

Stonehill College  
Professor Akira Motomura  
E-mail: amotomura@stonehill.edu

Fall Semester 2012  
Phone: 508-565-1149 (x1149)  
Office: Duffy 290

**Usually available:** Mon 1:45-3:00; Tues end of class; Thur 11:15-12:15; 1:30-2:45; by appt

Usually in some of Wed or Fri each week

Weekly updates to be posted in "Economics Department News" ELearn group

**Anti-office hours:** Tues/Thur before 10; Tues 12:00-5:15.

Course ELearn page - <http://elearn.stonehill.edu> (all materials under ECO 219)

ECO/HIS 219 (Tues Thur 10:00-11:15, D-201) **History of World Economic Development**

"The longer you look back, the farther you can look forward." - Winston Churchill

**Prerequisites:** At least one semester of college, plus a willingness to read, think, discuss, and write critically and carefully. It will help to know some economics and history, more for the way of thinking than any specific knowledge. We'll use economic concepts like demand and supply, comparative advantage, marginal cost, economies of scale, and a few others we will learn in class. See me if you are concerned about your preparation

**Description and objectives:** We use basic economic analysis, and other theoretical ideas, to gain insight into major questions of the world's economic history. We'll survey and analyze the chain of events that generated material wealth in the Western world: the Industrial Revolution, and its precursors and aftermath. Then we'll examine the factors promoting economic development: what may promote economic growth by societies over time, and why Eurasia was in position to industrialize in the first place. We'll consider what has helped and hurt countries grow since the Industrial Revolution.

I hope you will gain from this course, among other things: a) an appreciation of, and a perspective on, the causes and effects of technological change in world history; b) a greater understanding of history by use of an economic perspective; c) greater understanding of economic analysis and its relevance in analyzing real world events; and d) better writing, presentation, and analysis skills.

More concretely, this course may count as an elective toward majors and/or minors in Economics, History, and International Studies. With prior consultation involving the relevant Program Director and me, it may be used for certain other minors.

If you want to change the rubric (ECO or HIS) under which you're registered for the class and the rubric you want is "full", see me.

**Readings:** I have ordered the following books for purchase at the Stonehill bookstore.

Mokyr, Joel. *The Lever of Riches: Technological Creativity and Economic Progress*, Oxford.

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*, revised edition with new afterword, Norton (about 170 pages required; rest of the 425 pages recommended, some presentation opportunities).

You may find it useful to get/borrow a copy of Cameron, Rondo and Larry Neal. *A Concise Economic History of the World* (4th ed), Oxford. I assigned about 125 pages of it two years ago, but am cutting back this year. A copy of the second edition will be on Reserve at the Library.

There will be additional required readings: some scholarly articles and chapters on ERes or ELearn, and some briefer handouts in class. Expect to read 90 to 100 pages average per week up to the major exam. Your attention to detail on most should be intermediate: more than a light novel, less than an economics or math textbook.

Steps to access ERes readings: 1) Go to the library's home page. 2) "Online Reserves" link in multiple places. 3) "Electronic reserves and reserve pages" link. 4) Use drop down menus to the course. 5) password ("comparison") and "Accept" button. 6) and voila! link to the reading. Two technical things to check first if you have problems: your computer must have an appropriate viewer (Adobe Acrobat is good and free) and the browser must accept cookies.

**E-mail.** You must have an active e-mail account for this course to communicate with me and with classmates; I'll assume it's your Stonehill account unless you tell me otherwise in an e-mail from your preferred address. Check it regularly for messages, including feedback on written assignments. If you prefer not to receive assignment grades by e-mail, let me know and we'll work out an alternative.

Keep enough free space in your account to receive attachments.

Files posted on ELearn must be in pdf, Word (.doc or .docx extension), .rtf, or Excel (.xls or .xlsx), as appropriate. [Convert .wks files!] Files may be emailed to me in any of those formats or in WordPerfect. If your version of Office is pre-2007, download the patch that allows you to read documents created in that format from the Microsoft website.

Please include "ECO219" and your name on the subject line in e-mails to me - this will help me see and later find your email more quickly.

**Class meetings** include lecture, discussion and student presentations. It's important to do the reading before classes which involve discussion. Lecture material will make more sense if you do the assigned reading before class rather than after it. I'll take attendance and find out whether you're prepared to discuss the material; details on a later page. If you must miss class, tell me why by email and find out from classmates what happened – I don't have time to repeat a class as a private lesson for an absence (even a legitimate one), nor is it fair to those students who attend class. I'm happy to provide copies of handouts (and return graded assignments) you missed if you ask.

