



ECN 110A
World Economic History
Professor: Doug Campbell
MWF, 8:00-8:50, Storer 1322
Office Hours: Tues., Wed., 3-5 pm; by appointment

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Course Description: For the vast majority of human history, there was no advance in material living standards. The average person in the 18th century was no better off than a Stone Age hunter and gatherer. Then, beginning around 1780 in northwest England, near Lancashire, a steady series of technological innovations led to a sustained rise in living standards, allowing humanity to permanently put an end to the Malthusian Trap. For economic historians, this sustained rise in economic possibilities, called the “Industrial Revolution”, is *the* big event in World Economic History, yet is also one of history’s greatest puzzles. Why did it happen in Europe? Why England? Why 1780? Why were some countries, such as the US, most of northern Europe, and Japan soon able to enjoy their own industrial revolutions, growing fabulously rich by the standards of preindustrial societies, while millions of people have remained in dire poverty in other parts of the world, such as sub-Saharan Africa? What factors later sparked the growth of the Asian Tigers and China? In this course, we will probe these questions; a Nobel Prize awaits the student who answers them.

The second part of the course deals with the first wave of globalization (1870 to 1914), the Gold Standard, the Great War, the Economic Consequences of the Peace, and the Great Depression, which led to the rise of Nazi Germany and the horrors of World War II. This period also gave rise to the discipline of Macroeconomics. What factors made the depression Great? Why did policy makers manage to get things so terribly wrong? Lastly, what are the parallels between the Great Depression and the “Lesser Depression” in the US, Japan, and Europe today?

Prerequisites: None.

Note: The syllabus is subject to change. Any alterations will be announced in class, and updated versions will be posted on my homepage.

Credit Hours: 3

Text: *Farewell to Alms: A Brief Economic History of the World*

Author: Gregory Clark; **ISBN-13:** 978-0691141282

Text: *The Wealth and Poverty of Nations*

Author: David Landes; **ISBN-13:** 978-0393318883

Text: *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*

Author: Alfred Crosby; **ISBN-13:** 978-0521546188

Text: *A New Economic View of American History: From Colonial Times to 1940*

Author: Jeremy Atack and Peter Passell; **ISBN-13:** 978-0393963151

Course Objectives:

At the completion of this course, students will be able to:

1. Understand the Malthusian Model, how it works, its significance.
2. Explain the key facts and theories behind the Industrial Revolution.
3. Understand the IS-LM model, how it works, and its significance.
4. Explain the key facts and theories about the factors leading to the Great Depression.
5. Write a clear and concise policy memo using careful analysis of economics.
6. Download economic data and present a well-formatted graph using Excel.

Grade Distribution:

Quizzes	5%
Short Paper	15%
Policy Memo	15%
Homework	10%
Midterm Exam	20%
Final Exam	35%
Extra Credit	5%

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	≤ 59.99	F

Course Policies:

- **General**

- Computers are not to be used unless instructed to do so.
- Quizzes and exams are closed book, closed notes.
- **No makeup quizzes or exams will be given.**

- **Grades**

- The average grade for this course is set by the department at a B-.
- Grades will be maintained on Smartsite. Students are responsible for tracking their progress by referring to the online gradebook.
- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.

- **Assignments**

- Students are expected to work independently. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but when in doubt, direct your questions to the professor, tutor, or lab assistant.
- **Papers which are turned in late will be automatically penalized by one full letter grade, and an additional half-a-letter grade for each additional 12 hours. Late papers are to be put in my department mailbox, with an electronic copy sent in addition to mark the time.**
- Quizzes will be announced one class in advance.
- For the papers, any material reproduced from other sources must be bloc-quoted and cited using MLA style. Each paper must contain at least three citations. For all students, and especially non-native speakers of English, it may be helpful to visit the writing tutors at the Academic Development Center.

- **Attendance and Class Participation**

- Attendance and participation in class discussion is expected.
- It is expected that students come to class prepared to discuss the readings.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee's responsibility to get all missing notes or materials.

