



UNIVERSITY *of the*
WESTERN CAPE



EMS

Where your Future is our Priority

MODULE OUTLINE

Economics 740 (ECO740)

Economic History

Semester 2, 2020

Department of Economics
Faculty Economic and Management Sciences
University of the Western Cape

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1 General information

1.1 Teaching staff and contact times

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1.2 Module overview

We are not makers of history. We are made by history. - Martin Luther King Jr.

Economics as a subject field is a chameleon. It can be divided into various categories, like micro- and macroeconomics or combined with other fields to create a new field, like financial economics, development economics or political economics. Another such field is economic history which studies economics of the past. History is a breeding ground for many of the questions faced by economists today.

Economic history should not be confused with the history of economic thought. Economic history studies how economies functioned in the past using new data available, while the history of economic thought focuses on how economic thinking developed. Economic history will include topics such as the ones below, while the history of economic thought will include discussions on mercantilism, classical economics, Keynesian economics, or monetarist theory.

During the twentieth century, most of economics and economic history was focused on the industrialised world. The process of industrialisation was accompanied with rise in living standards and economic historians focused on this rise and why it happened in the regions that it did. However, more recently, there is increasing interest in other regions like Asia and Africa. Partly explained by China and India's sustained economic growth for three decades while Africa and Latin America have not experienced the same growth. Economic history can shed light on these observations.

The module aims to introduce students to economic history through various themes and topics. It studies the process of industrialisation or the Great Divergence; colonisation and its impact on colonised economies; events like the Great Depression; and other topics of interest like education, health, and migration.

After the completion of the course, the students should be able to:

- narrate the long-term economic history of the world through various important events.
- connect international topics in economic history with the African experience.
- critically read and engage with academic articles and works on various themes within economic history.

The module is a reading module. There is no prescribed textbook and is designed to expose students to published articles around themes and topics. Students are expected to read **all the papers** and will learn to critically engage with these texts. Teaching and learning will also not take place through traditional lectures, but through presentations by students and weekly summaries groups. The aim is to ensure lifelong learning and skill development for students. The presentations and weekly summaries will also be used due to the Corona virus pandemic and the inability for face-to-face lectures to take place. A schedule can be found below on when students are expected to submit the summary or presentation and on which paper this should be.

Pre-requisites: ECO331 and ECO332 and ECO333.

2 Learning and Teaching

2.1 Learning and teaching activities

The course has three main components of teaching and learning: summaries of weekly readings, online presentations and two written essays. These are designed to ensure students engage with the weekly readings and provide a wider understanding of economic history. Students are required to read all the prescribed material.

- A short summary of the week's topic will be made available to the students along with the weekly readings that the students are required to read.
- Two students will be required to present more recent papers related to the week's topic. Requirements for the presentations will be made available on iKamva separately.
- Other students will submit summaries on the seminal papers of the topic. Requirements for the presentations will be made available on iKamva separately.
- Finally the students are required to submit two essays: all students will write an essay on the same topic (to be announced later) and the second on one of the topics covered in the course. For the second essay, students must register their topic with the lecturer by **11 September 2020**. Requirements for the presentations will be made available on iKamva separately.

The students are asked to keep up to date with the schedule given to them and if they are unable to submit an assignment to communicate it with the lecturer as soon as possible as this will have an impact on future sessions.

2.2 Required materials

There is no textbook for the course and the articles that the students are required to read will be made available to them on the iKamva website. Additional sources that students may find useful are:

- Allen, R.C., (2011). *Global economic history: A very short introduction*. Oxford: Oxford University Press.
- Blum, M. and Colvin, C. (eds) (2018). *An economist's guide to economic history*. Switzerland: Palgrave.
- Frankema, E., Hillbom, E. and Meier zu Selhausen, F. (eds). (2013). *The history of African development: An online textbook for a new generation of African students and teachers*. African Economic History Network (AEHN). Available at:

<https://www.aehnetwork.org/textbook/>

2.3 Module schedule

The lecture schedule is provided here. It shows the week, due date of assignments, topic and readings assigned to students. The reading list is provided below the schedule.

Week	Due Date	Topic	Assignments
1	25 July	Introduction	No submissions Online lecture and readings. Crafts (2012) McCloskey (1976) Schumpeter (1947) Solow (1985)
1	31 July	African Economic History	No submissions Online lecture and readings. Austin and Broadberry (2014) Hopkins (2009) Fourie (2016) Debate: Fenske (2011) Hopkins (2011) Jerven (2011)
3	7 August	The Demographic Transition	Summary by Mollel: Clark and Hamilton (2006) . Summary by Mampuru: Clark (2005) Summary by Mazibuko: Moor and Zanden (2010) . Presented by Mazana: Olsson and Paik (2016) . Presented by Mali: Cilliers and Mariotti (2019) .
4	14 August	The Industrial Revolution	Summary by Mali: Allen (2011) . Summary by Taole: Vries (1994) . Summary by Molokoane: North and Weingast (1989) Presented by Mampuru: Pomeranz (2002) Presented by Mollel: Humphries and Weisdorf (2019) . Presented by Mazibuko: Mokyr (2009) .
5	21 August	Colonialism	Summary by Mali: Austin (2008) . Summary by Mampuru: Nunn (2009) Summary by Mollel: Dell (2010) . Summary by Mazibuko: Michalopoulos and Papaioannou (2016) .

