Course Description:

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

Learning Outcomes:

At the end of the course students will be able to:

- Identify the main factors and stages of global economic development after 1500
- Explain theories connecting economic growth and political institutions
• Understand how economic principles can explain global patterns of industrialization and the integration of the global economy
• Discuss the relationships between economic growth, standards of living and inequality

Teaching and Learning Methodologies:

The course will be structured around a mix of lectures and class discussion (the balance will be determined by the size of the class). Lectures will introduce major theories in economic history, drawing on simple tools from economics and political science, and introduce evidence supporting or rebutting those theories.

Each week students will be expected to complete the assigned readings before coming to class. The readings are chosen to explain major concepts clearly, but also to illustrate conflicting points of view.

Academic Integrity:

NYU Abu Dhabi expects its students to adhere to the highest possible standards of scholarship and academic conduct. Students should be aware that engaging in behaviors that violate the standards of academic integrity will be subject to review and may face the imposition of penalties in accordance with the procedures set out in the NYUAD policy.

https://students.nyuad.nyu.edu/campus-life/student-policies/community-standards-policies/academic-integrity/

NYU Moses Center for Students with Disabilities (CSD):

New York University is committed to providing equal educational opportunity and participation for students with disabilities. CSD works with NYU students to determine appropriate and reasonable accommodations that support equal access to a world-class education. Confidentiality is of the utmost importance. Disability-related information is never disclosed without student permission.

https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html

Contact:

mosescsd@nyu.edu

Course Materials:
There is no single text book for this class, and participants will be drawing on different works, including both books and academic articles, through the semester.

The following textbooks are required:


In addition, I will also be drawing on the following texts throughout the course.


**Assignments and Grades:**

Final grades in the course will be determined by a mixture of short assignments, a term paper, class presentations, class participation and a final exam. The breakdown will be approximately as follows, but may change.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Summaries</td>
<td>10%</td>
</tr>
<tr>
<td>Written assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Attendance:** Class attendance is a very important part of this class, since the scope of the material means that many concepts will not be covered directly in the readings. Students are expected to attend all class sessions and to read assignments before the class so that they are properly prepared. Attendance will be taken after add day; arriving late, not paying attention or leaving early may be treated as being absent. All students tend to miss some classes during the semester (e.g. because of ill health), and they may miss up to 4 classes without penalty-students do not need to provide an explanation for your absence. Each additional class missed will be penalized at 0.5% (out of 100%) per class.
Participation: Class participation is very important to students' comprehension of the course material, as well as to the student grade. The grade will be given for student involvement and conduct in class (see below).

Broadly speaking, there are two types of participation in class—good and unsatisfactory:

“Good participation” means coming to class on a regular basis; doing the assigned reading carefully; being ready to answer questions if the faculty call on a student; and volunteering questions or comments. To be a good participant, students do not always need to have the “right” answer, but they do need to attempt answering questions in-class and to demonstrate that they've read and thought about the readings.

“Unsatisfactory participation” means being unprepared when the faculty call on a student; routinely coming to class late; carrying on conversations or surfing the web when others (including the faculty himself) are speaking; or being absent from class.

The faculty may start class by calling on someone to summarize (in 1 to 2 minutes) or answer questions about the readings for that class. Students should come prepared to do so: that means not just doing the reading, but thinking about what the student will say if called upon. Faculty highly suggest bringing notes. If students are unprepared to answer questions that day, they should email the faculty prior to doing so. If faculty receive an email from a student, the faculty won't call on him that day: students don't need to explain why they are unprepared.

In addition, students are strongly encouraged to volunteer in class through both questions and comments.

An A grade will be given to students that participate regularly throughout the class, demonstrate good understanding of the material and frequently provide comments that help move the discussion forward. A B grade will be given to students that participate regularly, demonstrate that they have engaged with the class material and make points that are generally tailored to general discussion but may occasionally be off-topic. A C grade (or below) will be given to students that do not interact productively with the class or show only limited engagement with the readings.

Literature summaries: Before each class, starting in class 3, students are expected to submit a short summary of each of the starred readings on the reading list. These summaries should state the main idea(s) in the reading, and identify a key concept, question or issue students would like to discuss further. Preparing summaries before class encourages students to think deeply about the key ideas of the readings. There is no "right" answer in summarizing a reading; different people react differently and have varying perspectives about the same piece of literature. The aim is for students to have thought carefully about the readings before class, so that they have a more complete understanding of the course material and are well prepared to contribute to the class discussion.

