

## ECON 494 – Global Economic History – Winter 2024<sup>1</sup>

<b>Instructor</b>	Victor Gay ( <a href="mailto:vgay@umich.edu">vgay@umich.edu</a> )
<b>GSI</b>	Aneesha Parvathaneni ( <a href="mailto:aneeshap@umich.edu">aneeshap@umich.edu</a> )
<b>Classes</b>	Mondays and Wednesdays (January 10–April 23), 2.30–3.50pm, CHEM 1400 No class on Monday, January 15 (Martin Luther King, Jr. Holiday) No class on Monday, February 26 and Wednesday, February 28 (Mid-Winter Recess)
<b>Exams</b>	Midterm examination (CHEM 1400): Monday, March 4, 2.30–3.50pm Final examination (CHEM 1400): Tuesday, April 30, 4.00–6.00pm
<b>Office hours</b>	Instructor: Thursdays, 2.00–4.00pm, Lorch 258 GSI: Wednesdays, 4.00–6.00pm, MH 2437
<b>Prerequisites</b>	ECON 401 or Graduate Standing
<b>Description</b>	Why are some countries so much richer than others today? This course explores the historical origins of modern economic growth and global economic inequality across countries. After a brief introduction of the field of economic history, we will study when and where modern economic growth emerged, with a particular focus on the Great Divergence and the Industrial Revolution in Western Europe. The course will however cover other settings, such as China, Japan, and Southern Asia (for an economic history of the United States, please refer to ECON 491). Then, we will investigate the factors that can explain these historical patterns, looking successively at the role of institutions, culture, and geography. Finally, we will discuss various issues that come along with modern economic growth in historical perspective such as pollution and global pandemics.
<b>Materials</b>	All the readings listed in this syllabus will be posted on Canvas at the beginning of the semester. Relevant slides will be posted before each lecture.
<b>Lectures</b>	Students are expected to attend all lectures. Laptop computers are only allowed during class for taking notes and viewing slides. Cell phone usage and texting are not permitted.
<b>Readings</b>	Students are expected to be familiar with core readings, although the only mandatory readings are those scheduled for the midterm and final examinations. There is one core reading per subtopic—generally one per week. Other readings (marked with a *) are optional and will be covered in more or less depth during the lectures. Students are encouraged to go over those additional readings to have a deeper understanding of the material.
<b>Evaluation</b>	Students will be evaluated through two take-home essays (30%), one midterm examination (30%), and one final examination (40%). <ul style="list-style-type: none"><li>• <b>Two take-home AI-assisted critical essays (30%)</b> At the beginning of predetermined weeks, one essay question will be posted on Canvas. You will proceed in two steps.</li></ul>

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<sup>1</sup> Last updated : April 3, 2024.

1. Provide a 500–word AI-generated answer to the selected question (not counting a potential bibliography). That is, feed the essay question to an AI (e.g., Chat GPT, freely available on <https://chat.openai.com/>) and interact with the AI to improve its answer. You may go through as many iterations as you want. The first part of your essay should provide 1–2 paragraphs (100–200 words) describing how you interacted with the AI and why (e.g., did you improve the logic of the argument? Focused on a specific aspect of the question? Asked the AI to better define the underlying assumptions behind each term of the question?). Then, directly below, provide the 500–word AI-generated answer verbatim. Please indicate the AI you used (e.g., ChatGTP 3.5, GTP-4, etc.).
2. In 750–1,000 words (not counting a potential bibliography), critically assess the AI-generated answer with your knowledge from the course and the readings. Is the logic sound compared to what you have learned in the course? Is the AI “inventing” facts and references? How would you improve the AI’s answer? You should be precise here and provide (actual) facts and (existing) references to support your argument. Be sure to properly define the terms of the question.

The objective of these take-home essays is 3-fold: first, help students learn how to use AI tools intelligently; second, have students think critically about the potential (or lack thereof) of AI tools in providing logic, clear, and empirically supported arguments; third, to assess students’ grasp of the material covered in the course.

