

Hist 4000/Hist 7772: The Economic History of Europe, 1000-1800

History Department, The University of Manitoba, Winter 2017

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Office hours: 12:30-1:30 Mondays and Wednesdays, or by appointment.

Mondays, 2:30-5:30

Fletcher Argue 452

This course investigates the economic history of Europe from 1000 to 1800, or through periods usually called the Middle Ages, the Renaissance, the Early Modern Period, to the Enlightenment or the Age of Revolutions. Economic history takes as its subject the wealth and resources of different historical societies, and particularly how the societies produce, exchange and consume goods and services. It draws upon a wide range of sources, trying to explain economic development and change as part of a complex part of social, political, cultural and ecological processes. Economic history is often taught within economics departments, and research often draws upon economic concepts and models. This is as it should be; historians have much to learn from work performed in other disciplines.¹ It does not mean that historians should merely defer to economic theory, or allow their investigation into the past to be driven by current debates in economics or the problems faced by current policymakers. Ideally, historians can enrich the understanding of the complexity of economic development, by bringing insights from engagement with source material, and drawing upon theories and concepts in creative ways to explain them.

Our course covers eight centuries. For many centuries, economic growth by modern standards was slow, or nearly non-existent. However, people in these periods responded to limitations of energy and resources in creative ways, developing a wide variety of technologies, practices and institutions, many of which continue to play important roles in economic life. The last centuries of the course, many have argued, constitute the largest single revolution in human history—the creation of sustained European demographic and economic growth often associated with the agricultural and industrial revolutions of the 18th century. While the course largely focuses upon Europe, we will occasionally consider other parts of the world both as comparisons and because of the importance of other regions to European development.

The course is quite short for the material covered. I have emphasized in the reading interesting approaches, rather than, say, geographical coverage. Ideally, the course should be supplemented with regional and local studies, and concentrated work on different trades, goods, cities, merchant groups, and other empirically rooted studies.

Books: Available for Purchase at the Bookstore

Richard C. Hoffmann, *An Environmental History of Medieval Europe*. (Cambridge: Cambridge University Press, 2014).

¹ I agree the sentiments expressed by Philip Hoffman, "Opening our eyes: History and the Social Sciences," *The Journal of the Historical Society* 6, 1 (March, 2006): 93-117.

Jocelin of Brakelond, *A Chronicle of the Abbey of Bury St. Edmunds*. Diana Greenway and Jane Sayers, trans. and eds., Oxford World Classics. (Oxford: Oxford University Press, 2009).

Robert C. Allen, *The British Industrial Revolution in Global Perspective*. (Cambridge: Cambridge University Press, 2009).

Assignments and Marking

15 %: Class Participation. This class will be conducted as a seminar. Obviously, attendance is required. Beyond that, you should not merely have “read” the readings before the class, because these works will require substantially more preparation in order to contribute usefully to the seminar.

Most of the assigned readings for this class are complex works of analysis and interpretation. Many are written for advanced specialists, draw upon economic theory and some express their arguments and parts of their evidence as mathematical formulae. Others may make reference to historical periods and geographical regions with which you will have little familiarity. You may need to do some background reading to understand the readings; I am happy to recommend readings, as well as those references that I will list under the “useful references” sections. You should attempt to have some idea of the authors’ arguments and how they relate to one another before coming to class, and be ready to contribute your opinions and questions.

Taking notes on readings is useful, and whenever possible, you should bring assigned material to class with you. Although seminar discussions can meander, they are none the less important.

Taking notes is useful to help recall the discussion.

Paper #1: 15 % Six to eight pages and bibliography: Jocelin of Brakelond, *Chronicle of the Abbey of Bury St. Edmunds*. Due class four, 13 February.

Evaluate the advantages of Jocelin of Brakelond’s *Chronicle* as a source for the history of the economic history of the twelfth and thirteenth centuries. What questions could an economic history use the source to answer? What features of economic life remain in the shadows? Articulate a research question using the *Chronicle*, and explain briefly its logic, and provide a sample bibliography that you would use for your research.

Paper #2: Research paper

Explore a topic in economic history in Europe, including Europe’s overseas trade and relations, during the period of 1000-1800. The paper can treat a subject, depart from a source or body of sources, or review a historiographical question, or even analyze the career and works of a single economic historian.

Stage 1: Seminar Presentation: 10%

Prepare a conference style paper fifteen minutes long to present in the three class spaces to your colleagues. A fifteen minute paper is generally seven double-spaced pages, without notes—the notes are usefully placed as end notes in such a paper. This demands concision. Good conference papers pose a good and clear research problem, explain its significance, and suggest the

conclusions that you are reaching in your paper. You should have a paper ready the Friday before you present it, so you can share it with the student who will comment on your work.

