institutions and the Financial Revolution**

*What was the Financial or Fiscal Revolution? What were its causes, and what were its (long-run) consequences for economic development?*

D. C. North & B. C. Weingast (1989), 'Constitutions and commitment: The evolution of institutions governing public choice in seventeenth-century England', *Journal of Economic History* 49(4), pp. 803-832.

Available at: <http://www.jstor.org/stable/2122739>.

P. T. Hoffman, G. Postel-Vinay & J.-L. Rosenthal (1999), 'Information and economic history: How the credit market in Old Regime Paris forces us to rethink the transition to Capitalism', *American Historical Review* 104(1), pp. 69-94.

Available at: <http://www.jstor.org/stable/2650181>.

L. Neal (2000), 'How it all began: The monetary and financial architecture of Europe during the first global capital markets, 1648-1815', *Financial History Review* 7(2), pp. 117-140.

Available at: <http://dx.doi.org/10.1017/S0968565000000081>.

O. Gelderblom & J. Jonker (2011), 'Public finance and economic growth: The case of Holland in the seventeenth century', *Journal of Economic History* 71(1), pp. 1-39.

Available at: <http://dx.doi.org/10.1017/S0022050711000015>.

**Topic 4: China, Europe and the Great Divergence**

*How, and when, did Europe diverge from China to become the world's leading region?*

K. Pomeranz (2002), 'Political economy and ecology on the eve of industrialization: Europe, China, and the global conjuncture', *American Historical Review* 107(2), pp. 425-446.

Available at: <http://www.jstor.org/stable/10.1086/532293>.

R. B. Wong (2002), 'The search for European differences and domination in the early modern world: A view from Asia', *American Historical Review* 107(2), pp. 447-469.

Available at: <http://www.jstor.org/stable/10.1086/532294>.

R. C. Allen, J.-P. Bassino, D. Ma, C. Moll-Murata & J. L. van Zanden (2011), 'Wages, prices, and living standards in China, 1738-1925: In comparison with Europe, Japan, and India', *Economic History Review* 64(S1), pp. 8-38.

Available at: <http://dx.doi.org/10.1111/j.1468-0289.2010.00515.x>.

N. Voigtländer & H.-J. Voth (2013), 'Gifts of Mars: Warfare and Europe's early rise to riches', *Journal of Economic Perspectives* 27(4), pp. 165-186.

Available at: <http://dx.doi.org/10.1257/jep.27.4.165>.

### **Topic 5: Human Capital and the Protestant Work Ethic**

*What is the relationship between religion and economic growth? Did Christianity lead to industrialisation?*

S. O. Becker & L. Woessmann (2009), 'Was Weber wrong? A human capital theory of Protestant economic history', *Quarterly Journal of Economics* 124(2), pp. 531-596.

Available at: <http://dx.doi.org/10.1162/qjec.2009.124.2.531>.

D. Cantoni (2012), 'Adopting a new religion: The case of Protestantism in 16th century Germany', *Economic Journal* 122(560), pp. 502-513.

Available at: <http://dx.doi.org/10.1111/j.1468-0297.2012.02495.x>.

J. Rubin (2014), 'Printing and Protestants: An empirical test of the role of printing in the Reformation', *Review of Economics and Statistics*, 29(2), pp. 270-286.

Available at: [http://www.mitpressjournals.org/doi/abs/10.1162/REST\\_a\\_00368](http://www.mitpressjournals.org/doi/abs/10.1162/REST_a_00368).

### **Topic 6: Height, Health and Human Development**

*How can we measure and explain historical standards of living in the absence of standardised statistics?*

R. H. Steckel (1986), 'A peculiar population: The nutrition, health, and mortality of American slaves from childhood to maturity', *Journal of Economic History* 46(3), pp. 721-741.

Available at: <http://www.jstor.org/stable/2121481>.

K. Inwood & E. Roberts (2010), 'Longitudinal studies of human growth and health: A review of recent historical research', *Journal of Economic Surveys* 24(5), pp. 801-840.