These essays will be graded based on a 4-point scale based on four main components (half grades permitted). First, the logic of the interaction with the AI and the resulting AI response (1 point). Second, the quality of the critical perspective, its logic, and the underlying facts supporting the argumentation (2 points). Third, the quality of the writing, including clarity, proper grammar, and organization of the critical perspective (0.5 point). Fourth, the proper use of within-text citations and a proper bibliography (0.5 point). Note that you are required to use facts and bibliographic references related to material covered in class (and beyond) in the critical part of the essay—asking the AI to criticize itself will be easy enough to spot for the grader. These grades will be converted into letter grades following the “Grading Benchmarks” per UMichigan guidelines reproduced below.

There will be 2 of such essays, each counting 15% toward the final grade. One will be provided at the beginning of week 5 of the course, and the other, at the beginning of week 13. Essays will be due on the Sunday of these weeks by 5pm ET. Late essays will not be accepted.

\* The first essay will be optional. If you choose to complete the essay, your grade will only be counted toward your overall grade if it increases your grade average.

- **A midterm examination (30%) and a final examination (40%)**

The midterm exam will take place on Monday, March 4, during regular class time and will last for 80 minutes, starting at 2.30pm. The final exam will take place on a date Tuesday, April 30, during the scheduled exam time (4–6pm). It will last for 120 minutes.

The midterm exam will combine one core reading summary and one essay (out of a choice of two essay questions). The final exam will combine two core reading summaries and one essay (out of a choice of two essay questions). These are closed-books and closed-notes. They will be handwritten. A copy of the relevant core reading(s) listed below will be provided.

Grading guidelines for core reading summaries are as follows. They should address the following points:

- Describe the reading's main claim and argument (2–3 paragraphs)
- Provide a specific example that supports this claim (1 paragraph)
- Provide your critical perspective on this claim (1–2 paragraphs)

These short essays will be graded on a 4–point scale (half grades permitted). One point will be credited to a satisfactory reply to each item above. An additional point will be credited to essays that are particularly insightful, e.g., that provide a critical perspective by drawing precisely on other readings and material from the course.

For essays, grading will be based on two main components: the quality of the argument, its logic, and the underlying facts supporting it (3 points); the quality of the writing, including clarity, proper grammar, and organization (1 point). Each essay will be graded on a 4-point scale.

The weighting for the final grade will be as follows:

- Midterm exam: final grade = [core summary + (essay x 2)] / 3
- Final exam: final grade = [(core summary 1 + core summary 2) / 2 + (essay x 2)] / 3

This means that core summaries count for 1/3 of the grade, while the essay count for 2/3 of the grade. These grades will be converted into letter grades following the “Grading Benchmarks” following UMichigan guidelines reproduced below.

In general, if you feel that your essays were graded unfairly, then you must first provide a clear and complete written account of your concern to the GSI. Only after you speak with the GSI should you appeal to me (again, in clear and complete written form). In either case you must submit the entire essay for regrading. If grading errors in your favor are found, then you may receive a lower grade.

For students to get a better sense of how to approach these essay questions, some lectures will end by going over some potential essay questions. More details will be provided in class.

## Grading Benchmarks

Benchmarks <sup>1</sup>	Grade	Grade Point
Superior Achievement		
Outstanding	A/A+	4.0
Excellent	A-	3.7
Good Achievement		
Very Good	B+	3.3
Good	B	3.0
Generally Good	B-	2.7
Adequate Achievement		
Satisfactory	C+	2.3
Sufficient	C	2.0
Marginal	C-	1.7
Limited Achievement		
Poor	D+	1.3
Very Poor	D	1.0
Extremely Poor	D-	0.7
Inadequate Achievement		
Failure	E	0.0

## **Additional policies**

### **Etiquette**

To promote an atmosphere of mutual respect and collective inquiry, please adhere to the following guidelines for all course interactions: support your statements using evidence and provide a rationale for your points; respect the rights of others to hold opinions and beliefs that differ from your own; allow everyone the chance to participate; and listen carefully to what others are saying even if you disagree with them; be courteous while others are speaking.