Stage 2: Seminar Formal Comment: 10%

You will be asked to comment, for five minutes, on another seminar participant's paper. Note that the comment is worth as much as your own presentation. You should try to bring out the paper's strength, suggest a few means of improving its argumentation, and perhaps pose questions that you think would benefit the paper's author while revising their paper.

Stage 3: Research Paper: 30 % 10-14 pages for undergraduate students; 14-18 pages for graduate students. You should have a bibliography, in addition to these pages. Drawing upon the questions and comments you have received, revise and expand your paper into its final form.

Final Exam: Worth 20 %. In exam period. Three hours. Questions will test the concepts and matters discussed in the course.

A note on academic honesty: Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. When you use the work or ideas of another scholar or student, you should respect them by treating their work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at http://www.chicagomanualofstyle.org/tools_citationguide.html.

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. You can find its mandate on "Plagiarism and Cheating" and on "Examination Impersonation" in Section 8.1 of General Academic Regulations of the University Undergraduate Calendar (<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>), but the Faculty of Arts requires me to repeat it here, as well.

"The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty."

Marking: I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of 31 March 2017. I will take

into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct use of grammar, usage, proofreading and citation. Extensions will not be granted except in highly unusual circumstances, which will usually require documentation. 4 % a day will be deducted for unexcused lateness.

A+, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors. A strong thesis, well organized paragraphs, and substantial evidence of close reading on single source papers or broad research in the research paper. In research papers, some awareness of the development of historiographical traditions. Excellent and error free citations, and in the research paper a large and intriguing bibliography.

B+, 75-79 %. Very good work, but with some errors.

B, 70-75 %. Good, with evidence of hard work. Certainly must have a suitable thesis. Errors in grammar and usage, and less creativity and coherence in argument and interpretation. Sporadic references to the literature.

C+, 65-69 %. Satisfactory, but little coherence in argument and poor writing, and in the research paper, little evidence of creativity and diligence in research.

C, 60-64 %. Poorly written, and with little evidence of being familiar with the subject about which they are writing, and little evident effort placed into finding material for research.

D, 50-59 %. Poorly organized, without a useful thesis. Many errors in editing, sloppy writing, and little sign of diligent research or close reading. Using only the textbooks as a source in the research paper.

F, 0-49 %. Unacceptable work. Demonstrates little knowledge of the history of the early modern period or of the historian's craft.

Other things the Faculty thinks you should know: "Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them." If you do not pick up your work for four months after the end of the course, you will not only lose the incalculable benefits of my comments, but, as the Faculty puts it, the work "will become the property of the Faculty of Arts and will be subject to confidential destruction."

Useful References

Journals:

The two principal economic history journals are the *Economic History Review* (British) and *The Journal of Economic History* (U.S.). The journals once had different styles, with the *EHR* being more based in history departments, and the *JEH* being more economic-department based and mathematical. However, such differences have largely disappeared. Articles of interest to

economic history can appear in a wide range of history, economics and other journals, as well; for our period, the *Agricultural History Review* and *Histoire et Sociétés Rurales* should not be neglected.

I recommend, also, the *Journal of Economic Perspectives*, published by the American Economics Association and intended to present current economic research and debates to the general public, and is thus an excellent place for historians to familiarize oneself with work in economics. It is available (freely) at <https://www.aeaweb.org/journals/jep>

Working Papers:

Economists often present their current research in the form of “working papers”, work that may still be in progress, or may be essentially finished, but is circulated in a less formal manner.

One can sign up for the current working papers at <http://nep.repec.org/nep-his.html>, where the archive is also available. There is also a blog.

Other useful economic history working papers can be found at London School of Economics:

<http://www.lse.ac.uk/economicHistory/workingPapers/economicHistory/2016.aspx>

Utrecht University: <http://www.cgeh.nl/working-paper-series>

Reference works and bibliographies.

Robert Allen’s *Global Economic History: A Very Short introduction* (Oxford: Oxford University Press, 2011), while continuing to the present, is a model of intellectual concision.

Joel Mokyr, ed. *The Oxford Encyclopedia of Economic History*. (Oxford: Oxford University Press: 2003). Dafoe library: Reference **HC 15 O94 2003**

Two older multi-volume chronologically based surveys of economic history are getting old, but should not be neglected.

