



Department of Economics and Finance

ECON*6370
Economic Development From An Historical Perspective
Winter 2014



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Office Hours: 15:30–16:20 Mondays and Wednesdays, and by appointment
Class hours: 07:00PM - 09:50PM ROZH, Room 108

It is your responsibility as a student to be aware of and to abide by the University’s policies regarding academic misconduct, e-mail communication, maintaining copies of out-of class assignments, what to do when you cannot meet a course requirement and the drop date for this semester. To better understand these policies, please visit:

<http://www.uoguelph.ca/economics/node/1115>

Course Description

Overview: In this course we read selectively from a number of literatures to examine processes and circumstances that arguably contributed significantly to the patterns of global economic inequality.

Objectives: The objective of the course is to improve understanding of the long-term patterns of inequality, well-being and growth in an international context using relevant theories of economic change.

Student responsibilities: Students are expected to prepare for seminars by studying the assigned readings, taking notes during classes and keeping abreast of information posted on the course website (see “CourseLink” below).

Organization: The class is organized in a seminar format with open discussion following an initial presentation. The instructor leads the discussion during the first two weeks; students then lead more tightly focussed case studies (in bold below) in the following classes. We next begin a second cycle that focuses on the evolution of health and well-being. Research projects are presented in the final section of the course.

Evaluation

seminar presentation A	10%
seminar presentation B	10%
presentation of research project	10%
participation	20%
research essay due April 2	50%

Useful background:

Roderick Floud et al, The Changing Body: Health, Nutrition and Human Development in the Western World since 1700 (Cambridge: Cambridge University Press, 2011) GN58.E85 (ebook via UoG Library).

James Foreman-Peck, A History of the World Economy: International Economic Relations since 1850, 2nd ed. (Hempel Hemstead: Harvester Wheatsheaf, 1995) HC 54.F565 1995.

Malcolm Gillis et al, Economics of Development (New York: Norton) HC 59.7.E314 1996.

Massimo Livi-Bacci, A Concise History of World Population, 2nd edition, translated by Carl Ipsen (Oxford: Blackwell, 1997) HB 871.L56513.

Weekly outline:

- January 8 The Long-term Pattern of Economic and Demographic Change
January 15 Technological Change and the Industrial Revolution
The Puzzle of Pre-Modern China
January 22 **I: Japan in the 18th and 19th Centuries**
II: The Great Divergence
February 29 **III: Impact of the Slave Trade on Africa**
IV: Resources, Institutions and Inequality in the Americas
February 5 **V: Institutions in the Islamic World**
VI: Geography and Institutions in the Theory of Growth
February 12 tba
February 19 reading break
February 26 Health and Welfare during Industrialization
Nutrition, Mortality and Health in the Long Run
Preliminary discussion of research papers
March 5 **VII: Infant Mortality in Scandinavia**
VIII: Revolution and Standard of Living in Russia and Soviet Union
March 12 **IX, X: Famine, Malnutrition and Food Aid**
March 19 presentation of research projects
March 26 presentation of research projects
April 2 presentation of research projects

Format: The course is analytically ambitious although not in the mathematical style of most economics courses. Understanding basic economic reasoning is essential; familiarity with formal economic theory at an advanced level is helpful. Some experience in reading-intensive courses is recommended. Some knowledge of history is also needed, although our scope makes it unlikely that anyone will be familiar with all regions, periods and topics. The breadth and complexity of the topics, especially in the context of a short course, can lead to a rather superficial discussion. In order to avoid this fate, we will have to work hard, so please be prepared. It is important to maintain a focus on the most important aspects of the evidence and on the central analytical issues. Above all, everyone must be prepared to resist simplistic approaches to complex questions and to entertain respectfully a diversity of opinion. Required readings have been selected to convey both empirical description/context as well as analysis in an accessible manner. An attempt has been made to select a wide range of articles and books although, inevitably, some parts of the world receive more coverage than do others.

Seminars: Each seminar begins with a presentation by students or instructor to summarize an issue, identify significance of the readings and stimulate discussion. Typically, two students will

collaborate for each presentation. The nature and organization of the presentations will vary with the topic, available literature and personal styles of the presenters. Students are encouraged to consult the instructor regarding their plan for the seminar. Presentations should be limited to a maximum 20 minutes. A presentation is not a description of the assigned readings; everyone in the class is expected to have completed the readings and to have thought about them sufficiently to participate in discussion. Therefore no more than a very brief summary is needed. The presenter(s) should aim to illustrate the importance of the topic, identify how an article or book fits into a larger literature and explore the important points on which arguments turn. In some cases it will be appropriate to explicate particularly complicated models or arguments. In other cases, the presenter(s) will want to report upon additional literature in order to situate and motivate the assigned readings.

Participation Grading Guide: The following matrix conveys the basic criteria used to assign participation grades. Each factor will be taken into account in the determination of grades. Quality is more important than the frequency or extent of contribution.

Grade	Participation	Discussion	Reading
“A”	Always	Excellent - leads debate; original analysis & comment; uses assigned reading to back up arguments, valuable comments every week.	Clearly has done and understands virtually all reading; intelligently uses this understanding in discussion.
“B”	Almost always	Good - thoughtful comments for the most part; willing, able and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
“C”	Frequent	Fair – basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most readings, little analysis or connecting between different sources.
“D”	Occasional	Not Good - remarks in class marred by misunderstandings of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
“F”	Rare	Poor - rarely speaks, and parrots readings when put on the spot to offer an opinion.	Little or no apparent familiarity with assigned material.

