

History 340 and Economics 341. Comparative Economic History
Fall 2015

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Lectures: Monday, Wednesday and Friday from 9:30 until 10:20 a.m. in Kuykendall 307

Consultation Hours: TBA

Introduction:

History 340/Economics 341 introduces students to some of the many relationships between History and Economics by focusing on a series of modern case-studies. Those include industrialization, poverty and the poor, the origins of market society, and the Great Depression. We will highlight for each the economic, political, intellectual and social questions at the core of comparative economic history, or what scholars often call “The Great Transformation.” In a sense, this course traces the history of capitalism and of its compelling alternatives.

Readings, lectures and assignments consider particular nations, or societies, including, but not limited to, Great Britain, sub-Saharan Africa, China, Japan, India, and the United States. In doing so, we work to find what differentiated their economic histories and what those histories shared. Some of the topics will suggest ways to think about comparative economic growth and development, as well as the contours of globalization since around 1700 C.E., or so. Students are encouraged to take a comparative approach to common questions, such as how have different societies industrialized and how to explain the income inequality within and among nations.

Please be prepared to engage both primary and secondary sources. Those readings and the case-studies suggest how we might integrate History and Economics in a more ‘total’ study of society and the past, including the modern transition to capitalism, or “the economic revolution” of the market, and its historical development over the past several centuries; the process of industrialization and the birth of modern society; questions of wealth, poverty, inequality and equality; the economic impact of overseas imperial expansion, trade and rule; explanations for uneven development within and among nations; and a series of modern economic crises, including famine and the Great Depression of the 1930s.

History 151 or 152 is required as a prerequisite for History majors. Economics 130 or 131 is required as a prerequisite for Economics majors. Students without any of those courses should consult the instructor before registering. Thank you. This course is included in the “Europe” and “World/Comparative” categories for the History Department.

History 340 encourages students to understand and explain historical and economic change and continuity, develop clear oral and written arguments using recognized historical methods practiced by social and economic historians, improve their expository writing skills, competently interpret and use primary and secondary historical sources, and identify the main economic and historiographical issues in the history of modern society. Students will be expected to be able to carry on an engaging discussion about major economic questions and increase their general historical and economic literacy after completing the course.

Please note that the course focuses on lectures, discussions and writing assignments. There are no formal examinations.

Student Learning Outcomes:

1. To develop competence in discussing significant issues in the economic history of more than one society, or nation, and in more than one time period.
2. To apply the critical skills and analytical models of both economists and historians.
3. To better understand what both historians and economists are trying to accomplish.
4. To select and use primary sources in appropriate ways.
5. To be able to articulate with confidence and data personal views concerning significant social and economic issues.
6. To better understand as an economist and historian why some nations and persons are rich, and other nations and persons are poor.
7. To appreciate the trade-offs in social and economic policy.
8. To better understand the history of capitalism and its alternatives.
9. To be familiar with the major influential economic theories since 1700.

Required Readings:

The following volumes have been ordered by the U H Manoa student bookstore and are also on reserve at Sinclair Library.

Joyce Appleby, *The Relentless Revolution: A History of Capitalism*

Michael Harrington, *The Other America*

Mike Davis, *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*

Diane Coyle, *The Soulful Science: What Economists Really Do and Why it Matters*

Peter N. Stearns, *The Industrial Revolution in World History*

Additional required readings will be regularly posted at the beginning of each week at our Laulima site. You will receive an email alert when each new item is added.

Please subscribe for the term to the free online discussion list: *Economic History* at <http://eh.net/lists/>

Suggested and Optional Online Sources:

Union for Radical Political Economics at <http://www.urpe.org/index.html> or urpe@labornet.org

Post-Autistic Economic Review at pae_news@btinternet.com and www.paecon.net

The History of Economic Thought Website at <http://cepa.newschool.edu/het/index.htm>

The Brookings Institution

The Institute for Policy Studies

The American Enterprise Institute

Recommended and Optional Background Readings:

Cambridge Economic History of Europe
Cambridge Economic History of India
Cambridge Economic History of Modern Britain
Cambridge Economic History of the United States
C. Rider, *An Introduction to Economic History*
R. Cameron, *A Concise Economic History of the World*

Disabled Student Policy:

If you want accommodation because of a disability, please do not hesitate to contact the KOKUA Program (V/T) at 956-7511 or 956-7612 and in Room 013 in the QLCSS and/or speak with the instructor to discuss specific needs. Confidentiality and privacy will be respected. The instructor will work with you and the KOKUA Program to meet access needs and to ensure a meaningful and full learning experience.

Course Requirements:

No midterm or final examinations.

Attendance and engaging participation. Ask questions. Take notes. Embrace the opportunity. Please turn off or put on “vibration” all iPhones, iPads and other electronic communication technologies. Consider taking notes by hand, but, if necessary, take those on your computers in a way that does not bother or attract your neighbors. That is, please do not engage in email, or ‘surfing,’ or checking the sports scores during our limited 50 minutes together. Show respect for yourself, your colleagues and your instructor.

The instructor will provide notebooks if you are interested in taking notes by hand.

