E041 – Historia Económica I

(*World Economic History –for Economists–*)

Autumn 2022

**Instructors** Office hours(\*)

Lectures: Tommy E. MURPHY (tmurphy@udesa.edu.ar)

Tutorials: Matías GÓMEZ SEEBER (mgomezseeber@udesa.edu.ar)

Matías HARARI (hararim@udesa.edu.ar)

Wednesdays, 15.00-16.30

Thursdays, 16.30-18.00

Fridays, 12.30-14.00

# Course objectives

The past is a unique laboratory in social sciences and, in most cases, the re- search agenda of the economic historian overlaps with that of the student of growth, development, and applied economics in general. This course is designed to provide students with a perspective on various debates related to (mainly Western) economic growth in the long run. It builds on students’ earlier work in economics by applying basic theoretical insights and empirical tools to major his- torical topics, motivating –at the same time– the relevance of concepts, ideas and tools that will be explored later in their studies. The course does not pretend the student to be able to enumerate economic facts of the past, but rather to reflect on these facts with the eyes of an economist. It will rely on the critical reading and discussion of research papers that apply theoretical insights and empirical tools to major debates on economic history. We will study the ways in which eco- nomic historians have formulated and evaluated their arguments, how those ar- guments have been criticised by other authors, and the ways in which the aca- demic debate has advanced knowledge. In this way, the emphasis will be on strengthening students’ ability to read critically, understand the applicability of formal models, and evaluate the merits of rival interpretations against available historical data.

# Lessons

The teaching of this course is organised around two lectures and one tuto- rial each week during the term:

(\*) Office hours are by previous appointment ONLY. The instructors hold office hours in these particular days and times of the week, but you have to email either of them a spe- cific question (or questions) to fix a meeting at least 24 hours in advance. *No student will be received without previous appointment, and no appointment will be given without an explicit query.* During the exam period some additional office hours will be added.

* Lectures

Wednesdays, 9.00-10.40, Room Murchison Fridays, 14.30-16.10, Room Börn

* Tutorials(i)

Thursdays, 14.30-16.10, Room 26 (Matías Gómez Seeber)(ii) Fridays, 12.40-14.20, Room 11 (Matías Gómez Seeber)(ii) Fridays, 16.20-18.00, Room 12 (Matías Harari)(ii)

Fridays, 18.10-19.50, Room 12 (Matías Harari)(ii)

While lectures are characterised by a high theoretical component, in the tu- torials exercises will be solved that will be published on the course page on the Campus Virtual ([http://campusvirtual.udesa.edu.ar/).](http://campusvirtual.udesa.edu.ar/)) This page will also publish relevant information about the course and will be, in addition to classes and email, the usual means of communication with students. Therefore, it is recom- mended that students check both that page and their UdeSA email regularly.

*Attendance*

*Historia Económica 1* is a **face-to-face course** and requires a 75% attend- ance *in person* to be approved. *Virtual attendance* **does not** qualify as attend- ance. Please read “*Políticas y Procedimientos de UdeSA*” for details.

# Assessment

Students will be able to spread the assessment in different forms of evalua- tion throughout the course:

* A series of **pop-quizzes** (**Mquiz**, 10% of the course mark);
* The submission of a **written assignment** (**Mwritten**, 25%);
* Participation and **work in tutorials** (**Mtutorial**, 15%);
* A **final exam** (**Mfinal**, 50%).

Note that though the evaluation is divided into several components, there will be *no* midterm exam. The mark in this course (**Mcourse**) will then be:

**Mcourse = 0.10**⋅**Mquiz + 0.25**⋅**Mwritten + 0.15**⋅**Mtutorial + 0.50**⋅**Mfinal**

Rounding will be applied only to calculate the final mark of for the course, not any intermediate mark.

The results in the three main intermediate evaluations (pop-quizzes, tutori- als and the written assignment) will be used to create a ‘threshold mark’ (Mthresh- old) whose objective is to assesses the work during the semester:

**Mthreshold = (1/3**⋅**Mquiz + 1/3**⋅**Mtutorial + 1/3**⋅**Mwritten)**

(i) Students will be assigned to only one of these tutorials.

(ii) On March 24 and April 14 and 15 there will be no classes due to banking holidays. The tutorials of those days will be rescheduled in agreement with the tutor.