Academic Honesty Policy Summary:

Introduction

In addition to skills and knowledge, COLLEGE/UNIVERSITY aims to teach students appropriate Ethical and Professional Standards of Conduct. The Academic Honesty Policy exists to inform students and Faculty of their obligations in upholding the highest standards of professional and ethical integrity. All student work is subject to the Academic Honesty Policy. Professional and Academic practice provides guidance about how to properly cite, reference, and attribute the intellectual property of others. Any attempt to deceive a faculty member or to help another student to do so will be considered a violation of this standard.

Instructor's Intended Purpose

The student's work must match the instructor's intended purpose for an assignment. While the instructor will establish the intent of an assignment, each student must clarify outstanding questions of that intent for a given assignment.

Unauthorized/Excessive Assistance

The student may not give or get any unauthorized or excessive assistance in the preparation of any work.

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Declaration

Online submission of, or placing one's name on an exam, assignment, or any course document is a statement of academic honor that the student has not received or given inappropriate assistance

in completing it and that the student has complied with the Academic Honesty Policy in that work.

Consequences

An instructor may impose a sanction on the student that varies depending upon the instructor's evaluation of the nature and gravity of the offense. Possible sanctions include but are not limited to, the following: (1) Require the student to redo the assignment; (2) Require the student to complete another assignment; (3) Assign a grade of zero to the assignment; (4) Assign a final grade of "F" for the course. A student may appeal these decisions according to the Academic Grievance Procedure. (See the relevant section in the Student Handbook.) Multiple violations of this policy will result in a referral to the Conduct Review Board for possible additional sanctions.

The full text of the Academic Honesty Policy is in the *Student Handbook*.

Category X:

Put any other categories of information related to your college/university here.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Week	Content
Week 1	<ul style="list-style-type: none"> • Introduction • Read: Clark, pgs. 1-18; Landes Introduction; Crosby Ch. 1-2 • Jared Diamond – The Worst Mistake in the History of the Human Race
Week 2	<ul style="list-style-type: none"> • The “Cruel” Logic of the Malthusian Trap • Read: Clark, pgs. 19-70 • HW#1
Week 3	<ul style="list-style-type: none"> • The Malthusian World II: Fertility, Life Expectancy • Read: Clark, 71-111; Do HW#2
Week 4	<ul style="list-style-type: none"> • Testing the Malthusian Model: The Black Death; The Age of Exploration • Read: Landes Ch. 5-9; Crosby Ch. 3
Week 5	<ul style="list-style-type: none"> • The Industrial Revolution • 1st paper due • Read: Clark, 208-258; Landes Ch. 13
Week 6	<ul style="list-style-type: none"> • The Industrial Revolution, Theories • Read: Clark, 145-165; Landes, Ch. 14-15
Week 7	<ul style="list-style-type: none"> • Economic Geography I: The Crosby/Diamond/Kamarck Theory • Midterm • Crosby, Ch. 4-9; Diamond handout
Week 8	<ul style="list-style-type: none"> • The Spread of the Industrial Revolution • Clark, Ch. 14; Landes, Ch. 16-18
Week 9	<ul style="list-style-type: none"> • The First Wave of Globalization • Atack & Passell; Heckscher-Ohlin Handout, HW#3
Week 10	<ul style="list-style-type: none"> • The Great War; The Economic Consequences of the Peace; The Gold Standard • Reading: Keynes (online) pgs. 1-30.; Atack & Passell; HW #4
Week 11	<ul style="list-style-type: none"> • The Great Depression • HW #5 ; Atack & Passell ; Excerpt from <i>Paddy’s Lament</i>
Week 12	<ul style="list-style-type: none"> • The Great Depression, Policy response; Economic Geography II: New Trade Theory • Read: HW#6; Krugman handout on Geography and Trade; HW #6
Week 13	<ul style="list-style-type: none"> • Bretton Woods I; the Rise (& Fall) of Japan; the East Asian Miracle and the Rise of China • Read: H.O.
Week 14	<ul style="list-style-type: none"> • History Ryhmes: Bretton Woods II; the “Lesser Depression” today • Read: H.O.; Policy memo due on the last day of class