

## ECHI3019 (H)

# The World Economy Since 1800

## Semester 2, 2018

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This course analyzes major economic, political, and social changes in the world economy over the course of the past two hundred and twenty years. These include factors contributing to increases in economic performance, changes in the form of government, technological change (including industrialization), and episodes of integration and disintegration of the global economy. Emphasis is on institutional changes in how societies organize economic, social and political activities; variation in development among geographic regions; and various ways of seeking to understand the economy and the human actor within the economy.

<b>Mode of Delivery</b>	On campus (lecture, tutorial)
<b>Prerequisites</b>	Completion of or current enrolment in ECON2101 Microeconomics and ECON2102 Macroeconomics (or ECON2111 and ECON2112)
<b>Incompatible Courses</b>	ECHI2006, ECHI2016, or ECHI3019 The World Economic Since 1800 (H)
<b>Convenor/Lecturer:</b>	Cameron Gordon, Arndt Room 2019
<b>Phone</b>	+61 2 612 54544
<b>Email</b>	<a href="mailto:Cameron.gordon@anu.edu.au">Cameron.gordon@anu.edu.au</a>
<b>Office Hours</b>	TBA and by appointment
<b>Research Interests</b>	Economic history; economic methodology and history of thought; transport and infrastructure finance and economics; social and economic equity and justice in service delivery and pricing; economic evaluation methods; public health
<b>Student Administrator</b>	Nicole Millar <a href="mailto:Enquiries.rse@anu.edu.au">Enquiries.rse@anu.edu.au</a>
<b>RSE Students Webpage</b>	<a href="https://www.rse.anu.edu/student">https://www.rse.anu.edu/student</a>

### SEMESTER 2, 2018

<http://programsandcourses.anu.edu.au/course/ECHI3009>; and  
<http://wattlecourses.anu.edu.au>

### COURSE OVERVIEW

Class Meetings (Room assignments subject to change. Check online schedule)

Lecture: Mondays, 14:00-16:00, Arndt Lecture Theatre 1

Tutorials: Thursdays, 09:00-10:00; 10:00-11:00, Haydon-Allen 1205

## Learning Outcomes

Students who successfully complete the course requirements will be able to:

1. understand the various mechanisms by which economies develop;
2. apply economic theory and analysis to historical and contemporary episodes of economic growth;
3. read and critically assess original articles in economic history journals; and
4. write well-structured, coherent, and concise essays that synthesize and critically analyse economic ideas as presented in discussion, readings, and research materials.
5. present academic material individually and as part of a group in class, and discuss and answer questions extemporaneously.

Students are advised that this is a reading- and writing-intensive course, with assessment based primarily on written assignments and an in-class presentation.

### Assessment Summary

Examination, essays, and course participation. Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes, and further elaborations, will be publicised on Wattle.

Assessment Task	Value	Due Date
Essay	20%	Throughout term
Group presentation	30%	Throughout term
Group feedback	10%	Throughout term
Online problem set	20%	Throughout term
Synthesis report	20%	Throughout term

### **Research-Led Teaching**

This course incorporates seminal and contemporary research published in academic journals and working paper series, from which students will be exposed to economic data, statistical methodology, and research practices that can be applied to their own work throughout the semester and in their academic career.

### **Feedback**

#### **Staff Feedback**

Students will be given feedback in the following forms in this course:

- marks and written comments on assessed materials
- verbal feedback during class, consultation, and individual meetings

#### **Student Feedback**

Students are able to provide feedback via online surveys administered through Wattle during the term as well as through interactions with the lecturer.

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/> and  
<http://unistats.anu.edu.au/surveys/selt/results/learning/>

## **Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. These education policies and an explanatory glossary can be found at: <http://policies.anu.edu.au/>.

Students are expected to have read the [Code of Practice for Student Academic Integrity](#) before the commencement of their course.

