

Course	Global Economic, Political and Social Development since 1500 (GEPS) – SOCS-UH 1011-003 Credits (4)
Professor	Melanie Meng Xue
Term	Spring 2020
Lecture Days	Mondays and Wednesdays
Lecture Times	10:25 AM - 11:40 AM
Lecture Locations:	Social Science 019
Pre-requisites:	No
Cross-lists:	Economics, Political Science, and Social Research and Public Policy

Contact Details:

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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
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- 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:

1. R. C. Allen. *Global economic history: a very short introduction*. Oxford University Press, 2011
2. Pomeranz, Kenneth. *The great divergence: China, Europe, and the making of the modern world economy*. Vol. 28. Princeton University Press, 2009.

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

1. Jared M. Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* W.W. Norton & Co., 1999
2. O'Rourke, Kevin H., and Jeffrey G. Williamson. *Globalization and history: the evolution of a nineteenth-century Atlantic economy*. MIT press, 1999.
3. Joel Mokyr, *A Culture of Growth*. Princeton, NJ.: Princeton University Press.

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.

Activity	Grade Percentage
Attendance	5%
Participation	10%
Summaries	10%
Written assignments	25%
Class presentation	20%
Final Exam	30%

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 it is not compulsory.

Introduction

1. Introduction

*R. C. Allen. *Global economic history: a very short introduction*. Oxford University Press, 2011, Chapter 1

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), Chapter 2.

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

* Timothy A. Kohler et al. (2017), "Greater Post-Neolithic Wealth Disparities in Eurasia Than in North America and Mesoamerica," *Nature* 551: 619-23.

Olsson, Ola, and Douglas A. Hibbs Jr. "Biogeography and long-run economic development." *European Economic Review* 49.4 (2005): 909-938.

4. Economic Growth: Malthusian Eras I

*T. R. Malthus. *An essay on the principle of population*. Electronic Scholarly Publishing Project, 1998. <http://www.esp.org/books/malthus/population/malthus.pdf>, 1798, Chapter 1-2

G. Clark. *A farewell to alms: a brief economic history of the world*. Princeton University Press, 2008, Chapter 2

5. Economic Growth: Malthusian Eras II

(Don't worry about the model, focus on the introduction and conclusion.)

*Ashraf, Quamrul, and Oded Galor. "Dynamics and stagnation in the Malthusian epoch." *American Economic Review* 101.5 (2011): 2003-41.

Galor, Oded, and David N. Weil. "Population, technology, and growth: From Malthusian stagnation to the demographic transition and beyond." *American economic review* 90.4 (2000): 806-828.

Voigtlander, Nico, and Hans-Joachim Voth. "Malthusian dynamism and the rise of Europe: make war, not love." *American Economic Review* 99.2 (2009): 248-54.

Nico Voigtländer and Hans-Joachim Voth (2012), "The Three Horsemen of Riches: Plague, War, and Urbanization in Early Modern Europe." *Review of Economic Studies* 80: 774-811.

6. Economic Growth: Modern Economic Growth I

*R. C. Allen. *Global economic history: a very short introduction*. Oxford University Press, 2011, Chapters 3

R. C. Allen. The industrial revolution in miniature: The spinning jenny in Britain, France, and India. *Journal of Economic History*, 69(04):901-927, 2009b

7. Economic Growth: Modern Economic Growth II

*Romer, Paul M. "Why, Indeed, in America? Theory, History, and the Origins of Modern Economic Growth." *The American Economic Review* 86, no. 2 (1996): 202-06.

*Joel Mokyr and Hans-Joachim Voth (2010), "Understanding Growth in Europe, 1700–1870: Theory and Evidence," in Kevin H. O'Rourke and Stephen Broadberry (eds.), *The Cambridge Economic History of Modern Europe: Volume 1: 1700–1870* (Cambridge University Press, 2010), Chapter 1.

8. Economic Growth: Modern Economic Growth III

*O'Rourke, Kevin H., and Jeffrey G. Williamson. *Globalization and history: the evolution of a nineteenth-century Atlantic economy*. MIT press, 1999. Chapters 1 & 2.

Nicholas Crafts and Kevin Hjortshøj O'Rourke (2014) "Twentieth Century Growth," in Philippe Agathon and Steven N. Durlauf (eds.), *Handbook of Economic Growth* (Elsevier, 2014), pp. 264-288.

9. Great Divergence: Overview

*Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy Princeton*, New Jersey: Princeton University Press, 2000. Introduction.

Pomeranz, Kenneth. "Ten years after: responses and reconsiderations." *Historically Speaking* 12.4 (2011): 20-25.

Rosenthal, Jean-Laurent, and Roy Bin Wong. *Before and beyond divergence*. Harvard University Press, 2011.

10. Great Divergence: Wages and Living Standards I

*R. C. Allen, J.-P. Bassino, D. Ma, C. Moll-Murata, and J. L. Van Zanden. Wages, prices, and living standards in China, 1738-1925: in comparison with Europe, Japan, and India. *Economic History Review*, 64(s1):8-38, 2011

*Allen, Robert C. "Agricultural productivity and rural incomes in England and the Yangtze Delta, c. 1620–c. 1820 1." *The Economic History Review* 62.3 (2009): 525-550.

11. Great Divergence: Wages and Living Standards II

*Li, Bozhong. "Farm labour productivity in Jiangnan, 1620-1850." *Living Standards in the Past* (2005): 55.

