

**University of Connecticut**  
**SPRING 2019**

**COURSE:** Economics 2101W – Economic History of Europe Section Z81, 12759

**INSTRUCTOR:** Steve Glazer

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Office Hour: Thursday 5:00 p.m. – 6:00 p.m., or by appointment

**COURSE MEETING:** Thursday 6:00 p.m. - 8:30 p.m., DWTN222

**COURSE DESCRIPTION:**

This course will examine the economic evolution of Europe from feudal times to the present, emphasizing the modern period: the rise of commerce, industry, and banking; the growth of population and the labor force; the changing position of agriculture; business fluctuations; and forms of economic organization.

**COURSE OBJECTIVE:**

This course will help the student gain a better understanding of the development of Europe from an economic perspective and the continent's development over the past several centuries, focusing on the past several hundred years.

**REQUIRED TEXTS:** *A Concise Economic History of the World: From Paleolithic Times to the Present* 4<sup>th</sup> edition by Cameron, Rondo E. and Larry Neal, Oxford University Press, 2002.

*How the West Grew Rich: The Economic Transformation of the Industrial World* 1<sup>st</sup> edition by Rosenberg, Nathan and L.E. Birdzell, Basic Books, 1986.

*Structure and Change in Economic History* 1<sup>st</sup> edition by North, Douglass C., W.W. Norton & Company, 1981.

**METHODS OF INSTRUCTION:** Lectures, Discussion

**COURSE REQUIREMENTS:**

1. Reading assignments per course schedule.
2. Exams – there will be a midterm exam, and a final exam as noted in the course schedule.
3. Students must complete a 15 page paper

**COURSE PREREQUISITES:**

ECON 1200 or ECON 1201 and 1202

ENGL 1010 or ENGL 1011 or ENGL 2011

**GRADING PROCEDURE:**

Midterm Exam	25%
Final Exam	25%
Paper	40%
Participation	10%

Students must pass the writing component in order to pass this course.

This course adheres to all policies included in the student handbook, including, but not limited to issues of plagiarism, attendance, and student conduct.

While attendance is not an actual percentage of your grade, it does contribute to your participation and is essential to comprehending the material and completing assignments, as well. Therefore it is highly recommended that you attend every class so as to not fall behind. Should you happen to miss a class, it is your responsibility to obtain the notes missed from that day.

Any exam or draft submitted late will be penalized 10% of its total value in your final grade. Therefore, it is in your best interest to complete all assignments on time. Exam make-ups will be offered at a time designated by the instructor. Failure to complete the assignment at this time will wind up as a zero in the final grade.

The participation grade will be based upon the content of responses offered during class lectures and discussions. Should it become apparent that only a few students are answering questions and/or no students are answering questions, quizzes will be given at the beginning of class based upon the content of that week's reading assignment, all of which will contribute to the 10% participation grade.

### **UNIVERSITY POLICY TOWARD ACADEMIC MISCONDUCT:**

All faculty members have been asked by the Office of Student Services and Advocacy to include the following statement on their syllabi: What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor,
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research,
- Plagiarism,
- Doing academic work for another student,
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors,
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation.

How is academic misconduct reported?

In most cases, an instructor will report a student for academic misconduct when he/she believes there is enough information to demonstrate a clear case. When an instructor believes there is sufficient evidence to demonstrate a clear case of academic misconduct, he/she shall generally notify the accused student in writing and orally within 30 days of the discovery of the alleged misconduct. Evidence of academic misconduct can include

continuing suspicious behavior during an exam when warned by the instructor to stop and academic works being submitted by two students that are remarkably similar.

The instructor is responsible for saving all information on academic misconduct in its original form and does not need to return any of the material to the student. Copies of the student's work and information about other evidence can be provided to the student upon request. In certain cases, the dean of a school or college may become aware of academic misconduct and may bring a complaint forward to the school or college's hearing body.

What is the instructor's role in preventing academic misconduct? Instructors should take all reasonable steps to prevent academic misconduct. If an instructor observes suspicious behavior during an examination, he/she should warn the students involved and request them to stop the suspicious behavior.

For further information on this topic see: <http://www.dosa.uconn.edu/> (The Office of Student Services & Advocacy) or more specifically: [http://www.dosa.uconn.edu/student\\_code.html](http://www.dosa.uconn.edu/student_code.html).