Other key policies include:

- Academic Progress
- Assessment of Student Learning
- Assessment Review and Appeals
- Course Assessment: Consultation and Finalisation
- Student Feedback on Teaching and Learning

Note that this course has a **zero-tolerance policy for plagiarism**, and student work will be regularly checked for potential violation, including the use of **TurnItIn software**. Students engaging in dishonest practices will be prosecuted to the full extent of university disciplinary procedures.

Definitions and policies can be found at: <http://academichonesty.anu.edu.au/>

## **Required Resources**

**Commonwealth supported students and domestic full-fee paying students generally must be able to complete the requirements of their program of study without the imposition of fees that are additional to the student contribution amount or tuition fees.**

Provided that its payment is in accordance with the *Act*, a fee is of a kind that is in any one or more of the following categories:

- (a) It is a charge for a good or service that is not essential to the course of study.
- (b) It is a charge for an alternative form, or alternative forms, of access to a good or service that is an essential component of the course of study but is otherwise made readily available at no additional fee by the higher education provider.
- (c) It is a charge for an essential good or service that the student has the choice of acquiring from a supplier other than the higher education provider and is for:
  - (i) equipment or items which become the physical property of the student and are not consumed during the course of study; or
  - (ii) food, transport and accommodation costs associated with the provision of field trips that form part of the course of study.
- (d) It is a fine or a penalty provided it is imposed principally as a disincentive and not in order to raise revenue or cover administrative costs.

## **Additional Course Costs**

There are no additional course costs.

## **Examination Material or Equipment**

N/A

## **Errata (Absences, Accommodation, Syllabus Changes)**

Students needing accommodation for disabilities or observing religious holidays that conflict with classes are to notify me by the end of the second week. In addition, students are to provide documentation (eg, medical) for all excusable absences in advance if possible and **no later than one week** after the absence. In case of emergencies, weather, or other unforeseen events, lectures may be canceled or rescheduled. This syllabus may be revised during the term, including rescheduled lectures/office hours and modified weekly topics and readings, with notice given in advance if possible.

## **COURSE SCHEDULE**

This course is designed to accommodate a weekly two-hour lecture and one-hour discussion session (aka, tutorial). **Students are expected to attend and participate in all class meetings**, which may include assessable material that is not in assigned readings. Lectures will be recorded, but may not

be available immediately. There are strict specifications for the last day to change your schedule without permission and to drop this course without penalty. Important dates can be found at: <http://www.anu.edu.au/directories/university-calendar>

Week	Topic
1	Understanding the 'economy' and the 'human animal' in history
2	"1800": a tipping point into the Anthropocene and the Industrial Revolution
3	"Political Economy: development and growth as new concepts
4	"Human agency" -- culture, Institutions, sociality and the power of ideas
5	Technology and infrastructure
6	War, disease and demographics
7	Imperialism, Extraction, Exceptionalism
8	Modernity: "1914", "1929", Depression
9	LABOUR DAY HOLIDAY – NO LECTURE
10	"1945" - Cold War, decolonization and "Comparative Economic Systems"
11	"1989" – The End of Economic History...or the beginning?
12	Human Being and Machine: the Technocratic Age

### Workloads

Students taking this course are expected to commit **at least 10 hours a week** to the course, including lectures, tutorials, private study, assignments, and Wattle activities.

### ASSESSMENT REQUIREMENTS

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

**As a further academic integrity control, students may be selected for a 15 minute individual oral examination of their written assessment submissions. Any student identified, either during the current semester or in retrospect, as having used ghost writing services will be investigated under the University's Academic Misconduct Rule.**

### Assessment Tasks

#### 1. Essay (20% of total marks)

There is one major essay to be turned in over the course of the semester which will require consideration of the major themes covered in the class. Essay marking will reflect the student's understanding of the material, effort, exposition, and creativity. **Further details on the essay topic and assessment criteria will be posted on Wattle.**

Essays are to be no longer than **1500 words** (including footnotes, excluding reference list). For legibility, please follow these guidelines: black ink, double-spaced, no less than 2 -cm margins, and 12 point font (Arial, Helvetica, and Times New Roman only). **The first page should include the weekly topic question and word count as a header/title.**

References are to be listed on a separate page and should follow standard academic style (e.g. Harvard, Chicago, MLA, APA) and are to be consistent throughout the list, which is to be located at the end of the essay. The filename should be saved as "**UID\_WeekX.docx**" (or .pdf, etc).