### **Accommodations**

If you believe you need an accommodation, please let me know by the beginning of the second week of class. The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities (<https://ssd.umich.edu/>; 734-763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

### **Academic misconduct**

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [lsa.umich.edu/lsa/academics/academic-integrity.html](http://lsa.umich.edu/lsa/academics/academic-integrity.html).

### **Classroom culture of care**

LSA is committed to delivering our mission while aiming to protect the health and safety of the community. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out on the University's Health Response page. In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, such as not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration. Any student who is not able and willing to comply with campus safety measures for this course should contact the course instructor or their academic advisor to discuss alternate participation or course options. For additional information refer to the University of Michigan's Health Response website and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the OSCR website.

### **Mental Health and Well-Being**

University Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressures and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers a variety of resources, many which are listed on the Resources for Student Well-being webpage. You can also search for additional well-being resources on that website.

## **Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at [sapac.umich.edu](http://sapac.umich.edu). Alleged violations can be non-confidentially reported to the Equity, Civil Rights, and Title IX Office (ECRT) at [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu).

### **Office hours and communications**

Office hours will be conducted with the door open unless the student requests a closed-door meeting. Meeting with students individually will only be at university venues. Any off-campus meetings with students collectively will only be at places where alcohol is not served. Electronic communication with students will only be on university platforms and not on social media, text, and non-university apps.

## Course outline and references

The course outline in table form is provided below. The outline and schedule are provided as guidelines only and might be adjusted depending on how class progresses.

### General readings

Students who would like to delve deeper into topics discussed in this course are encouraged to consult the following references (these are provided for reference only and are not required).

- Allen, Robert C. 2011. *Global Economic History. A Very Short Introduction*. Oxford University Press.
- Broadberry, Stephen, Bruce M. S. Campbell, Alexander Klein, Mark Overton, and Bas Van Leeuwen. 2015. *British Economic Growth, 1270–1870*. Cambridge University Press.
- Blum, Matthias and Christopher L. Colvin (Eds). 2018. *An Economist's Guide to Economic History*. Palgrave Studies in Economic History.
- (Graduate level) Bisin, Alberto and Federico Giovanni (Eds). 2021. *The Handbook of Historical Economics*. Elsevier.
- Diamond, Jared and James A. Robinson (Eds). 2011. *Natural Experiments of History*. Harvard University Press.

Each section indicates core readings (usually, one per section) as well as supplementary readings (indicated with a \*). The only “mandatory” readings are the midterm and final readings indicated below:

### Midterm reading

- Frankema, Ewout. 2024. “From the Great Divergence to South-South Divergence: New Comparative Horizons in Global Economic History.” *Journal of Economic Surveys*, 1–29.

### Final Readings

- Hoffman, Philip T. 2020. “The Great Divergence: Why Britain Industrialised First.” *Australian Economic History Review*, 60(2), 126–47.
- Mokyr, Joel. 2018. “The Past and the Future of Innovation: Some Lessons from Economic History.” *Explorations in Economic History*, 69, 13–26.

### Introduction. What is economic history? (Weeks 1–2)

- Abramitzky, Ran. 2015. “Economics and the Modern Economic Historian.” *Journal of Economic History* 75(4), 1240–51.
- \*Arrow, Kenneth J. 1985. “Maine and Texas.” *American Economic Review* 75(2), 320–23.
- \*Blum, Matthias. 2018. “Measurement and Metrics.” In Blum, Matthias and Christopher L. Colvin (Eds), *An Economist's Guide to Economic History*, 379–84. Palgrave Studies in Economic History.
- \*Blum, Matthias and Arcangelo Dimico. 2018. “Econometric Identification.” In Blum, Matthias and Christopher L. Colvin (Eds), *An Economist's Guide to Economic History*, 385–93. Palgrave Studies in Economic History.
- \*Cantoni, Davide and Noam Yuchtman. 2021. “Historical Natural Experiments: Bridging Economics and Economic History.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 8. Elsevier.
- \*Colvin, Christopher L. and Homer Wagenaar. 2018. “Economics Versus History.” In Blum, Matthias and Christopher L. Colvin (Eds), *An Economist's Guide to Economic History*, 13–20. Palgrave Studies in Economic History.
- \*Johnson, Noel D. 2018. “Geospatial Information Systems.” In Blum, Matthias and Christopher L. Colvin (Eds), *An Economist's Guide to Economic History*, 425–32. Palgrave Studies in Economic History.