One 10 pp research essay on a comparative, or non-Western topic. For example, industrialization in 19th-century Japan and the United States, or economic growth in France and China, or anti-poverty measures in India and South Africa. Research can include readings assigned for the course, but should not be limited to those. There are three parts to this assignment: Confirmation of topic and sources by handing in no later than the 10th week of instruction the following: thesis statement or question; introductory paragraph about what you want to study and why; and a bibliography with no fewer than ten sources. (25 points) In-class presentation of project and feedback on colleagues’ projects during weeks 13 and 14. (50 points) And the final draft is due by the end of exam week. (100 points) Please consult with the instructor, as he has files and readings on a variety of potential topics for this assignment.

Alternating blue book or in-class discussion or online discussion assignments for each case-study listed below, drawn from the readings, lectures, and discussion topics for each case-study. No additional reading or research required. These are reflections on what we have considered in class and covered in the appropriate required readings. Study topics include the primary source(s) and the study questions listed below for each case-study. You will have choices for each blue book and discussion assignment. Expect discussions to generally be scheduled during our Friday class time. We will divide the class into four or five discussion groups for both your in-person and online discussions. (25 points each for a total of 175 points)

Participation in our in-class discussion of *Does the free market corrode moral character?* Please be prepared to discuss and defend one of the positions articulated in the pamphlet and use both theoretical and historical evidence for your position. The pamphlet and helpful complementary readings are uploaded at our Laulima site and the discussion will be scheduled for week 12, so you have time to prepare. You can also join others who share your position in contributing collectively. This is a two-part assignment. Please hand in a 2 pp statement of your position at the end of our discussion. (20 points for the discussion and 25 points for the statement)

Essays must be handed in as hard copies to the Professor or to his box in the History Department office. Electronic submissions will not be accepted. Essays must be typed. They will be evaluated for content and writing, including citation forms, grammar and syntax, and sentence and paragraph structures. Please remember to cite your sources according to the standard History form. Please do not use the Social Sciences or MLA citation formats. Refer to "The Writing Guidelines" posted at our Laulima site.

Do you want more information about writing History and other essays? A comprehensive and accessible guide is Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*. Do you still have questions? *English Simplified*, Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, and *The Chicago Manual of Style* provide answers to the most common questions about writing, grammar and syntax. New and used copies are available. Those volumes will help with writing assignments for our course and for those assigned in other courses. Additional assistance is available at the Writing Center in Sinclair Library. Appointments must be scheduled as this is not a walk-in service.

The instructor will be available to review rough drafts with you. Please give him enough time to read and evaluate your essay.

Partial credit can be earned for all assignments, so hand in something! Points are deducted for tardiness, but the only way to earn a 0 is to not complete the assignment.

Lectures, Topics and Readings:

Weeks 1-2. Introduction and Overview: History and Economics, Historians and Economists.

Appleby, *The Relentless Revolution*, 1
Coyle, *The Soulful Science*, Introduction and Part II

History and Economics, Historians and Economists: Some Introductory Thoughts.
Approaches to Economic History and Some Key Questions
Historical and Contemporary Alternatives to Capitalism
Thinking about the Russian and Japanese non-Western Examples

Discussion/Blue Book Questions: (a) Compare and contrast what economists and historians do. Which would you consider yourself, or both? (b) Define "Economics," and consider the questions that it raises and how it goes about answering those (c) Do you agree with Coyle about "what economists really do and why it matters?" If so, why? If not, why not? (e) Does the history of capitalism as an economic, cultural and social system matter, or not? (f) What question in economic history would you like to be able to answer by the end of our course and why is that important to you? (g) Consider some of the alternatives to Western capitalism in theory and history

Weeks 3-4. Thinking about the Origins and Birth of Capitalism and the Market Society

Appleby, *The Relentless Revolution*, 2-4
Coyle, *The Soulful Science*, Part III

What was Mercantilism, or non-Feudal Economics before Capitalism?
“An Economic Revolution?” Intellectual and Social Origins of the Market Society
The Countryside: Agrarian Capitalism and the The Agricultural Revolution
‘The Dismal Science,’ I: The Physiocrats
‘The Dismal Science,’ II: Adam Smith

Discussion/Blue Book Questions: (a) Define Mercantilism and consider its significance (b) Define early capitalism and consider two key characteristics (b) Define “market society” and consider two key characteristics (d) What would you as an economic historian consider to be one significant historical development causing capitalism and the market society; why did you choose that one? (d) What about Adam Smith interests you, and why? (e) Compare and contrast the Physiocrats and Adam Smith (f) Discuss the significance of capitalism in the countryside (g) Do you agree with Appleby’s explanations for the historical birth or origins of capitalism and the market society? Why, or why not? If not, what alternatives would you suggest?