Essays are to be saved as a Word document (DOC/DOCX), another text -editable format (RTF, TXT), or PDF and **uploaded onto the Wattle course webpage as a Turnitin assignment.** The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. More information about Turnitin will be provided in class and are available at:

<http://online.anu.edu.au/turnitin>

**No submission of assessment tasks without an extension after the due date will be permitted. If an essay is not submitted by the due date, a mark of 0 will be awarded.** Students are responsible for ensuring that the appropriate essay is correctly uploaded. This is not a collaborative activity—students may discuss material in groups, but each student must individually write his/her own essays, which will be checked for originality. **Potential violations as identified by the instructor or TurnItIn will be subject to university policies on academic honesty and plagiarism; see the above section on Policies.**

### **2. Group presentation (30% of total marks)**

Students will be required to present as small group (3 or 4 people) on a particular topic during set tutorial periods to which they are assigned. Topics, membership of groups and timing will be assigned by the instructor, with further details posed on Wattle.

### **3. Group feedback (10% of total marks)**

Students assigned to a particular tutorial group will be required to fill in feedback sheets of other student's group presentations (excepting, of course, when they themselves are presenting). Feedback sheets and further details will be posted on Wattle.

### **4. Online problem set (20% of total marks)**

There will be one online problem during the course of the semester, exact time-frame to be determined but likely somewhere between weeks 4 and 9. This will be open-book but must be completed within an hour once started and must be taken within a set period, to be determined. Further details will be posted on Wattle.

### **5. Synthesis report (20% of total marks)**

A final report pulling together all the major ideas and historical events and putting them into a conceptual framework will be required. The overall length will be 1500 words (excluding references). More details will be provided on Wattle.

### **Scaling**

Your final mark for the course will be based on the **raw** marks allocated for each of your assessment items. However, your final mark may not be the same number as produced by that formula, as marks may be **scaled**. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

### **Privacy Notice**

The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor's terms of service and/or privacy policy. Students should read these carefully.

In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU email address; and other information.

In cases where student end users are asked to submit 'content' to a database, such as an assignment or short answers, the database licensor may only use the student's 'content' in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor.

Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy.

If any student chooses not to agree to the database licensor's terms of service or privacy policy, the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.

## **Tutorial Seminar Registration**

Tutorial signup for this course will be done via the Wattle website. Detailed information about signup times will be provided on Wattle or during your first lecture. When tutorials are available for enrolment, follow these steps:

1. Log on to Wattle, and go to the course site
2. Click on the link "Tutorial enrolment"
3. On the right of the screen, click on the tab "Become Member of....." for the tutorial class you wish to enter
4. Confirm your choice

If you need to change your enrolment, you will be able to do so by clicking on the tab "Leave group...." and then re-enrol in another group. You will not be able to enrol in groups that have reached their maximum number. Please note that enrolment in ISIS must be finalised for you to have access to Wattle.

## **SUPPORT FOR STUDENTS**

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>

## **Other Information**

### *Building Access Hours*

Both CBE and HW ARNDT are:

TEACHING PERIOD = Mon – Fri 07.45 to 21.15 and SAT, SUN and Public Holidays is not accessible by students.

Both CBE and HW ARNDT are:

NON TEACHING PERIOD = Mon – Fri 08.00 to 18.00 and SAT, SUN and Public Holidays is not accessible by students.