Research Essays: The essay is due April 2 (April 4 for the final set of presentations). Extensions may be granted with prior approval although I may not be able to comments fully if the paper arrives late. The research essay may be an historiographical or theoretical exploration of a broad range of historical experience, an analysis of some aspect of historical change that is specific to a time and place, a survey of some relevant applied economics literature or an empirical estimation using international data. This differs somewhat from the seminar discussion, which necessarily take a broad overview of large topics. Preparation of an essay provides the opportunity to examine in a more detailed way a particular region, activity or process, ie a case study of some sort. Most students find it easier to write about a particular case study or a narrowly defined aspect of some theme. You may find it convenient to select a topic related to one of the seminar discussions but that is not required.

An essay that incorporates formal modeling is not required, although analysis of some kind is an essential component of any good essay. Hypothesis-testing that relies on econometric techniques is not required although you will want to substantiate your argument with evidence of some kind. If you do enlist the support of formal modeling and/or econometric analysis, please be sure to build them into the argument of your essay rather than trying to structure the essay around the model. You need to be able to motivate, contextualize and more generally express the argument and associated evidence using words.

Guidelines for the writing of essays appended to the outline may be useful especially if you lack experience in writing. Please note the section on use and citation of web-accessed resources. Also you must read carefully the instructions on how to avoid a charge of plagiarism and accompanying discussion of academic misconduct in the academic calendar. As part of essay preparation and submission you will have to access <http://turnitin.com/static/index.php>, which gives feedback on the originality of your paper. Of course you are responsible for making your own judgement about acceptable practice. Submission of the paper must be accompanied by a printing of the *first page only* of email confirmation of submission from [turnitin](http://turnitin.com). No paper can be graded without this confirmation. In order to gain access to the class page at [turnitin](http://turnitin.com) you must create an account and then login using the class ID and enrolment password.
class ID: 7436299 **enrollment password: edhp14**

Required Seminar Readings (see secondary list for full references):

- January 8 The Long-term Pattern of Economic and Demographic Change: Crafts, “The Human Development Index”; Maddison, The World Economy, 27-48;
- January 15 Technological Change and the Industrial Revolution: Wrigley, Continuity, Chance and Change, 7-33, 68-97
The Puzzle of Pre-Modern China: Elvin, The Pattern of the Chinese Past, chs 14, 17
- January 22 I: **Japan in the 18th and 19th Centuries:** Hanley, Everyday Things, ch 8
II: **The Great Divergence:** Lee and Feng, One Quarter of Humanity; Van Zanden, The Long Road, 269-290
- February 29 III: **Impact of the Slave Trade on Africa:** Illife, Africans, 127-157; Manning, Slavery and African Life, 60-109
IV: **Resources, Institutions and Inequality in the Americas:** Coatsworth, “Inequality, Institutions and Economic Growth”; Engerman and Sokoloff, “History Lessons”
- February 5 V: **Institutions in the Islamic World:** Kuran, “The Islamic Commerical Crisis”
VI: **Geography and Institutions in the Theory of Growth:** Acemoglu, “Reversal of Fortune”; Austin, “The Reversal of Fortune Thesis”; Bayley, “Indigenous & Colonial Origins”
- February 19 reading break
- February 26 Health and Welfare during Industrialization: Haines, “Growing Incomes”
Nutrition, Mortality and Health in the Long Run: Cutler, “The Determinants of Mortality”, Easterlin, “Growth Triumphant”
Preliminary discussion of research papers
- March 5 VII: **Infant Mortality in Scandinavia:** Edvinsson, “Infant Mortality”
VIII: **Revolution and Standard of Living in Russia and Soviet Union:** Brainerd, “Reassessing the Standard of Living”

March 12 **IX, X: Famine, Malnutrition and Food Aid:** case studies such as Hoddinot, “Effects of a Nutrition Intervention”; Maluccio, “The Impact of Improving Nutrition”; Yamano, “Child Growth”; Dercon and Porter, “Live Aid Revisited”

Courselink

The course website is located on Courselink and will serve as a repository for information pertinent to required readings, exams, lectures, and the like, as well as provide a forum for discussion and commentary on course material.

Course and Instructor Evaluation

You will be asked to complete an evaluation of this course at some time during the last two weeks of the semester. The Department of Economics policy regarding the conduct and use of these evaluations will be found at

<http://www.economics.uoguelph.ca/Courses/evaluationintro.htm>

Learning Outcomes

Skills:

- 1) **Written Communication:** The written assignment will be graded with the usual prose writing criteria. It will require students to describe and evaluate historical arguments using economic analysis.
- 2) **Oral Communication/Presentation:** Each student will lead two seminars and participate in seminars led by other students and the instructor. This activity is assessed using guidelines specified in the course outline.
- 3) **Group work:** Students will collaborate in the presenting of seminar topics.
- 4) **Problem Solving:** Students will be expected to describe and analyze historical outcomes of economic problems, and be evaluated on the seminar presentations and written assignment.
- 5) **Computer Skills:** Students may choose to complete an empirical project involved computer-based statistical analysis
- 6) **Professional and ethical awareness and conduct.** Students will show academic integrity in seminars and on the written assignment.
- 7)

Knowledge:

- 1) **Historical and Global context:** Students will be expected to understand and analyze the macroeconomic fundamentals undergirding historical change, along with social context.
- 2) **Understanding of Specific Markets:** Students will understand the trajectory of the global economy as an international system and through the performance of particular countries
- 3) **Economic Policy and Regulation:** The role of state action in the economy is crucial and students will understand and demonstrate understanding of aspects of the monetary, fiscal, and structural component of economic growth.
- 4) **Statistical and Econometric Methodology:** All students will demonstrate the capacity to read simple quantitative evidence. Economics students will be expected to function at an advanced level.
- 5) **Microeconomic and Macroeconomic Modeling:** All students will demonstrate the capacity to read simple theory-based arguments. Economics students will be expected to function at an advanced level.