Carlo Cipolla, ed. *The Fontana Economic History of Europe*. (Glasgow: Collins, 1974): Dafoe: HC 240. F582

Many editors—*The Cambridge Economic History of Europe*. (Cambridge: Cambridge University of Press, 1941-1943), HC 240.C3

Agnus Maddison did pioneering estimations of GDP over the long run, but his figures need to be revised by more empirical work. See the Maddison project webpage:

<http://www.ggdcc.net/maddison/maddison-project/home.htm> and, for Britain:

Stephen Broadberry, Bruce M.S. Campbell, Alexander Klein, Mark Overton and Bas van Leeuwen, *British Economic Growth, 1270-1870*. (Cambridge: Cambridge University Press, 2015). This work

should also serve as a methodological point of reference for construction of GDP and other economic figures before official statistics.

READING SCHEDULE

Further readings are intended as suggestions for enrichment. Do see me for more specific suggestions.

I: 23 January: Introduction

Excerpts from Smith, Malthus, Ricardo, Marx, and Weber. A few basic concepts.

II: 30 January: Medieval Agrarian Society, 1: People and the land

John Hatcher and Mark Bailey, *Modelling the Middle Ages: The History and Theory of England's Economic Development*. (Oxford: Oxford University Press), 1-65, available on line.

Richard Hoffmann, *An Environmental History of Medieval Europe*. (Cambridge: Cambridge University Press, 2014), 1-20, 113-195.

Maryanne Kowaleski, "Medieval people in town and country: New Perspectives from Demography and Bioarcheology," *Speculum* 89 (3): 573-600.

III: 6 February: Medieval Agrarian Society: Lordship and Property

"The Village Community", three documents, in *English Historical Documents: Vol 3: 1189-1327*.

Harry Rothwell, ed. (London: Routledge, 1996), 842-848, available online through library, or on reserve.

Hundred Rolls, Village of Alwalton, 1279, <http://sourcebooks.fordham.edu/source/alwalton.asp>

Hatcher and Bailey, *Modelling the Middle Ages*, 66-120.

Hoffmann, *Environmental History of Medieval Europe*, 196-278.

Evsey Domar, "The Causes of Slavery or Serfdom: A hypothesis", *Journal of Economic History*. 30, 1 (Mar., 1970): 18-32.

Further Reading:

Bruce M.S. Campbell, *English Seigniorial Agriculture, 1250-1450*. (Cambridge: Cambridge University Press, 2000).

IV: 13 February: Paper #1 Due: Famine, Plague, and Growth?

Richard Hoffmann, *Environmental History of Medieval Europe*, 279-377.

John Hatcher, "England in the Aftermath of the Black Death," *Past & Present* 144 (1994): 3-35.

Bruce M.S. Campbell, "Nature as a Historical Protagonist: environment and society in pre-industrial England," *Economic History Review*. 63, 2 (2010): 281-314.

Richard Slavin, "The Great Bovine Pestilence and its Economic and Environmental Consequences in England and Wales, 1318-50." *Economic History Review* 65:4 (November 2012), 1239-66.

Further Reading:

William C. Jordan, *The Great Famine: Northern Europe in the Early Fourteenth Century*. (Princeton: Princeton University Press, 1986).

Mark Bailey and Stephen Rigby, eds. *Town and Countryside in the Age of the Black Death*. (Turnhout: Brepols, 2012).

No Class 20 February: Louis Riel Day and Reading Weak**V: 27 February: Institutions and Commerce**

Documents from Robert Lopez and Irving Raymond, *Medieval Trade in the Mediterranean World*. (New York: Columbia University Press, 1955)

Hatcher and Bailey, *Modelling the Middle Ages*, 121-173.

Douglass C. North, "Institutions, Transaction Costs, and the Rise of Merchant Empires," in *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*. (Cambridge: Cambridge University Press, 1991), 22-40.

Avner Grief, "History Lessons: the birth of impersonal exchange: the community responsibility system and impartial justice," *Journal of Economic Perspectives*, 20, 2 (2006) 221-36.

Sheilagh Ogilvie, "'What ever is, is right?': Economic institutions in pre-modern Europe," *Economic History Review*. 60, 4 (2007): 649-684.

Further Reading

James M. Murray, *Bruges: cradle of capitalism. 1280-1390*. (Cambridge: Cambridge University Press, 2005).

Clé Lesger, *The rise of the Amsterdam market and information exchange : merchants, commercial expansion and change in the spatial economy of the Low Countries, c. 1550-1630*. (Aldershot: Ashgate, 2006).

VI: 6 March: Industrious Revolutions

Primary documents, from me.