I'd like for us to take a field trip to the Slater Mill Historic Site in Pawtucket, RI - ideally in late September or early October. After Add/Drop, we'll see if one is feasible.

You will have a **small group meeting** outside class time with a few classmates and me to discuss your paper prospectus. Schedule to be arranged.

**Silence cell phones and other communication devices during class.** Anyone might forget once in a great while, but repeat violations of this norm will lead to loss of points. At the end of class, please do not talk on your cell phone until you leave the room; doing so can disrupt important end of class conversations, or my efforts to approach you individually

If class is cancelled, check your e-mail for updates.

The course will tread on sensitive subjects. Please respect others' opinions and feelings, but do not be afraid to examine them or to have yours analyzed. Careful analysis of arguments is central to higher education, as is the assumption that we are all here to learn.

**Students with documented disabilities:** Stonehill College is committed to providing all students equal access to learning opportunities. If you seek classroom accommodations under the Americans with Disabilities Act, register with the Center for Writing & Academic Achievement located on the third floor of the Library. Get an accommodation letter and meet with me within a week of the first class.

**Consultations:** Come to my office or send an email message if you have specific questions or general concerns; open-ended questions usually call for conversation. The office hours at the top of the syllabus are times that I'm likely to be in, but meetings and other tasks may interfere. I'm happy to make an appointment so that you can be sure to meet me at a specific time. You're usually welcome to talk if I'm in; I'll usually be available each week on either Wednesday or Friday (probably not both). Please do **not** expect me to be able to chat during my "anti-office hours"; I'll be in class, preparing for one, or taking a needed break.

<b>Summary of Assignments, Weights and Some Dates</b>		<b>Points (out of 1000)</b>
Class participation, attendance, and possible mini-assignments on reading		220 to 270*
Commentary on a group's leadership of a class discussion (40 if a short paper draft)		30
Confidential evaluation of your classmates' overall contributions to class discussion		30
Midterm exam Thur Oct 4; OR Short Paper date tba as above and in assignment handout		160
Major exam, Tuesday, November 20 in class		220 to 270*
Major paper - individual conference encouraged (intermediate steps +/- factor on paper score)		
- topic and bibliographical brainstorm late September (exact tbd)		(+/-)
- prospectus and bibliography due mid/late Oct or early Nov (exact tbd)		(+/-)
- group discussion of proposals outside class week your prospectus is due		(+/-)
- oral presentation Tues November 27 through Tues December 11		(+/-)
- final version due Monday, December 17, 1:00pm		220 to 270*
Typed discussion of classmate's major paper in progress, due 2 weekdays from presentation		40
**Bonus of average of two highest grades of three *d items		<u>(2x50 each =) 100</u>
		Total points 1020 (base used: 1000)

### **Description of Assignments**

1. Class participation and attendance. You will contribute insightfully and frequently to class discussions of assigned readings. See a later page for more about attendance points. I may give alternative written assignments like responses to or quizzes on assigned reading if I think they will help us better achieve the course goals.

1a. You (with others who sign up for the same topic) will be responsible for getting the discussion started and keeping it rolling on a scholarly article or book chapter. Note: if you do the short paper (see #2b below), a draft on the same reading for the same class may aid your preparation and contribution.

1b. Near the term's end, you'll confidentially evaluate your classmates' contributions to general class participation.

2. Choice between midterm exam and short paper. Do one of the following:

Option 2a: a midterm exam probably on Thursday, October 4. Mostly essay. OR

Option 2b: a paper of about 5 pages (+/- 1) on a scholarly reading - journal article or major book chapter(s) - current to class discussion. You are urged to post an intermediate draft for the class before we discuss that reading. You can then get feedback from your classmates and me as part of class discussion. Your final version is due one week after the draft is submitted, whether or not you post a draft.

3. A major exam emphasizing thoughtful synthetic essays. It will be comprehensive but emphasize material from the second half of the course to that point.

4. A major 10 page (+/- 2) essay. You will write an analytical review essay connecting two books of your choice (at least one scholarly) or the equivalent.

You'll submit two intermediate steps: a) a preliminary topic brainstorm; and b) a paper prospectus. You'll meet with a small group of classmates and me out side of class time to discuss your prospectuses.

4c. You 'll give a presentation to the class on your second paper while it is in progress. Submitting a complete preliminary draft for feedback is encouraged.