Week	Due Date	Topic	Assignments
			Presented by Taole: Nunn and Wantchekon (2011) .
			Presented by Mazana: Frankema and Waijenburg (2012) .
			Presented by Molokoane: Nunn (2008)
6	28 August	Institutions and economic growth	Summary by Mazana: North (1991) .
			Summary by Mali: Sokoloff and Engermann (2000) .
			Summary by Mollel: Coase (2013) .
			Summary by Molokoane: Clark (1996)
			Presented by Mampuru: Cox (2017)
			Presented by Mazibuko: Lowe et al. (2018)
			Presented by Taole: Fenske (2013) .
7	4 September	Property rights	Summary by Mazana: Acemoglu et al. (2001) .
			Summary by Mazibuko: Demsetz (1967)
			Summary by Molokoane: Bogart and Richardson (2011)
			Summary by Taole: Libecap (1986)
			Presented by Mali: Hornbeck (2010) .
			Presented by Mollel: Alston et al. (2012) .
7 September to 11 September: Term Break			
8	18 September	Innovation and technology	Summary by Mazana: Allen (2009) .
			Summary by Mampuru: Mokyr (2018)
			Summary by Taole: Hoffman (2012)
			Presented by Mali: Moser (2016) .
			Presented by Molokoane: Hanlon (2015)
9	25 September	Social savings	Summary by Mollel: Bogart (2005) .
			Summary by Mampuru: Bakker (2012)
			Summary by Mazibuko: Fogel (1979)

Week	Due Date	Topic	Assignments
			Summary by Taole: Leunig (2006) .
			Presented by Mazana: Jedwab et al. (2017) .
			Presented by Molokoane: Donaldson and Hornbeck (2016)
10	2 October	Human capital and education	Summary by Mazana: Baten and Zanden (2008) .
			Summary by Molokoane: Temin (1997)
			Summary by Taole: A'Hearn et al. (2009) .
			Summary by Mali: Becker and Woessmann (2009) .
			Presented by Mampuru: Kelly et al. (2014)
			Presented by Mollel: Fourie and Swanepoel (2015) .
			Presented by Mazibuko: Jedwab et al. (2018)
11	9 October	Health	Summary by Mali: Alsan (2015) .
			Summary by Mampuru: Hoehn-Velasco (2018)
			Summary by Mollel: Komlos (1998) .
			Summary by Mazibuko: Steckel (1986) .
			Presented by Taole: Inwood and Masakure (2013) .
			Presented by Mazana: Szreter and Siena (2020)
			Presented by Molokoane: Bodenhorn et al. (2016)
12	16 October	Trade, globalisation, and migration	Summary by Mazana: Abramitzky et al. (2013) .
			Summary by Mazibuko: O'Grada and O'Rourke (1997) .
			Summary by Taole: O'Rourke and Williamson (1994) .
			Summary by Molokoane: O'Rourke (2019)
			Presented by Mampuru: Bromhead et al. (2019)
			Presented by Mali: Stoltz and Baten (2012) .
			Presented by Mollel: Greif (1993) .
13	23 October	The Great Depression	Summary by Mazana:

Week	Due Date	Topic	Assignments
			Bernanke (1995) .
			Summary by Mollel: Bernanke and James (1991)
			Summary by Mali: Eichengreen and Temin (2000) .
			Summary by Molokoane: Romer (1990)
			Summary by Mampuru: Romer (1992)
			Presented by Mazibuko: Minnaar (1990)
			Presented by Taole: Ho and Lai (2016) .

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2.4 Evaluation of the learning and teaching

Breakdown of course assessments:

Assessment	Selection	Weight	Date
Summaries	Best 4 of 6	20%	See course schedule
Presentations	Best 3 of 4	25%	See course schedule
Essay 1		25%	31 August at 09:00
Essay 2		30%	22 October at 09:00

At the moment, I plan to submit the course as a continuous assessment module, i.e. only these assessments make up your final mark.

However, if this is not possible due to Academic Planning Committee, we will submit a literature review for essay 2 as part of the continuous assessment and the final essay or research proposal as the examination.

3 Academic Honesty

3.1 University Rules

The University rules regarding plagiarism and collusion state:

“3.5 Offences

3.5.1 Offences shall consist of the contravention of any of the following rules:

3.5.1.1 Academic dishonesty in any form including, but without being limited to plagiarism, and collusion, cheating in tests, examinations, assignment, theses and research papers.

3.5.1.1.2 Plagiarism means to steal, or to pass off as one’s own, the formulation, idea, words of another (i.e. appropriating the intellectual work of another person by incorporating, without crediting such author and source, such formulation, idea or words into one’s own work).

3.5.1.1.3 Collusion means the unauthorised, illegitimate or unjustified collaboration with any other person in preparing work offered for credit.

A.5.1.8 Academic dishonesty: It is a serious misconduct and will be dealt with in terms of the provisions of the University’s Disciplinary Rules for Students. Academic dishonesty is not limited to plagiarism, cheating, collusion or activities of that kind, but extends to all deceptions relating to academic work.”

3.2 Applicable to course

To avoid plagiarism and ensuring students engage with the course material each student will be responsible for his/her own reading. Further, the essays will be scanned by Turnitin for similarity testing.

4 Graduate Attributes

UWC graduate attributes	Learning outcomes*	Learning and teaching activities	Assessment tasks and criteria		
			Online presentations	Summaries	Essays
Inquiry-focused	1-4	Summaries Essay		X	X
Critically and relevantly literate	4	Summaries Online presentations Essays	X	X	X
Ethically, environmentally and socially aware and active	2	Summaries Essays		X	X
Autonomous and collaborative	2	Online presentations Summaries	X	X	
Skilled communicator	2	Online Presentations Essays	X		X
Interpersonal flexibility and confidence to engage across difference	1,2	Summaries Online presentations Essays	X	X	X

*As indicated in the UWC Academic Calendar.