Jan de Vries, "The Industrial Revolution and the Industrious Revolution," *Journal of Economic History*. 54,2 (1994): 249-270.

Tine de Moor and Jan Luiten van Zanden, "Girl power: The European Marriage Pattern and labour markets in the late medieval and early modern period," *Economic History Review* 63, 1 (2010): 1-33.

Anne E.C. McCants, "Exotic Goods, Popular consumption, and the Standard of Living: Thinking about Globalization in the Early Modern World," *Journal of World History* 18, 4 (Dec. 2007): 433-462.

Clare Crowston, "Women, Gender and Guilds in Early Modern Europe: An Overview of Recent Research," *International Review of Social History*. 53, supplement (2008): 19-44.

Further Reading

Jan de Vries, *The Industrious Revolution: consumer behaviour and the household economy, 1650 to the present*. (Cambridge: Cambridge University Press, 2008).

Maria Ågren, ed. *Making a living, Making a difference. Gender and work in Early Modern European Society*. (Oxford: Oxford University Press, 2016)

VII: 13 March: War, States, People and Finance

Primary documents: from me.

John H. Munro, "The Medieval Origins of the Financial Revolution: Usury, Rentes, and Negotiability," *The International History Review* XXV, 3, (Sept, 2003): 505-562.

Larry Neal, "How it all began: the monetary and financial architecture of Europe during the first global capital markets, 1648-1815," *Financial History Review* 7 (2000): 117-140.

Philip Hoffman, "Why was it Europeans who conquered the world?" *Journal of Economic History*. 72, 3 (2012): 601-633.

Jaco Zuijderduijn and Tine de Moor, "Spending, saving or investing? Risk management in sixteenth century Dutch households," *Economic History Review*. 66, 1 (2013): 38-56.

Gregory Clark, "Debt, deficits, and crowding out: England, 1727-1840," *European Review of Economic History*. 5 (2001): 403-36.

Further reading

Richard Bonney, ed. *Economic Systems and State Finance*. (Oxford: Oxford University Press, 1997).

Christine Desan, *Making Money: Coin Currency and the Coming of Capitalism*. (Oxford: Oxford University Press, 2014).

David Stasavage, *States of Credit: Size, power and the development of European polities*. (Princeton: Princeton University Press, 2011).

VIII: 20 March: Seminars: Week I

IX: 27 March: Seminars: Week II

X 3 April: Seminars: Week III & Great Divergence

Readings:

Kenneth Pomeranz, "Political Economy and Ecology on the Eve of Industrialization: Europe, China and the Global Conjuncture," *American Historical Review*. 107, 2 (Apr. 2002): 425-446.

D. Acemoglu, S. Johnson and J.A. Robinson, "The Rise of Europe: Atlantic Trade, Institutional Change and Economic Growth," *American Economic Review* 95 (2005): 546-79

Further Readings

Kenneth Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy*. (Princeton: Princeton University Press, 2000).

Jean-Laurent Rosenthal and R. Bin Wong, *Before and Beyond Divergence: The Politics of Economic Change in China and Europe* (Cambridge, MA: Harvard University Press, 2011)

Giorgio Riello, *Cotton: The Fabric that made the modern world*. (Cambridge: Cambridge University Press, 2013)

Roman Studer, *The Great Divergence, Reconsidered: Europe, India and the Rise to Global Economic Power*. (Cambridge: Cambridge University Press, 2015).

XI: 10 April: Industrial Revolution, I

Robert C. Allen, *The British Industrial Revolution in Global Perspective*. (Cambridge: Cambridge University Press, 2009), 1-155.

Judy Stephenson, "Real contracts and mistaken wages: the organization of work and pay in London building trades, 1650-1800," LSE Economic History Working Paper, 2016/231, available at <http://www.lse.ac.uk/economicHistory/workingPapers/2016/wp231.pdf>

Further Readings:

E.A. Wrigley, *Energy and the English Industrial Revolution*. (Cambridge: Cambridge University Press, 2010)

Joel Mokyr, *The Enlightened Economy: An Economic History of Britain, 1700-1850*. (New Haven: Yale University Press, 2012), pages to be determined.

Jeff Horn, *Economic Development in Early Modern France: The Privilege of Liberty, 1650-1820*. (Cambridge: Cambridge University Press, 2015).

XII: 17 April: Industrial Revolution, II & Exam Review: Research Papers Due

Robert C. Allen, *The British Industrial Revolution*. 155-275.

Exams: 22-29 April**Student Resources**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra. They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.