Explaining complex ideas in a few words is an important skill. The summaries will also serve as useful notes for the longer written assignments, the final, and for future social science courses. There is no word limit, but around 150 words will generally be sufficient. The exact format of the summaries will be discussed further in class.
The summaries for each class will be graded on a two-point scale: a 1 or a 0. A score of 1 will be awarded to students that have clearly engaged fully with the readings. Faculty expect most students to receive a 1 each class. A score of 0 will be given if students do not demonstrate that they have properly engaged with the material or with the exercise (or fail to hand in the summary). Summaries before add-day will not count towards the final grade, but they offer students a chance to check that they are completing the task correctly. Faculty will grade the summaries after add-day, at the midterm break, and at the end of classes.

Summaries must be submitted through NYU Classes; however, faculty recommend that students work in a word processor and copy your text into NYU Classes when they are finished. Since part of the idea is that the summaries will help students prepare for class, they must be submitted prior to noon on the day of each class. Faculty will not accept summaries submitted late for any reason, including sickness or technological mishaps. However, students may miss three summaries during the semester without penalty.

**Short assignments:** There will be up to 4 written assignments throughout the semester. Assignments will consist of a mixture of essays and shorter questions on topics we have previously covered in class. Discussion amongst students is strongly encouraged, but answers must be written independently.

Answers should always be concise and tightly focused on the topic question. This is a social science class, and the top grades will be given for synthesizing theoretical concepts with historical evidence. More writing is often not better writing and irrelevant points or material can lower your grade. One objective of this course is to improve your writing skills, and students are encouraged to use office hours to obtain guidance on how they can improve their written communication.

All answers should be typed with the exception of explanatory figures, which may be hand drawn. Answers should be formatted in 12 point Times New Roman Font, with margins of 1 inch. Students should hand in both a printed copy of the assignment and post a copy to NYU Classes. Providing a soft copy provides proof that students submitted the assignment on time: if students fail to do so and the printed copy goes missing, students will be penalized as if they submitted the essay late.

Faculty deduct 10% for assignments handed in after the deadline on the day of the deadline, and a further 10% point for each additional day the assignment is late. (Unless, of course, students provide a legitimate reason, ideally in advance.)

**Class presentation:** All students will be expected to present to the class during the semester.

Further details of the format of the presentations and timing will be provided after enrolment is finalized.

All presentations should use slides (e.g. in Powerpoint), and students should hand in their slides to the faculty by 5pm the day before the presentation. Failure to do so will lead to a lower grade.

**Final exam:** There will be a final exam during the exam period at the end of the semester. This will involve short questions similar to those in the problem sets through term. The exam may be take home but in any case will need to be completed during the window set by the registrar. No collaboration is allowed on the
final exam, and NYU's academic integrity policy will be strictly applied. In particular, faculty reserve the right to use plagiarism software. Any evidence of plagiarism or other breaches of academic integrity will be harshly dealt with.

Further details of the exam will be announced later in the semester.

Course Schedule:

A tentative course outline and assigned readings are given below. The faculty will be adding to the reading list through the semester and the order of topics may change depending on participants' progress. Any changes will be announced in class.

Readings marked with a * are required.

In some cases, a reading may be listed twice, once with a *, and once without. This indicates that the remainder of the reading is also valuable, even if it is not compulsory.

Introduction

1. Introduction

Economic Growth

2. Economic Growth: The Neolithic Revolution I

   Graeme Barker, The Agricultural Revolution in History: Why did foragers become farmers? (Oxford University Press, 2006), Chapters 1, 10.

3. Economic Growth: The Neolithic Revolution II


4. Economic Growth: Malthusian Eras I

5. Economic Growth: Malthusian Eras II
(Don’t worry about the model, focus on the introduction and conclusion.)


7. Economic Growth: Modern Economic Growth II


8. Economic Growth: Modern Economic Growth III


**Great Divergence**
9. Great Divergence: Overview


10. Great Divergence: Wages and Living Standards I


11. Great Divergence: Wages and Living Standards II


12. Great Divergence: Coal


13. Great Divergence: Markets


14. Great Divergence: Trade


Special Topics

15. Geography I

16. Geography II


17. Institutions I


18. Institutions II


19. Culture I

20. Culture II


21. States


Melanie Meng Xue and Mark Koyama, _Autocratic Rule and Social Capital: Evidence from Imperial China_. September 2017

22. Serfdom


23. Slavery


24. Clans and Guilds


25. Public Goods


26. Marriage


27. Gender


28. Wrapping up and review