*Philip Huang, "Development or Involution in Eighteenth Century Britain and China?" *Journal of Asian Studies* 61 (2002): 501-538

12. Great Divergence: Coal

*Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy Princeton*, New Jersey: Princeton University Press, 2000. Chapters 1

13. Great Divergence: Markets

*Carol H. Shiue & Wolfgang Keller, 2007. "Markets in China and Europe on the Eve of the Industrial Revolution," *American Economic Review*, American Economic Association, vol. 97(4), pages 1189-1216, September.

14. Great Divergence: Trade

*Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy Princeton*, New Jersey: Princeton UP, 2000. Chapters 6

*O'Rourke, Kevin H., and Jeffrey G. Williamson. "From Malthus to Ohlin: Trade, industrialization and distribution since 1500." *Journal of Economic Growth* 10.1 (2005): 5-34.

Special Topics

15. Geography I

*J. Diamond. *Guns, germs, and steel: The fates of human societies*. WW Norton & Company, 1999, Chapter 11

16. Geography II

* P. T. Hoffman. *Why did Europe conquer the world?* Princeton University Press, 2015, pp 1-4

*Jones, Eric. *The European miracle: environments, economies and geopolitics in the history of Europe and Asia*. Cambridge University Press, 2003. Chapter 12.

Michalopoulos, Stelios, "The Origins of Ethnolinguistic Diversity," *American Economic Review*, 2012, 102 (4), 1508–1539

17. Institutions I

*D. North and B. Weingast. Constitutions and commitment: The evolution of institutions governing public choice in seventeenth-century England. *Journal of Economic History*, 49(4):803-32, 1989

*Pamuk, Sevket (2014) "Institutional Change and Economic Development in the Middle East, 700-1800," in Larry Neal and Jeffrey G. Williamson eds. *The Cambridge History of Capitalism*, New York: Cambridge University Press

18. Institutions II

*Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). "Reversal of fortune: Geography and institutions in the making of the modern world income distribution." *Quarterly Journal of Economics*, 1231-1294.

Nunn N. The Long-Term Effects of Africa's Slave Trades. *Quarterly Journal of Economics*. 2008;123(1):139-176.

Dell, M. (2010). "The persistent effects of Peru's mining mita." *Econometrica*,78(6), 1863-1903.

19. Culture I

*Nunn N. (2012). "Culture and the Historical Process." *Economic History of Developing Regions*. 2012;27, pp.108-126.

Michalopoulos, Stelios, and Melanie Meng Xue. Folklore. No. w25430. National Bureau of Economic Research, 2019.

20. Culture II

*Joel Mokyr, *A Culture of Growth: The Origins of the Modern Economy*. Princeton, NJ.: Princeton University Press. Chapters 14, 16 & 17

21. States

*Charles Tilly, "Reflections on the history of European state-making", Chapter 1 in Charles Tilly (ed.), *The formation of National States in Western Europe* (Princeton University Press, 1975).

Philip A. Kuhn, *Origins of the Modern Chinese State*. Stanford, California: Stanford University Press, 2002. Chapter 3.

Melanie Meng Xue and Mark Koyama, *Autocratic Rule and Social Capital: Evidence from Imperial China*. September 2017

22. Serfdom

*Brenner, Robert (1976). 'Agrarian Class Structure and Economic Development in Pre-Industrial Europe,' *Past & Present*, 70, February, pp. 30–75.

Markevich, Andrei, and Ekaterina Zhuravskaya. 2018. "The Economic Effects of the Abolition of Serfdom: Evidence from the Russian Empire." *American Economic Review*, 108 (4-5): 1074-1117.

23. Slavery

*Stanley Engerman and Kenneth Sokoloff (2002): Factor Endowments, Inequality, and Paths of Development Among New World Economics.

Gavin Wright (2019), "Slavery and Anglo-American Capitalism Revisited," Tawney Lecture (video available at <http://www.ehs.org.uk/multimedia/tawney-lecture-2019-slavery-and-anglo-american-capitalism-revisited>).

24. Clans and Guilds

*Ogilvie, Sheilagh. "The economics of guilds." *Journal of Economic Perspectives* 28.4 (2014): 169-92.

*Greif, Avner, and Guido Tabellini. "Cultural and institutional bifurcation: China and Europe compared." *American Economic Review* 100.2 (2010): 135-40.

De la Croix, David, Matthias Doepke, and Joel Mokyr. "Clans, guilds, and markets: Apprenticeship institutions and growth in the preindustrial economy." *The Quarterly Journal of Economics* 133.1 (2017): 1-70.

25. Public Goods

*Alsan, Marcella, and Marianne Wanamaker. "Tuskegee and the health of black men." *The quarterly journal of economics* 133.1 (2017): 407-455.

Conolly, John. *The construction and government of lunatic asylums and hospitals for the insane.* John Churchill, 1847.

26. Marriage

*Tine de Moor and Jan Luiten van Zanden (2010), "Girl power: the European marriage pattern and labour markets in the North Sea region in the late medieval and early modern period," *Economic History Review* 63: 1-33.

Voigtländer, Nico, and Hans-Joachim Voth. "How the West" Invented" fertility restriction." *American Economic Review* 103.6 (2013): 2227-64.

27. Gender

*Melanie Meng Xue, *High-Value Work and the Rise of Women: The Cotton Revolution and Gender Equality in China.* July 2016

Ogilvie, Sheilagh C. *A bitter living: women, markets, and social capital in early modern Germany.* Oxford University Press, 2003.

28. Wrapping up and review