The effort and thought put into your intermediate work will affect your paper grade.

5. You will do two short written commentaries on your classmates' in-class oral work:

5a. One comment on a classmate's paper draft or a group's leadership of a class discussion as discussed in the above assignments.

5b. One comment on a classmate's major paper in progress as presented. Discussions are due by e-mail in 2 school days by 10:00am: the Thursday of that week for a Tuesday presentation; the following Monday for a Thursday presentation.

Alternative option. You may propose a thoughtful alternative set of assignments for yourself if you want to do something more creative, perhaps involving a research paper. Discuss your ideas with me, then we'll negotiate something specific – you must discuss your interests with me no later Tues Sept 18, though sooner is better.

**Scoring scale.** All your graded work in this course will be given a score. The base total score is 1000 points, although the sum of base scores for all assignments is 1020 points. The approximate standard grading scale in percentages, at least for major assignments, is A=100%, B=80%, C=60%, D=40%, and F=20% or less. I will use these percentages as guidelines in giving course grades, but reserve the right to make adjustments to be fair. Scores of greater than 100% are possible on any assignment.

Notes: 1) The dates are not absolute; we will see how the term goes. Changes will not be last minute or granted individually. 2) To be excused from a deadline or an exam, or be given a makeup exam, you must have documentation of: illness serious enough to require medical attention, a major family emergency (like death or grave illness, not an errand), or an official College commitment—tell me by the Add/Drop deadline or as soon as possible once the conflict

becomes apparent. My willingness to accommodate you on makeup assignments depends on how responsibly you act. 3) No makeup exam will be given after the exam is returned. 4) The bonus is structured so that the stronger two of your three major course \*'d components get the higher (by 5%) listed weight, and the weakest one the lower listed weight. 5) I expect you to adhere to the Academic Honor Code and Academic Integrity Policy that appears in the current edition of the Hill Book. Any violation of Stonehill's Academic Integrity Policy may, at my discretion, result in but is not limited to grade penalties and reporting to the appropriate Stonehill administrators.

On papers: Especially good or bad intermediate steps on papers will be awarded positive or negative points, tentatively at first, then finalized after the final draft is graded. Late or half-hearted required intermediate steps will be penalized. Unexcused failure to complete a graded assignment will result in a negative score. Details with assignments.

### **Attendance Points and Index Cards**

Attendance/preparation points count toward your course grade along with participation under the same general heading. The remaining points/percentage under that heading are based on the quality and quantity of your contributions to class - both when volunteering and when called on.

**Procedure handling cards.** At every class you attend unless there's an exam, guest speaker, or paper presentations, turn in a 3"x5" index card at the beginning of class. Please write across the top of the long side:

“Your name Course Date then either ‘Yes’ or ‘No’ (see below for explanation)”

Explanation: Write “Yes” or “No” to indicate whether or not you're prepared enough to be called on to answer questions or otherwise talk about the reading(s) for the day. If you need to qualify your response (for example, prepared on part of the assigned reading), do so – your points will be adjusted accordingly. You can also use the card to ask me questions or indicate confusion if you'd rather not speak up about it.

If you don't have a 3"x5" card, please ask for one rather than turn in a piece of paper or different-sized card – it'll help me avoiding losing your record and keep the stacks neater.

If you're late, turn in a card as soon as you can without disrupting class - otherwise I'll count you as unprepared unless it's obvious from your voluntary participation that you came prepared. If you miss more than a few minutes of a class, you'll get only partial credit.

**Points.** You get 3 points for a “Yes” card; 1 point for a “No”. The second and third class meetings each count half. 3 points for taking an exam at the scheduled time or attending a guest speaker. This will mean that you can get about 80 points or so from the index cards out of the total for participation, attendance, etc.

If it seems obvious that you weren't in fact prepared but wrote “Yes” on your card, I may assess penalty points. Similarly with any other efforts to cheat the spirit or letter of this system. Penalties will be severe enough that you should avoid this kind of behavior.

The only ways you can get attendance points for the day while being absent are:

a) recognized religious holidays; or b) intercollegiate events in which you represent Stonehill -

these need to be documented either on the College web site or by the sponsoring Department (if not on the web site, it's your responsibility to get documentation from the sponsoring Department). In either case, you must tell me in advance. If there are any assignments due that day, you must have those turned in on time to get points for being prepared. Illness, funerals, and court dates may be understandable reasons to miss class, but they don't qualify for attendance points; there are costs to these kinds of absences in the working world, so you may as well get used to it. You can get preparation points for up to two absences by submitting a typed reactive and analytical essay (informal writing is fine) about the reading assigned for a particular class no later than the end of that class meeting. The main value in doing the essay will be to have notes for your future benefit and not the points, but if you do something like this that you ought to do anyway and can document it in time, then I'll give you credit for it.