RSE has a Frequently Asked Questions page where you can find relevant policies and information on a broad range of topics, the onus is on the student to familiarise themselves with this page and the information available. <https://www.rse.anu.edu.au/students/students/frequently-asked-questions/>

## **READING LIST/MATERIALS AND CLASS TOPICS**

Two textbooks may be consulted if desired. Neither is required for the course.

Graff, M., Kenwood, A., Lougheed, L. (2014), *The Growth of the International Economy 1820-2015*, 5th edition. *Routledge*.

O'Rourke, K., Williamson, J. eds. (2017), *The Spread of Modern Industry to the Periphery since 1871*. *Oxford University Press*.

Additional materials can be found online or at the ANU library's course reserve/electronic book depository. Except for the first lecture, students are to complete readings prior to the given week's lecture; subsets of these materials will also form the basis for the essay and the problem set. Students will be asked about reading material in class meetings as part of their participation assessment. All required materials or accessible web links to materials will be posted on Wattle.

This class is organized around a large number of academic articles, with a broad but obviously far from comprehensive focus given the potential breadth of the material at hand. The key to approaching this calls is to know what to focus on, both over all the articles and the key points within a particular article. There will be some guidance offered on how to do both early on in this class. The following links might also be helpful:

<https://writingcenter.gmu.edu/guides/strategies-for-reading-academic-articles>

<http://blog.efpsa.org/2013/02/28/how-to-read-and-get-the-most-out-of-a-journal-article/>

<https://www.adelaide.edu.au/writingcentre/docs/learningguide-readingeffectively.pdf>

## **Week 1 (23 July): Understanding the 'economy' and the 'human animal' in history**

### A few key economic sub-disciplines

- Acemoglu, D. (2008) Growth and institutions. *The New Palgrave Dictionary of Economics, Second Edition*, edited by Steven N. Durlauf and Lawrence E. Blume
- Field, A.J. (2008). Economic history. *The New Palgrave Dictionary of Economics, Second Edition*, Edited by Steven N. Durlauf and Lawrence E. Blume
- Kirman, A. (2008). Economy as a complex system. *The New Palgrave Dictionary of Economics, Second Edition*, edited by Steven N. Durlauf and Lawrence E. Blume
- Swedberg, R. (2008). Economic sociology. *The New Palgrave Dictionary of Economics, Second Edition*, edited by Steven N. Durlauf and Lawrence E. Blume

### Historiographical and economic methods

- Hansen, B., & Hansen, M. (2016). The historian's craft and economics. *Journal of Institutional Economics*, 12(2), 349-370.
- Rothenberg, W.B. (2009) American Economic History: Economics? Or History?, *Historical Methods*, 42:4, 129-134
- Whaples, R. (2008). Cliometrics. *The New Palgrave Dictionary of Economics, Second Edition, 2008*, edited by Steven N. Durlauf and Lawrence E. Blume
- Jerven, M. (2011). A clash of disciplines? Economists and historians approaching the African past. *Economic History of Developing Regions*, 26(2), 111-124.

### Broad views of economic history and their critics

- Clark, G. (2007). "Chapter 1: Introduction: The Sixteen-Page Economic History".
- *A Farewell to Alms: A Brief Economic History of the World*. Princeton, NJ: Princeton University Press. Diamond, J. (1997), Prologue, Chapter 1. *Guns, Germs and Steel*. Norton.
- Diamond, J. (1997). (Overview by author of his book *Guns, Germs and Steel*). [http://www.jareddiamond.org/Jared\\_Diamond/Guns,\\_Germs,\\_and\\_Steel.html](http://www.jareddiamond.org/Jared_Diamond/Guns,_Germs,_and_Steel.html)
- Elwell, F. W. (2013). The Implicit Ecological-Evolutionary Theory of Jared Diamond, An excerpt from *Sociocultural Systems: Principles of Structure and Change*. AU Press. <http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Diamond1.html>
- Blaut, J. M. (1999). Environmentalism and eurocentrism. *Geographical Review*, 89(3), 391-408.
- Callahan, G. (2005). The Diamond Fallacy. <https://mises.org/library/diamond-fallacy>
- Galor, O. (2005). From stagnation to growth: unified growth theory. *Handbook of economic growth*, 1, 171-293.
- Guberman, J. (1983). Mathematics: The Loss of Certainty by Morris Kline (review). *Leonardo*, 16 (4), Autumn, 328
- Pomeranz, K. (2000). Introduction. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton University Press, introduction
- Wallerstein, I. (1976). *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. Academic Press, 1976, pp. 229-233.