- \*McCloskey, Donald N. 1976. “Does the Past Have Useful Economics?” *Journal of Economic Literature* 14(2), 434–61.
- \*Nunn, Nathan. 2020. “The Historical Roots of Economic Development.” *Science* 367, 1441.
- \*Solow, Robert M. 1985. “Economic History and Economics.” *American Economic Review* 75(2), 328–31.

## **Part 1. Modern economic growth in historical perspective (weeks 2–7)**

### **Topic 1.0. Introduction (week 2)**

- \*Adhami, Mohamad, Mark Bills, Charles Jones, and Peter Klenow. 2023. “Population and Welfare: The Greatest Good for the Greatest Number.” NBER Working Paper 31999.
- \*Jones, Charles and Peter Klenow. 2016. “Beyond GDP? Welfare across Countries and Time.” *American Economic Review*, 106(9), 2426–57.

### **Topic 1.1. Historical growth accounting (week 3)**

- De Jong, Herman J. and Nuno Palma. 2018. “Historical National Accounting.” In Blum, Matthias and Christopher L. Colvin (Eds), *An Economist’s Guide to Economic History*. Palgrave Studies in Economic History.
- \*Bolt, Jutta, Robert Inklaar, Herman de Jong, and Jan Luiten van Zanden. 2018. “Rebasing ‘Maddison’: New Income Comparisons and the Shape of Long-Run Economic Development.” GGDC Research Memorandum 174.
- \*Broadberry, Stephen, Bruce M. S. Campbell, Alexander Klein, Mark Overton, and Bas Van Leeuwen. 2015. “Measuring Economic Growth.” In *British Economic Growth, 1270–1870*, 1–244. Cambridge University Press.

### **Topic 1.2. The Great Divergence (week 3)**

- Broadberry, Stephen. 2021. “The Industrial Revolution and the Great Divergence: Recent Findings from Historical National Accounting.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 24. Elsevier.
- \*Goldstone, Jack. (2021). Dating the Great Divergence. *Journal of Global History* 16(2), 266–85.

### **Topic 1.3. Wages and living standards (week 4)**

- De Zwart, Pim. 2023. “The Long-Run Evolution of Global Real Wages.” *Journal of Economic Surveys*, 1–28.
- \*Angeles, Luis, 2008. “GDP per Capita or Real Wages? Making Sense of Conflicting Views on Pre-Industrial Europe.” *Explorations in Economic History* 45, 147–63.
- \*Arroyo Abad, Leticia and Kathryn Gary. 2023. “A Window to the Past: Living standards in historical perspective”, CEPR Discussion Paper 18449.

### **Topic 1.4. Patterns of long-run growth in global perspective (weeks 4–6)**

#### *Britain*

- Broadberry, Stephen. 2021. “The Industrial Revolution and the Great Divergence: Recent Findings from Historical National Accounting.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 24. Elsevier.
- \*Broadberry, Stephen, Bruce M. S. Campbell, Alexander Klein, Mark Overton, and Bas Van Leeuwen. 2015. “Measuring Economic Growth.” In *British Economic Growth, 1270–1870*, 1–244. Cambridge University Press.