I reserve the right to change the number of points for a particular class. This may happen without notice if attendance is especially bad at a given meeting.

## Readings

(subject to change, trimming, or coverage in student presentations)

*ACEHW* = Cameron, *A Concise Economic History of the World*.

*TLR* = Mokyr, *The Lever of Riches*.

*JEH* = *Journal of Economic History*

\*E = On ERes

Rec = Recommended reading

### I. How economic historians think and argue (Sept 4-6)

\*E Douglass C. North, Terry L. Anderson, and Peter J. Hill, pp. 1-6 of *Growth and Welfare in the American Past*, 3d ed., Englewood Cliffs, NJ: Prentice-Hall, 1983.

\*E Paul A. David, "Understanding the Economics of QWERTY: the Necessity of History," pp. 30-49 of William N. Parker, ed., *Economic History and the Modern Economist*, New York: Basil Blackwell, 1986.

### II. The pre-industrial world, especially early modern Europe (Sept 4-23)

*TLR*, chs 2-4, 8.

\*E Avner Greif, 1997. "On the Interrelations and Economic Implications of Economic, Social, Political, and Normative Factors: Reflections from Two Late Medieval Societies". In John N. Drobak and John V. C. Nye, eds., *The Frontiers of the New Institutional Economics*. San Diego: Academic Press. pp. 57-94.

\*E Douglass North and Barry Weingast, "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England" *JEH* 49 (1989), pp. 803-32.

\*E Jan de Vries, "The Industrial Revolution and the Industrious Revolution", *JEH* 54 (1994), pp. 249-70.

Rec: *ACEHW*, chapters 3, 5-6; "The world of Islam" section of chapter 4.

Rec: Akira Motomura, "Political Institutions and the Spanish Monarchy's Finances, 1521-1648", unpublished manuscript.

Rec: Stephen Quinn, "The Glorious Revolution's effect on English private finance: a microhistory, 1680-1705", *JEH* 61 (2001), pp. 593-615.

### III. Industrialization (1750-1914): leaders, followers, and victims (Sept 13 to early Oct)

*TLR*, chapters 5-6

*ACEHW*, chaps 7-9; pp263-69 in ch10; pp285-99 in ch11; pp301-16 in ch12 (some skimmable)

\*E Peter Temin, "Two Views of the Industrial Revolution", *JEH* 57 (1997), pp. 63-82.

\*E Alfred D. Chandler, Jr., "Creating competitive capability: Innovation and investment in the United States, Great Britain, and Germany from the 1870s to World War I." in *Favorites of Fortune*, 1991, pp. 432-58. (chapter on ERes; book on reserve)

\*E Joseph Schumpeter, "The Process of Creative Destruction," Ch VII of *Capitalism, Socialism, and Democracy*, (3d edn, 1950), pp. 81-86.

Rec: *ACEHW*, rest of chapters 10, 11, and 12.

Rec: Alexander Gerschenkron, 1965, "Economic Backwardness in Historical Perspective", from *Economic backwardness in historical perspective*, pp. 5-30.

Rec: Alfred D. Chandler, Jr., "The Emergence of Managerial Capitalism," *Business History Review* 58 (1984), pp. 473-503

Rec: Daniel M. Headrick, "The tools of imperialism: Technology and the expansion of European colonial empires in the nineteenth century", *Journal of Modern History* 51, 1979, pp. 231-63.

Rec: Alfred D. Chandler, Jr., *The Visible Hand* (on reserve)

Rec: Daniel M. Headrick, *The Tentacles of Progress*

Rec: David Hounshell, *From the American System to Mass Production, 1800-1932* (on reserve)

#### IV. Why Europe and not China, and other pairwise comparisons (mid-Oct)

TLR, chapters 1, 7, 9, and 10.

\*E Kenneth Pomeranz, "Introduction," *The Great Divergence: China, Europe, and the making of the Modern World Economy*, Princeton, 2000. pp. 3-27.

\*E Joel Mokyr, "The Great Synergy: the European Enlightenment as a Factor in Modern Economic Growth" Keynote address, European Association for Political and Evolutionary Economics, Maastricht, November 2003; revised manuscript April 2005. <http://www.faculty.econ.northwestern.edu/faculty/mokyr/Dolfsma.PDF>

Rec: *ACEHW*, chapter 1.