### A quirky parable about data

- Jongman, B., & van der Dennen, H. (1988). The Great War Figures Hoax: An investigation in polemomythology. *Bulletin of Peace Proposals*, 19(2), 197-202.

## **Week 2 (30 July): "1800": a tipping point the Industrial Revolution and the Anthropocene**

### The "First Industrial Revolution" in Britain, and its interpretations

- Allen, R. C. (2009). *The British industrial revolution in global perspective* (Chapter 1). Cambridge: Cambridge University Press.
- Kelly, M., Mokyr, J., & Gráda, C. Ó. (2014). Precocious Albion: a new interpretation of the British industrial revolution. *Annual Review of Economics*, 6(1), 363-389.
- Komlos, J. (2000). The Industrial Revolution as the escape from the Malthusian trap. *Journal of European Economic History*, 29(2), 307.
- O'Brien, P. (2006). *Provincializing the First Industrial Revolution*. London School of Economics and Political Science, Department of Economic History.



- Crafts, Nicholas (1998), "Forging ahead and falling behind: the rise and relative decline of the first industrial nation," *Journal of Economic Perspectives* 12(2): 193-210.

The "Great Divergence" and some of its elements

- Clark, G. (2010). The consumer revolution: turning point in human history, or statistical artifact? *University California – Davis – Working Paper*.
- Fouquet, R., & Broadberry, S. (2015). Seven centuries of European economic growth and decline. *Journal of Economic Perspectives*, 29(4), 227-44.
- Johnson, D. G. (1997). Agriculture and the Wealth of Nations. *The American economic review*, 87(2), 1-12.
- Maddison, A. (1983), "A comparison of levels of GDP per capita in developed and undeveloped countries, 1700-1980," *Journal of Economic History* 43(1): 27-41.
- [Maddison, A. (2007). *The world economy volume 1: A millennial perspective volume 2: Historical statistics*. OECD, Development Studies Centre OECD Publishing. - FOR REFERENCE ONLY]

**Week 3 (6 August): "Political Economy: development and growth as new concepts**

The Classical Economists and the birth of 'Political Economy'

- Barber, W. J. (1970). Part 1: Classical economics, Chapter 1: Adam Smith, *A History of Economic Thought*. Penguin Books.
- Barber, W.J. (1970). Chapter 2: Elaborations and cleavages within the Classical System: Thomas Robert Malthus. *A History of Economic Thought*. Penguin Books.
- Bevir, M. (2001). The Long Nineteenth Century in Intellectual History. *Journal of Victorian Culture*, 6(2), 313-335.
- Winch, D. (2001). That Disputatious Pair: Economic History and the History of Economics. *Centre for Economics and History at the University of Cambridge Working Paper*.

Political economy in action: the process of industrialization over time

- Clark, G. (2001). The secret history of the Industrial Revolution. *Manuscript, University of California, Davis*.
- Clark, G. (2012). The Enlightened Economy: An Economic History of Britain 1700-1850: Review Essay. *Journal of Economic Literature*, 50(1), 85-95.
- Clark, G. (1994), "Factory discipline," *Journal of Economic History* 54(1): 128-163.
- Delong, J. B., Shleifer, A. (1993), "Princes and merchants: city growth before the industrial revolution," *Journal of Law and Economics* 36(5): 671-702.
- DeVries, J. (1994), "The Industrious Revolution and the Industrial Revolution," *Journal of Economic History* 54(2): 249-270.
- Graff, M., Kenwood, A., and Loughheed, A. (2014), Prologue. *The Growth of the International Economy 1820-2015, 5th edition*. New York, New York: Routledge.