- \*Broadberry, Stephen, Bruce M. S. Campbell, and Bas Van Leeuwen. 2013. “When Did Britain Industrialise? The Sectoral Distribution of the Labour Force and Labour Productivity in Britain, 1381–1851.” *Explorations in Economic History* 50(1), 16–27.
- \*Broadberry, Stephen and John J. Wallis. 2017. “Growing, Shrinking, and Long Run Economic Performance: Historical Perspectives on Economic Development.” NBER Working Paper 23343.
- \*Humphries, Jane and Jacob Weisdorf. 2019. “Unreal wages? Real income and economic growth in England, 1260-1850.” *Economic Journal* 129, 2867–87.

#### *Continental Europe*

- \*Álvarez-Nogal, Carlos and Leandro Prados de la Escosura. 2013. “The Rise and Fall of Spain (1270–1850).” *Economic History Review* 66, 1–37.
- \*Álvarez-Nogal, Carlos and Leandro Prados de la Escosura. 2023. “Subjective Well-being in Spain’s Decline”, CEPR Discussion Paper 18140.
- \*Chilosi, David and Carlo Ciccarelli. 2022. “Evolving Gaps: Occupational Structure in Southern and Northern Italy, 1400–1861.” *The Economic History Review* 75(4), 1349–78.
- \*Chilosi, David and Carlo Ciccarelli. 2023. “Italy in the Great Divergence: What Can We Learn from Engel’s Law?” CEIS Research Paper 562.
- \*Malanima, Paolo. 2011. “The Long Decline of a Leading Economy: GDP in Central and Northern Italy, 1300–1913.” *European Review of Economic History* 15(2), 169–219.
- \*Ridolfi, Leonardo. 2019. “Six Centuries of Real Wages in France From Louis IX to Napoleon III: 1250–1860.” *The Journal of Economic History* 79(3), 589–927.
- \*Ridolfi, Leonardo and Alessandro Nuvolari. 2021. “L’Histoire Immobilière? A Reappraisal of French Economic Growth Using the Demand-Side Approach, 1280–1850.” *European Review of Economic History* 25(3), 405–28.

#### *Asia*

- \*Bassino, Jean-Pascal, Stephen Broadberry, Kyoji Fukao, Bishnupriya Gupta and Masanori Takashima. 2019. “Japan and the Great Divergence, 730–1874.” *Explorations in Economic History* 72, 1–22.
- \*Broadberry, Stephen, Hanhui Guan, and David Daokui Li. 2018. “China, Europe, and the Great Divergence: A Study in Historical National Accounting, 980–1850.” *The Journal of Economic History* 78(4), 1–46.
- \*Broadberry, Stephen, Hanhui Guan, and David Daokui Li. 2021. “China, Europe, and the Great Divergence: A Restatement.” *The Journal of Economic History* 81(3), 958–74.
- \*Solar, Peter M. 2021. “China’s GDP: Some Corrections and the Way Forward.” *The Journal of Economic History* 81(3), 943–57.
- \*Solar, Peter M. 2021. “China, Europe, and the Great Divergence: Further Concerns about the Historical GDP Estimates for China.” EHES Working Paper 217.

#### **Topic 1.5. Ancient economic history (week 7—not on midterm examination)**

- Matranga, Andrea and Pascali, Luigi. 2021. “The Use of Archeological Data in Economics.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 5. Elsevier.
- \*Ashraf, Quamrul, Oded Galor, and Marc Klemp. 2021. “The Ancient Origins of the Wealth of Nations.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 22. Elsevier.
- \*Bakker, Jan Davis, Stephan Maurer, Jörn-Steffen Pischke, and Ferdinand Rauch. 2021. “Of Mice and Merchants: Connectedness and the Location of Economic Activity in the Iron Age.” *The Review of Economics and Statistics* 103(4), 652–65.