Rec: Richard Sylla, "Financial systems and economic modernization" *JEH* 62 (2002), pp. 277-92.

Rec: Joel Mokyr, "Technological Inertia in Economic History", *JEH* 52 (1992), pp. 325-38.

Rec: Joel Mokyr, *The Gifts of Athena: Historical Origins of the Knowledge Economy*, especially chapters 1, 2, 6 and 7.

#### V. Why Eurasia? Looking way back, and at the present (mid-Oct to mid-Nov)

Jared Diamond, *Guns, Germs and Steel*. Required: Prologue; chs 2, 4-6, 8-9, 10, 12-14, Epilogue; Afterword. Recommended: chs 1, 3, 7, 11, 13, 15-19.

#### VI. The twentieth and twenty-first centuries (1914-present) (late Oct to mid-Nov)

\*E Peter Lindert, "Why the Welfare State Looks like a Free Lunch" UC Davis working paper, 2002. <http://www.econ.ucdavis.edu/faculty/fzlinder/Freelunch/freelunchpage.html>

\*E Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, selected excerpts

\*E Moses Abramowitz, "Thinking About Growth: Catching Up, Forging Ahead, and Falling Behind", *JEH* 46 (1986), pp. 385-406.

\*E Jeffrey Sachs, "A new map of the world," *The Economist*, June 24, 2000, pp. 81-83.

\*E "Malnutrition Is Cheating Its Survivors, and Africa's Future" *New York Times* Dec 28, 2006

\*E "Crowds of Pupils but Little Else in African Schools" *New York Times* Dec 30, 2006

Rec: *ACEHW*: chapters 13-16.

Possible presentation topics: HWE Spring 1998

Tilly on state formation: coercion and capital idea

Nonessential sections of Cameron

EM France and Portugal

Switz, Neths, Scandanavia

S&E Europe

Chandler on RRs

Chandler Emergence of Managerial Capitalism

Mokyr 1992 JEH on Tech inertia

Webb on German steel cartels

Lindert on social spending

stuff on Latin America?

stuff on Asian growth

Yasuba on natural resources in Japan

Why are we so rich type essays?

Chapters from the Tentacles of Progress

Chapters from World Economic Primacy

Williamson on productivity

stuff on computer software and standards?

Cameron:

163-190, skim 175-184

191-222, skim 197-203

### Recommended readings

- North, Douglass C. 1983. Structure and change in economic history, New York: Norton: chapters 1 and 15.
- \* Horrell, Sara, and Jane Humphries. 1992. Old questions, new data, and alternative perspectives: Families' living standards in the Industrial Revolution. Journal of Economic History 52: 849-80.
- \* Mokyr. 1992. Technological inertia in economic history. JEH 52: 325-38.
- \* Chandler, Alfred D., Jr. 1984. The emergence of managerial capitalism. Business History Review 58: 473-503
- \* Chandler. 1991. Creating competitive capability: Innovation and investment in the United States, Great Britain, and Germany from the 1870s to World War I. in Favorites of fortune 432-458. (overlaps some with BHR article.)
- Ashton, T.S. The Industrial Revolution Oxford. pbk revised 1969 (reprinted 1981). R
- Kenwood, A. G., and A. L. Lougheed (1983), The growth of the international economy, 1820-1980: an introductory text. R
- Landes, David. 1969. The unbound prometheus: Technological change and industrial development in western Europe from 1750 to the present. R
- Chandler, Jr., Alfred D. 1990. Scale and scope: the dynamics of industrial capitalism. Belknap Harvard. R
- Clark, Gregory. 1984. Authority and efficiency: The labor market and the managerial revolution of the late nineteenth century. JEH 44: 1069-83.
- Richard Tilly, "Mergers, External Growth, and Finance in the Development of Large-Scale Enterprise in Germany, 1880-1913", Journal of Economic History 42:3 (September 1982).
- Robert C. Allen, "International Competition in Iron and Steel, 1850-1913", Journal of Economic History 39:4 (Dec. 1979), 911-938. pages: 28
- William Lazonick, "The Cotton Industry", and Bernard Elbaum, "The Steel Industry before World War I", in Elbaum and Lazonick, eds., Decline of the British Economy .
- David S. Landes, "Why are we so rich and they so poor?", American Economic Review; Papers and Proceedings, 80:2 (May 1990), 1-13.