



College of
Business+
Economics

ECON*6370

Economic Development in Historical Perspective

F,W,S XX

Credit weight 0.5

General Course Information

Instructor: K.E. Inwood
Email kinwood@uoguelph.ca
Office Location Office Rm. 716 (tel. x53536)
Office Hours 15:00–16:20 Wednesdays, and by appointment
Department/School Department of Economics and Finance

TA's TBA
Email TBA
Office Location TBA
Office Hours TBA

Class Schedule: 19:00-21:50, W, ROZH 109

Pre-requisites: ECON*1050 and ECON*1100, or permission of the instructor

Co-requisites:

Course Description

This course examines historical processes and circumstances shaping the pattern of global economic inequality that we observe today.

Course Objectives

By the end of this course, students should be able to:

- Understand the evolution and development of the international economy and global inequality.
- Appreciate historical developments that led to different trajectories of economic change in different regions and in different periods.
- Appreciate how research about the economic past advances.

Student Responsibilities

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

Course Resources

Required Course Textbook: none

Additional resources that provide 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.

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

Course Assessment

seminar presentation A	10%
seminar presentation B	10%
presentation of research project	10%
participation	20%
book review	10%
research essay	40%

Other Information

Courselink

The course website located on Courselink serves 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.

Weekly Schedule

- January 13 The Long-term Pattern of Economic and Demographic Change
- January 20 Technological Change and the Industrial Revolution
The Puzzle of Pre-Modern China
- January 27 **I: Japan in the 18th and 19th Centuries**
II: The Great Divergence
- February 3 **III: Impact of the Slave Trade on Africa**
IV: Resources, Institutions and Inequality in the Americas
- February 10 **V: Institutions in the Islamic World**
VI: Geography and Institutions in the Theory of Growth
- February 24 Health and Welfare during Industrialization
Nutrition, Mortality and Health in the Long Run
Preliminary discussion of research papers
- March 2 **VII: Infant Mortality in Scandinavia**
VIII: Revolution and Standard of Living in Russia and Soviet Union
- March 9 **IX, X: Famine, Malnutrition and Food Aid**
- March 16 presentation of research projects
- March 23 presentation of research projects
- March 30 TBA
- April 6 presentation of research projects

Student presentations are **in bold type**

Readings will be distributed after the topics are finalized.

Course Policies

Grading Policies

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

academic consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2015-2016/>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Course Evaluation Information

Please refer to <https://www.uoguelph.ca/economics/course-evaluation>

Drop date

The last date to drop one-semester courses, without academic penalty, is March 1st, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2015-2016/>

Course Learning Outcomes

Skills

- 1) Written Communication: A major research paper, which will be graded with the usual prose writing criteria, requires students to describe and evaluate historical arguments using economic analysis.
- 2) Oral Communication: Seminar discussion of published work and student research will develop skills in presentation and critical but supportive discussion. 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.

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 industries, regions and 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.

Additional Information

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.

Research Essays

The essay is due April 8. Extensions may be granted with prior approval although I may not be able to comment 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 distributed separately 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. You will submit the essay through <http://turnitin.com/static/index.php> which provides the instructor with information about the originality of your paper. In order to gain access to the class page at [turnitin](#) you must create an account and then login using the class ID and enrolment password.
class ID: 11327076 enrolment password: **ecohis**

Book Review

Your review of the book by **Angus Deaton, *The Great Escape: Health, Wealth and the Origins of Inequality* (Princeton University Press 2014)** is due February 24. A typical review begins with a broad but brief (200-500 words) overview that situates the book in a broader context and provides a concise summary of the principal contributions or arguments. The major portion of the review, however, is your own critical response to the argument or main points. Do you agree with the author, and why? In giving your views you may find it useful to recapitulate the points with which you are agreeing or disagreeing. Nevertheless, please be careful to avoid a longish descriptive summary. The conclusion of the book review must answer four questions clearly and concisely. Why was the book written? What is unusual or different about this book? Was the author successful? What do we learn as a result of the efforts of this author? The review will be evaluated on the basis of its success in analyzing and criticizing the book's interpretation or argument. You will submit the review through [turnitin](#). A different book may be chosen with permission of the instructor.

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.