- \*Delgaard, Carl-Johan, Nicolai Kaarsen, Ola Olsson, and Pablo Selaya. 2020. “Roman Roads to Prosperity: Persistence and Non-Persistence of Public Infrastructure.” *Journal of Comparative Economics* 50, 896–916.
- \*Izdebski, Adam, Tymon Słoczyński, Anton Bonnier, Grzegorz Koloch, Katerina Kouli. 2020. “Landscape Change and Trade in Ancient Greece: Evidence from Pollen Data.” *The Economic Journal* 130(632), 2596–618.
- \*Ljungqvist, Fredrik et al. 2018. “Linking European Building Activity with Plague History.” *Journal of Archeological Science*, 98, 81–92.
- \*Stock et al. 2023. “Long-Term Trends in Human Body Size Track Regional Variation in Subsistence Transitions and Growth Acceleration Linked to Dairying.” *PNAS* 120(4), e2209482119.

## Mid-Winter Recess (week 8)

### Part 2. Factors of growth: explaining the Great Divergence (weeks 9–14)

#### Topic 2.1. Explaining the Great Divergence (week 9)

##### *Global factors*

- Court, Victor. 2020. “A Reassessment of the Great Divergence Debate: Towards a Reconciliation of Apparently Distinct Determinants.” *European Review of Economic History*, 24(4), 633–74.

##### *The British Industrial Revolution*

- Allen, Robert C. 2009. “Why Was the Industrial Revolution British?” In *The British Industrial Revolution in Global Perspective*, 135–55. Cambridge University Press.
- \*Allen, Robert C. 2017. *The Industrial Revolution. A Very Short Introduction*. Oxford University Press.

#### Topic 2.2. Directed technical change (week 10)

- Allen, Robert C. 2011. “Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution.” *The Economic History Review*, 64(2), 357–84.
- \*Allen, Robert C. 2020. “Spinning Their Wheels: A Reply to Jane Humphries and Benjamin Schneider.” *The Economic History Review*, 73(4), 1128–36.
- \*Humphries, Jane and Benjamin Schneider. 2019. “Spinning the Industrial Revolution.” *The Economic History Review*, 72(1), 126–55.
- \*Humphries, Jane and Benjamin Schneider. 2020. “Losing the Thread: A Response to Robert Allen.” *The Economic History Review*, 73(4), 1137–52.
- \*Maw, Peter, Peter Solar, Aidan Kane, and John S. Lyons. 2022. “After the Great Inventions: Technological Change in UK Cotton Spinning, 1780–1835.” *The Economic History Review*, 75(1), 22–55.
- \*Nuvolari, Alessandro, Valentina Tartari, and Matteo Tranchero. 2021. “Patterns of Innovation during the Industrial Revolution: A Reappraisal Using a Composite Indicator of Patent Quality.” *Explorations in Economic History*, 82, 101419.

#### Topic 2.3. Institutions (weeks 11–12)

- Acemoglu, Daron, Simon Johnson and James Robinson. 2001. “The Colonial Origins of Comparative Development.” *American Economic Review*, 91(5), 1369–401.
- North, Douglass C. and Barry R. Weingast. 1989. “Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England.” *The Journal of Economic History*, 49(4), 803–32.
- \*Acemoglu, Daron, Simon Johnson and James Robinson. 2002. “Reversal of Fortune.” *Quarterly Journal of Economics*, 117(4), 1231–94.

- \*Acemoglu, Daron and Simon Johnson. 2005. “Unbundling Institutions.” *Journal of Political Economy*, 113(5), 949–95.
- \*Acemoglu, Johnson and James A. Robinson. 2005. “Institutions as a Fundamental Cause of Long-Run Growth.” In *Handbook of Economic Growth*, Volume 1A. Elsevier.
- \*Cox, Gary, Mark Dincecco, and Massimiliano Onorato. 2024. “Window of Opportunity: War and the Origins of Parliament.” *British Journal of Political Science*, 54, 405–21.
- \*Dincecco, Mark, James Fenske, and Massimiliano Onorato. 2019. “Is Africa Different? Historical Conflict and State Development.” *Economic History of Developing Regions*, 34(2), 209–50.
- \*Dincecco, Mark and Gabriel Katz. 2016. “State Capacity and Long-Run Economic Performance.” *The Economic Journal*, 126, 189–218.
- \*Dincecco, Mark and Yuhua Wang. 2018. “Violent Conflict and Political Development Over the Long Run: China Versus Europe.” *Annual Review of Political Science*, 21, 341–58.
- \*Ogilvie, Sheilagh and A.W. Carus. 2014. “Institutions and Economic Growth in Historical Perspective.” In *Handbook of Economic Growth*, Volume 2A. Elsevier.