Weeks 5-6. “Escaping the Malthusian Trap?” Industrialization and Growth in World History

Appleby, *The Relentless Revolution*, 5-7
Stearns, *The Industrial Revolution in World History*

“The Industrial Revolution?” Thinking about Industrialization in World History
Why Great Britain?
Why not France, Russia, or China?
The First Industrial Society, Part I: Machines, Railways and the Factory System
The First Industrial Society, Part II: Manchester, England
A Tale of Two Industrial Revolutions: The First and Second Compared.
Industrialization and Theories of Economic Growth

Discussion/Blue Book Questions: (a) Do you think that there was an “Industrial Revolution?” Why, or why not? Is that question significant? (b) Explain why Great Britain was the first country to industrialize and sustain that industrialization (c) Discuss why two other countries, such as Russia and France, or China, industrialized later and differently (d) Define, compare and contrast three significant causes and consequences of industrialization (e) How would you define “industrial society?” (f) Describe and explain why 19th-century Manchester was so intriguing to contemporaries (g) Compare and contrast two of the different connections made by theorists between industrialization and economic growth?

Week 7. Reflections on Uneven Development, I: ‘Rich Nations, Poor Nations’

Coyle, *The Soulful Science*, 1 and 2
Appleby, *Relentless Revolution*, 11.

The 18th-Century Dilemma: Why are some nations rich and others poor?
Why the West? Convergence, Divergence and Other Questions about Uneven Development

Discussion/Blue Book Questions: (a) What were the relationships among food, land and wealth in economic thought and policy, circa 1800? (b) What explains uneven economic development within a nation and/or among the nations? (c) What explanations would you emphasize to explain why the West developed and the non-Western World did not? Is that a legitimate question to ask? (d) Can we speculate on connections between internal and global inequality; for example inequality within one nation and between two nations?

Weeks 8-9. Reflections on Uneven Development, II: Poverty and the Poor, Yesterday and Today

Harrington, *The Other America*
Coyle, *The Soulful Science*, chapter 3

The Historical Question of Poverty and the Poor: Defining the Problems
The Historical Question of Poverty and the Poor: Addressing the Problems
Ending Poverty, or a World without Want? Then and Now
The U S “War on Poverty”

Discussion/Blue Book Questions: (a) Define, compare and assess three definitions of poverty (b) Who is poor, and why? (c) How has the definition of poverty changed and not changed over time? (d) Why are the poor and poverty seemingly more important, or public, in certain historical contexts? (e) Compare and contrast the suggestions about ending poverty in the 1790s in Europe and in the U S during the “War on Poverty” (f) How would you assess the success of the “War on Poverty?” (g) Can we speculate on connections between internal and global inequality; for example inequality within one nation and between two nations?

Weeks 10-11. Reflections on Uneven Development, III: Imperialism, Colonialism and Economics

Davis, *Late Victorian Holocausts*
Appleby, *The Relentless Revolution*, 8
In-Class Documentary Film: “The Africans: Tools of Exploitation”

General Historical Reflections and Issues on Economics and Imperialism, Then and Now
Some Economic Theories of Imperialism
The Brief Economic History of British India and Why it Matters
The Question of Overseas Famine: Ireland and Beyond
The West and Sub-Saharan Africa: “The Africans: Exploitation.”

Discussion/Blue Book Questions: (a) Discuss the historical relationships between imperialism and capitalism. (b) How would you compare the development of capitalism in Europe and abroad in its colonies? (c) Critique what M. Davis considers to be the social and economic consequences of imperialism and colonialism. Do you agree with his analysis? (d) Assess the history and consequences of one colonial relationship, such as that between the West and sub-Saharan Africa, or Britain and India, or of one colonial problem, such as famine, or poverty (e) Compare three different arguments about the causes of famine, or the solutions to famine (f) How does Mazrui explain the historical causes of African poverty? Do you agree with him?

Week 12. The Great Depression, Then and Now

Appleby, *The Relentless Revolution*, 9-10

Thinking about the Great Depression in Historical Context: the 1930s.

Did F.D.R. and the New Deal Make Things Worse, Better, Both, or Have No Effect?

Today and 1929? The Costs and Benefits of Historical Analogies

'The Dismal Science,' II: The Keynesian Revolution and its Counter-Revolutionaries

Discussion/Blue Book Questions: (a) Why does the Great Depression remain so important and how is it used in contemporary economic discussions? (b) Compare and contrast the various explanations for why the Great Depression began and continued (c) Assess the different opinions about FDR's and the New Deal's affect on The Great Depression (d) What are the advantages and disadvantages of thinking about the Great Depression as a crisis? What are the implications of that label? (e) Identify and discuss the significance of John Maynard Keynes (f) Identity and discuss the significance of the debate over Keynesian economics, then and now

Week 13. In-Class Discussion: "Does the free market corrode moral character?"

Laulima: "Does the free market corrode moral character?"

Coyle, *The Soulful Science*, Part III

Week 14. In-Class Presentation of Research Projects

Week 15. Thinking about Today and Tomorrow

Appleby, *Relentless Revolution*, 12 and 13.

George Stiglitz Public Lecture on Globalization: Hawai'i and the World

Discussion/Blue Book Questions: (a) How do you envision the future of capitalism or the world economy? (b) What is a contemporary economic problem that interests you and how might studying the past help you better understand that problem? (c) Did you answer the question you asked at the beginning of the course? If so, what is the answer? If not, where will you go to find the answer? Please be specific about your sources.