**Week 4 (13 August): "Human agency": culture, institutions, sociality and the power of ideas**

"Civilization", culture and "values"

- Aya, R. (1978). Norbert Elias and "the civilizing process". *Theory and Society*, 5(2), 219-228.
- Daszkiewicz, W. (2007), Greek and Roman roots of European Civilisation, *Studia Gilsoniana* 6:3 (July–September 2017): 381–404.
- Huntington, S. P. (1993). The clash of civilizations? *Foreign affairs*, 22-49.
- Inglehart, R., & Baker, W. (2000). Modernization, Cultural Change, and the Persistence of Traditional Values. *American Sociological Review*, 65(1), 19-51.
- Linklater, A., & Mennell, S. (2010). Norbert Elias, the civilizing process: Sociogenetic and psychogenetic investigations—An overview and assessment. *History and Theory*, 49(3), 384-411.

Revolution, social movements and "sociality"

- Edelman, M (2001). Social Movements: Changing Paradigms and Forms of Politics. *Annual Review of Anthropology* 30:1, 285-317.
- Fiske, A. P. (1992). The four elementary forms of sociality: framework for a unified theory of social relations. *Psychological review*, 99(4), 689.



- Roberts, J. (2000). Chapter 1: Revolution from above and below. Blanning, T. C. (Ed.) *The Oxford history of modern Europe*. Oxford University Press, USA.

#### A few influential ideas and their manifestations

- Mason, David S. (2011). Chapter 6: Darwinism and Social Darwinism. *A concise history of modern Europe: liberty, equality, solidarity*. (2<sup>nd</sup> edition). Rowman & Littlefield Publishers.
- Mason, David S. (2011). Chapter 5: Marx, Marxism, and Socialism. *A concise history of modern Europe: liberty, equality, solidarity*. (2<sup>nd</sup> edition). Rowman & Littlefield Publishers.
- Zaretsky, E. (2015). Afterword: Freud in the Twenty-First Century. *Political Freud: A History*. Columbia University Press.

#### Institutions and their development

- Rutherford, M. (2008). Institutionalism, Old. *The New Palgrave Dictionary of Economics, Second Edition*, edited by Steven N. Durlauf and Lawrence E. Blume
- Chandler, A. D. (1992). Organizational capabilities and the economic history of the industrial enterprise. *Journal of economic perspectives*, 6(3), 79-100.
- Burris, B. H. (1989). Technocracy and the transformation of organizational control. *The Social Science Journal*, 26(3), 313-333.
- O'Brien, P. (2013). Historical foundations for a global perspective on the emergence of a western European regime for the discovery, development, and diffusion of useful and reliable knowledge. *Journal of Global History*, 8(1), 1-24.

### **Week 5 (20 August): Technology and infrastructure**

#### The "Transportation Revolution" - economic and some social aspects

- Gordon, C. (2006). Assessing adequacy of America's transportation policies: lessons from the debate about the role of railroads in the development of the American west. *Transportation Research Record*, 1966, 96-102.
- Bogart, D. (2012). The transport revolution in industrializing Britain: A survey. *University Of California, Irvine, manuscript*
- Alvarez, E., Bogart, D., Satchell, M., Shaw-Taylor, L., & You, X. Railways and growth: evidence from nineteenth century England and Wales. *Manuscript*.
- Hummels, D. (2007). Transportation costs and international trade in the second era of globalization. *Journal of Economic Perspectives*, 21(3), 131-154.

#### Infrastructure: a very long view

- Goldsmith, H. (2014). The Long-Run Evolution of Infrastructure Services. *ECONSTOR working paper*.