#### **FROM THE OFFICE OF STUDENT SERVICES AND ADVOCACY:**

Sec. 10a-50. (Formerly Sec. 10-334g). Absence of students due to religious beliefs. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of such reason an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of day. No special fees of any kind shall be charged to the student for making available to such student such equivalent opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. For the purposes of this section, "institution of higher education" shall mean any of the schools comprising the state system of higher education, as defined in section 10a-1. (P.A. 75-367, S. 1.)

Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).”

## RESEARCH PAPER

As this is a "W" course, all students must submit a research paper of at least 15 pages in length, double-spaced with 1 inch margins at the top, bottom, and along the sides. For your paper, you are asked to select a topic of your choice that has impacted Europe at some point in its history.

Some possible topic ideas would be to select one European country (everyone must choose a different nation) and examine its economic development as well as its role on the larger European scale.

Within this paper, you can examine one of or several of the following topics:

- 1) The role of industrialization in this nation. When did they transition from an agricultural society to an industrial nation and why?
- 2) The political structure of this nation. Has it changed over the past century? If so, how and why? If not, how has this nation been able to maintain its political structure for so long?
- 3) Measures of growth in the postwar period, looking at GNP, GNP per capita along with other measurements like unemployment, labor productivity, and inflation. What drives the economy of this nation?
- 4) How this nation performed during the interwar years. How was it impacted by the Great Depression?
- 5) Did this nation receive any assistance through the Marshall Plan? How did it help the nation after World War II?
- 6) Was this nation a communist state? How did this nation perform under the Iron Curtain and after the fall of the Iron Curtain?
- 7) The role of this nation in the European Union from when it applied for membership through today.
- 8) Trace the development and growth of a specific city. Explain how its economy has helped shape the national economy.

If this does not interest you, you may also choose to do one of the following:

- 1) Examine the class struggles within a given European nation throughout the course of its history or compare such struggles within 2 nations at similar points in history. Explain the class structure, how it functioned, and why it eventually succumbed to class warfare and the results of such warfare.
- 2) Examine the role of colonization by 2 nations. Compare and contrast where they opted to colonize and how they went about it. Also, explain the sources of financing and what impact colonization had on the economies of your respective nations.

These are just ideas. If you would prefer to focus on something else related to European economics, please submit for approval.

Your paper topic along with an abstract are due to me no later than **Thursday February 7<sup>th</sup>**. The final paper is due **Thursday April 18<sup>th</sup>**. It is strongly encouraged that all students submit at least one rough draft prior to the completion of spring break for review, comments, and suggestions.



## COURSE SCHEDULE

<u>Date</u>	<u>Topics and Readings</u>
January 24	Introduction and Theory in Economic History Cameron and Neal Chapter 1 North Chapters 1, 6, and 7
January 31	Rosenberg and Birdzell Preface and Chapter 1 Ancient Greece and the Roman Empire Cameron and Neal Chapter 2 Pages 32-43 North Chapters 8 and 9
February 7	The Roman Empire and the Dark Ages Cameron and Neal Chapter 2 Pages 32-43 North Chapter 10
February 14	Medieval Europe and Feudalism Cameron and Neal Chapter 3 North Chapter 10
February 21	Rosenberg and Birdzell Chapter 2 Colonization, Mercantilism, and Trade Cameron and Neal Chapters 5 and 6 North Chapter 11
February 28	Rosenberg and Birdzell Chapters 3 and 4 Industrialization and the Industrial Revolution Cameron and Neal Chapters 7 and 8 North Chapter 12
March 7	Rosenberg and Birdzell Chapter 5 Industrialization (continued) Cameron and Neal Chapters 9 and 10 MIDTERM EXAM
March 14	The 19th Century Cameron and Neal Chapters 11 and 12 Rosenberg and Birdzell Chapter 6
March 21	SPRING BREAK – NO CLASS
March 28	The 19th Century Rosenberg and Birdzell Chapters 7 and 8
April 4	The 20th Century Overview Cameron and Neal Chapter 13 North Chapter 13
April 11	Rosenberg and Birdzell Chapter 8 World War I, The Interwar Years, World War II Cameron and Neal Chapter 14
April 18	Postwar Europe, The Rise of the Western and Eastern Blocs Cameron and Neal Chapter 15 Rosenberg and Birdzell Chapter 9
April 25 & May 1	The European Union and the End of Communism Current Topics in Europe Cameron and Neal Chapter 16
May 8	FINAL EXAM