Available at: <http://dx.doi.org/10.1111/j.1467-6419.2010.00643.x>.

M. Blum (2013), 'War, food rationing, and socioeconomic inequality in Germany during the First World War', *Economic History Review* 66(4), pp. 1063-1083. Available at: <http://dx.doi.org/10.1111/j.1468-0289.2012.00681.x>.

### **Topic 7: Death, Migration and the Great Irish Famine**

*What caused the Great Irish Famine? What were its economic and social consequences?*

C. Ó Gráda & K. H. O'Rourke (1997), 'Migration as disaster relief: Lessons from the Great Irish Famine', *European Review of Economic History* 1(1), pp. 3-25.

Available at: <http://dx.doi.org/10.1017/S1361491697000026>.

J. Mokyr & C. Ó Gráda (2002), 'What do people die of during famines: The Great Irish Famine in comparative perspective', *European Review of Economic History* 6(3), pp. 339-363.

Available at: <http://dx.doi.org/10.1017/S1361491602000163>.

C. Ó Gráda (2007), 'Making famine history', *Journal of Economic Literature* 45(1), pp. 5-38.

Available at: <http://dx.doi.org/10.1257/jel.45.1.5>.

### **Topic 8: American Capitalism in European Perspective**

*How did the US become an economic superpower? What is unique about American capitalism?*

N. F. R. Crafts (1998), 'Forging ahead and falling behind: The rise and relative decline of the first industrial nation', *Journal of Economic Perspectives* 12(2), pp. 193-210.

Available at: <http://www.jstor.org/stable/2646970>.

N. R. Lamoreaux, D. M. G. Raff & P. Temin (2003), 'Beyond markets and hierarchies: Toward a new synthesis of American business history', *American Historical Review* 108(2), pp. 404-433.

Available at: <http://www.jstor.org/stable/10.1086/533240>.

L. Hannah (2007), 'The "divorce" of ownership from control from 1900 onwards: Re-calibrating imagined global trends', *Business History* 49(4), pp. 404-438.

Available at: <http://dx.doi.org/10.1080/00076790701295821>.

### **Topic 9: Railroads, Cinemas and Social Savings**

*How can we measure the economic impact of revolutionary technologies in history?*

R. W. Fogel (1979), 'Notes on the social saving controversy', *Journal of Economic History* 39(1), pp. 1-54.

Available at: <http://dx.doi.org/10.1017/S0022050700096285>.

T. Leunig (2010), 'Social savings', *Journal of Economic Surveys* 24(5), pp.775-800.

Available at: <http://dx.doi.org/10.1111/j.1467-6419.2010.00636.x>.

G. Bakker (2012), 'How motion pictures industrialized entertainment', *Journal of Economic History* 72(4), pp. 1036-1063.

Available at <http://dx.doi.org/10.1017/S002205071200068X>.

### **Topic 10: Origins of the Great Depression**

*What caused the US Great Depression in the early 1930s? How does the Great Depression compare to the recent Great Recession?*

C. Romer (1990), 'The Great Crash and the onset of the Great Depression', *Quarterly Journal of Economics* 105(3), pp. 597-624.

Available at: <http://www.jstor.org/stable/10.2307/2937892>.

B. Bernanke (1995), 'The Macroeconomics of the Great Depression: A comparative approach', *Journal of Money, Credit, and Banking* 27(1), pp. 1-28.

Available at: <http://www.jstor.org/stable/2077848>.

B. Eichengreen & P. Temin (2000), 'The Gold Standard and the Great Depression', *Contemporary European History* 9(2), pp. 183-207.

Available at: [http://journals.cambridge.org/article\\_S0960777300002010](http://journals.cambridge.org/article_S0960777300002010).

N. Crafts & P. Fearon (2010), 'Lessons from the 1930s Great Depression', *Oxford Review of Economic Policy* 26(3), pp. 285-317.

Available at: <http://dx.doi.org/10.1093/oxrep/grq030>.