#### Social aspects of technology and "technological determinism"

- Gordon, C. (2017). Carbarism: Civilising the Automobile. *World Transport Policy and Practice* 23 (1), 27-39.
- Austen, R. A., & Headrick, D. (1983). The role of technology in the African past. *African Studies Review*, 26(3-4), 163-184.
- Roland, A. (2003). Once More into the Stirrups: Lynn White Jr., Medieval Technology and Social Change. *Technology and Culture*, 44(3), 574-585.
- Ceruzzi, P. E. (2005). Moore's law and technological determinism: reflections on the history of technology. *Technology and Culture*, 46(3), 584-593.
- Kranzberg, M. (1986). Technology and History: "Kranzberg's Laws". *Technology and culture*, 27(3), 544-560.

#### Technological 'revolutions' prior to the Great Divergence

- Greene, K. (2000). Technological innovation and economic progress in the ancient world: MI Finley re-considered. *The Economic History Review*, 53(1), 29-59.
- Gans, P. J. (2004). Chapter 9 The Medieval Horse Harness: Revolution or Evolution? A Case Study in Technological Change. M.-T. Zenner (Ed.): *Villard's Legacy*, Ashgate 2004
- Lucas, A. (2005). Industrial Milling in the Ancient and Medieval Worlds: A Survey of the Evidence for an Industrial Revolution in Medieval Europe. *Technology and Culture*, Vol. 46, No. 1 (Jan., 2005), pp. 1-30



## **Week 6: (27 August): War, disease and demographics**

### The process and consequences of modern war

- Strachan, Hew (2000). Chapter 3: Military modernization. Blanning, T. C. (Ed.). *The Oxford history of modern Europe*. Oxford University Press, USA.
- Eloranta, J., Harrison, M. (2010). Chapter 6: War and disintegration, 1914-1950. Broadberry, S., & O'Rourke, K. H. (eds.) (2010). *The Cambridge economic history of modern Europe: Volume 2, 1870 to the present*. Cambridge University Press.
- Overy, Richard (2000). Chapter 8: Warfare in Europe since 1918. Blanning, T. C. (Ed.). *The Oxford history of modern Europe*. Oxford University Press, USA.

### War finance in the modern era

- Bordo, M. D., & White, E. N. (1991). A tale of two currencies: British and French finance during the Napoleonic Wars. *The Journal of Economic History*, 51(2), 303-316.
- Flores-Macias, G. A., & Kreps, S. E. (2013). Political parties at war: A study of American war finance, 1789–2010. *American Political Science Review*, 107(4), 833-848.
- Dooley, P. C. (1989). Ricardo and Keynes on war finance. *Atlantic Economic Journal*, 17(3), 21-33.

### The economics of war

- Koubi, V. (2005). War and economic performance. *Journal of Peace Research*, 42(1), 67-82.
- Ruttan, V. W. (2006). *Is war necessary for economic growth? Military procurement and technology development*. Oxford University Press.
- Goldstein, J. (2003). "War and Economic History". Mokyr, J. (ed.). *The Oxford Encyclopedia of Economic History*. Oxford University Press.

### Migrations, mortality and morbidity

- Easterlin, Richard (1995), "Industrial Revolution and mortality revolution: two of a kind?" *Journal of Evolutionary Economics* 5(4): 393-408.
- Massey, Douglas (1988), "Economic development and international migration in comparative perspective," *Population and Development Review* 14(3): 383-413.
- Brainerd, E., & Siegler, M. (2003). The economic effects of the 1918 influenza epidemic. *Working paper*.

## **Mid-semester break (4-15 September)**

## **Week 7 (17 September): Imperialism, Extraction, Exceptionalism**

### European colonisations and their consequences

- Duiker, W. J. (2010) Chapter 2: the high tide of Imperialism: Africa and Asia in an era of western dominance. *Contemporary World History*, 5<sup>th</sup> Ed. (2010). Cengage learning.
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