#### Topic 2.4. Culture (week 12)

- Mokyr, Joel. 2021. “Attitudes, Aptitudes, and the Roots of the Great Enrichment.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 25. Elsevier.
- \*Almelhem, Ali, Murat Iyigun, Austin Kennedy and Jared Rubin. 2023. “Enlightenment Ideals and Belief in Progress in the Run-up to the Industrial Revolution: A Textual Analysis.” IZA DP 16674.
- \*Becker, Sascha O., Seteven Pfaff and Jared Rubin. 2016. “Causes and Consequences of the Protestant Reformation.” *Explorations in Economic History*, 62, 1–25.
- \*Becker, Sascha O., Jared Rubin, and Ludger Woessmann. 2021. “Religion in Economic History: A Survey.” In Bisin, Alberto and Federico Giovanni (Eds), *The Handbook of Historical Economics*, Chapter 20. Elsevier.
- \*Becker, Sascha O. and Ludger Woessmann. 2009. “Was Weber Wrong? A Human Capital Theory of Protestant Economic History.” *The Quarterly Journal of Economics*, 124(2), 531–96.
- \*Dittmar, Jeremiah E. 2011. “Information Technology and Economic Change: The Impact of the Printing Press.” *The Quarterly Journal of Economics*, 126(3), 1133–72.
- \*Kersting, Felix, Iris Wohnsiedler and Nikolaus Wolf. 2020. “Weber Revisited: The Protestant Ethic and the Spirit of Nationalism.” *The Journal of Economic History*, 80(3), 710–45.

#### Topic 2.5. Geography (week 13)

##### *Coal and the Industrial Revolution*

- Allen, Robert C. 2009. “The Cheap Energy Economy” In *The British Industrial Revolution in Global Perspective*, 80–105. Cambridge University Press.
- \*Wrigley, E. A. *Energy and the English Industrial Revolution*. Cambridge University Press, 2010.

##### *Geography and the disease environment*

- \*Acemoglu, Daron and Simon Johnson. 2007. “Disease and Development: The Effect of Life Expectancy on Economic Growth.” *Journal of Political Economy*, 115(6): 925–85.
- \*Acemoglu, Daron and Simon Johnson. 2014. “Disease and Development: A Reply to Bloom, Canning, and Fink.” *Journal of Political Economy*, 122(6): 1367–75.
- \*Bloom, David E., David Canning, and Gunther Fink. 2014. “Disease and Development Revisited.” *Journal of Political Economy*, 122(6): 1355–66.

##### *Geography and deep roots of development*

- \*Spolaore, Enrico and Romain Wacziarg. 2013. “How Deep are the Roots of Economic Development?” *Journal of Economic Literature* 51(2), 325–69.

*Political geography and state development*

- Fernández-Villaverde, Jesús, Mark Koyama, Youhong Lin, and Tuan-Hwee Sng. 2023. “The Fractured-Land Hypothesis”, *The Quarterly Journal of Economics*, 138(2), 1173–231.
- \*Mokyr, Joel and Guido Tabellini. 2023. “Social Organizations and Political Institutions: Why China and Europe Diverged.” *Economica*, 1–36.