### **Topic 11: Planning, Coercion and Command Economies**

*How were resources allocated in Europe's totalitarian states? Why did their economies collapse? And how have they fared since?*

P. Temin (1991), 'Soviet and Nazi economic planning in the 1930s', *Economic History Review* 44(4), pp. 573-593.

Available at: <http://www.jstor.org/stable/2597802>.

M. Harrison (2003), 'Coercion, compliance, and the collapse of the Soviet command economy', *Economic History Review* 55(3), pp. 397-433.

Available at: <http://dx.doi.org/10.1111/1468-0289.00226>.

A. Shleifer & D. Treisman (2005), 'A normal country: Russia after Communism', *Journal of Economic Perspectives* 19(1), pp.151-174.

Available at <https://www.aeaweb.org/articles.php?doi=10.1257/0895330053147949>.

S. Rosefielde (2005), 'Russia: An abnormal country', *European Journal of Comparative Economics* 2(1), pp. 3-16.

Available at <http://eaces.liuc.it/18242979200501/182429792005020101.pdf>.

### **Topic 12: Consumerism, Rent-Seeking and (Relative) Decline**

*How did the Consumer Durables Revolution affect day-to-day life? Why did this revolution coincide with the deindustrialisation and (relative) decline of Britain and Ireland?*

S. Bowden & A. Offer (1994), 'Household appliances and the use of time: The United States and Britain since the 1920s', *Economic History Review* 47(4), pp. 725-748.

Available at: <http://www.jstor.org/stable/2597714>.

S. N. Broadberry & N. F. R. Crafts (1996), 'British economic policy and industrial performance in the early post-war period', *Business History* 38(4), pp. 65-91.

Available at: <http://dx.doi.org/10.1080/00076799600000135>.

A. Offer (2001), 'Body weight and self-control in the United States and Britain since the 1950s', *Social History of Medicine* 14(1), pp.79-106.

Available at: <http://dx.doi.org/10.1093/shm/14.1.79>.

G. Brownlow (2015), 'Back to the failure: An analytic narrative of the De Lorean debacle', *Business History* (forthcoming).

Available at: <http://www.quech.org.uk/uploads/1/0/5/5/10558478/wp14-08.pdf>.

**Conclusion: History Matters, OK?**

*How do economic and social tendencies and events from distant history affect us today?*

D. Acemoglu, S. Johnson & J. A. Robinson (2001), 'The colonial origins of comparative development: An empirical investigation', *American Economic Review* 91(5), pp. 1369-1401.

Available at: <http://dx.doi.org/10.1257/aer.91.5.1369>.

D. Y. Albouy (2012), 'The colonial origins of comparative development: Comment', *American Economic Review* 102(6), pp. 3059-76.

Available at: <http://dx.doi.org/10.1257/aer.102.6.3059>.

N. Nunn (2009), 'The importance of history for economic development', *Annual Review of Economics* 1, pp. 65-92.

Available at: <http://dx.doi.org/10.1146/annurev.economics.050708.143336>.

**Timetable and deadlines**

<b>Week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Deadlines</b>
Week 1	Introduction & Topic 1		
Week 2	Topics 1 & 2		
Week 3	Topic 2	Topic 1	Presentation schedule
Week 4	Topic 3	Topic 2	
Week 5	Topics 4 & 5	Topic 3	
Week 6	Topics 5 & 6	Topics 3 & 4	
Week 7	Topic 7*	Topic 5	
Week 8	Topics 8 & 9	Topic 6	Review of working paper
<b>Easter Vacation (3 weeks)</b>			
Week 9	Topic 10	Topics 8 & 9	Assessed essay
Week 10	Topic 11	Topic 10	
Week 11	Topic 12	Topic 11	
Week 12	Conclusion	Topic 12	Distribution of exam

**Teaching-free revision period (1 week)****Assessment period (3 weeks)**

\* = Due to St Patrick's Day falling on a Tuesday this year, this lecture has been re-arranged to Thursday. Please watch out for my announcement about the time and location.

*Last updated: 2 February 2015.*