**Part 3. Issues with modern economic growth (weeks 14–16)**

**Topic 3.1. Pollution (week 14)**

- Gindelsky, Marina and Remi Jedwab. 2023. “Killer Cities and Industrious Cities? New Data and Evidence on 250 Years of Urban Growth.” *Journal of Economic Geography*, 23(1), 179–208.
- \*Beach, Brian, and Walker Hanlon. 2018. “Coal Smoke and Mortality in an Early Industrial Economy.” *Economic Journal*, 128, 2652–75.
- \*Hanlon, Walker. 2020. “Coal Smoke, City Growth, and the Costs of the Industrial Revolution.” *Economic Journal*, 462–88.
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**Topic 3.2. Pandemics in historical perspective (week 15)**

*Influenza and COVID-19*

- Arthi, Velore, and John Parman. 2021. “Disease, Downturns, and Wellbeing: Economic History and the Long-Run Impacts of COVID-19.” *Explorations in Economic History*, 79, 101381.
- Beach, Brian, Karen Clay, and Martin Saavedra. 2022. “The 1918 Influenza Pandemic and Its Lessons for COVID-19.” *Journal of Economic Literature*, 60(1), 41–84.
- \*Alfani, Guido, and Tommy E. Murphy. 2017. “Plague and Lethal Epidemics in the Pre-Industrial World.” *The Journal of Economic History*, 77(1), 314–43.
- \*Almond, Douglas. 2006. “Is the 1918 Influenza Pandemic Over? Long-Term Effects of In Utero Influenza Exposure in the Post-1940 U.S. Population.” *Journal of Political Economy*, 114(4), 672–712.
- \*Beach, Brian, Ryan Brown, Joseph Ferrie, Martin Saavedra, and Duncan Thomas. 2022. “Reevaluating the Long-Term Impact of In Utero Exposure to the 1918 Influenza Pandemic.” *Journal of Political Economy*, 130(7), 1963–90.
- \*Chapelle, Guillaume. 2022. “The Medium-Term Impact of Non-Pharmaceutical Interventions. The Case of the 1918 Influenza in US Cities.” *Economic Policy*, 37(109), 43–81.
- \*Clay, Karen, Joshua Lewis, and Edson Severnini. 2019. “What Explains Cross-City Variation in Mortality During the 1918 Influenza Pandemic? Evidence from 438 U.S. Cities.” *Economics & Human Biology*, 35, 42–50.

*The Black Death*

- \*Jedwab, Remi, Noel D. Johnson, and Mark Koyama. 2022. “The Economic Impact of the Black Death.” *Journal of Economic Literature*, 60(1), 132–78.

**Topic 3.3. Economic crises (week 16)**

- Duque, Valentina and Lauren L. Schmitz. 2023. “Early-life Exposure to the Great Depression and Long-term Health and Economic Outcomes.” *Journal of Human Resources*, 58(6), 1–56.

- \*Moulton, Jeremy G. 2017. "The Great Depression of Income: Historical Estimates of the Longer-Run Impact of Entering the Labor Market during a Recession." *The B.E. Journal of Economic Analysis and Policy*, 17(4), 119.

### Course outline and schedule

Week	Session	Day	Date	Part	Topic	
1	1	W	10-01	0. What is economic history?		
2	2	W	17-01	1. Modern economic growth in historical perspective	1.1. Historical growth accounting	
3	3	M	22-01		1.2. The Great Divergence	
	4	W	24-01		1.3. Wages and living standards	
4	5	M	29-01		1.4. Patterns of long-run growth	
	6	W	31-01			
5 (essay)	7	M	05-02			
	8	W	07-02			
6	9	M	12-02			1.5. Ancient economic history
	10	W	14-02			
7	11	M	19-02			
	12	W	21-02			
9	13	M	04-03		<b>Midterm examination</b>	
	14	W	06-03	2. Factors of growth	2.1. Explaining the Great Divergence	
10	15	M	11-03		2.2. Directed technical change	
	16	W	13-03		2.3. Institutions	
11	17	M	18-03		2.4. Culture	
	18	W	20-03		2.5. Geography	
12	19	M	25-03		3. Issues with modern economic growth	
	20	W	27-03			
13 (essay)	21	M	01-04			3.1. Pollution
	22	W	03-04			3.2. Pandemics
14	23	M	08-04			3.3. Economic Crises
	24	W	10-04			
15	25	M	15-04			
	26	W	17-04			
16	27	M	22-04			
			30-04	<b>Final examination</b>		