Note that this is an *unweighted* average, hence elements that have a small weight in the course mark (such as quizzes or tutorials), are actually very rele- vant to define the ‘threshold mark’. Students who have obtained a ‘threshold mark’ equal to or greater than six (Mthreshold ≥ 6) will be able to take a ‘special’ fi- nal exam where there will be more questions than the ones needed to be an- swered (that is, they will have some degree of choice, see below).

To pass this course it is **necessary** to obtain at least 4 points: (1) in the final exam without rounding (Mfinal ≥ 4), and (2) in the course mark (Mcourse ≥ 4). Note that both have to be true to pass!

For students who fail, there is the possibility of a retake, but only for those who have had a ‘threshold’ mark equal to or greater than 6 (Nthreshold ≥ 6, more de- tails below).

*Pop-quizzes*

Pop-quizzes are surprise examinations, and will consist of 6 multiple choice or true/false questions about the compulsory reading of the day and that of the previous class (see reading calendar, p. 20 of this syllabus). For anyone who has done the readings, answering the questions should be practically trivial, and an easy way to get points toward the final mark. There will be a total of 11 (eleven) quizzes and they will be held without prior notice during the lectures, using the Campus Virtual in your preferred device (mobile, tablet, laptop), at any time dur- ing the course (except for the first two lectures), at the beginning of the class, and will last about 4 minutes.

Once it was indicated in the lecture that the quiz will take place on that day, the students must:

1. Open the Economic History tab in Virtual Campus in their device.
2. Go to the Pop-quizzes section.
3. Click on the link "Pop Quiz X" (X being the quiz number), where a sign will appear that will say:

*Intentos permitidos: 1*

*Este cuestionario está abierto en [día], [fecha] de 2022, [hora comienzo] Este cuestionario se cerrará el [día], [fecha] de 2022, [hora comienzo + 6 min.]*

*Límite de tiempo: 4 minutos*

1. Click on “*Previsualizar el cuestionario ahora*” and then “*Comenzar in- tento*”.
2. Answer the questions, remembering that:

* You should read the questions carefully.
* You must answer the questionnaire in 4 minutes.
* All 6 questions on the quiz are worth the same (=> it is suggested to spend the same amount of time on all of them)
* Unless otherwise indicated, only ONE answer is correct.

1. When you finish answering, be sure to press “*Enviar todo y terminar*”.

If the student does not connect at the time of the quiz, s/he cannot do so at any other time, and will receive a grade of 0 (zero). There will be no retake quiz- zes or remedial work of any kind. If a quiz is missed for *any* reason, the score on it will be 0 (zero), *no exceptions*. The grade for each quiz will be between 0 and 10, as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Correct answers** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Quiz mark** | 0 | 1 | 2 | 4 | 6 | 8 | 10 |

Your ‘quiz mark component’ (Mquiz) will be calculated by taking the average of the *8 (eight) best scores*.

Written assignment

Before 20.00 on May 26, 2022, students must submit (via email) a written as- signment of 1,500 words. Details about this exercise will be distributed during the first class, and will be available online in the Campus Virtual. In the interest of fairness, instructors will not discuss any aspect of the work with individual students, but rather with the entire class. The tutorial instructor will read and give feedback on a draft, which will also be evaluated as part of the tutorial mark (see next section).

Work on tutorials

The tutorial mark (Mtutorial, 15% of the course mark) will consist of 2 parts:

* Work on the **exercise guide** (75% of the tutorial grade), and
* Evaluation of the **draft of the written assignment** (25%).

For each tutorial class there will be an exercise guide. Part of this guide must be done and submitted in groups of 2 students to the corresponding instruc- tor before 12.00 on the Wednesday after the tutorial (you will lose 0.05 points for each minute late).(iii) The tutor may, coordinating this with the class, ask for the submission of other exercises from the guide *during or immediately after* the tu- torial. All submitted exercises will be evaluated with a mark that will go from 0 (zero) to 10 (ten), obtaining a 0 (zero) in case of not presenting the guide. For the calculation of your tutorial mark (**Mtutorial**), only the 9 best guides will be consid- ered of the 12 that must be submitted.

The tutor will also evaluate the quality of a **draft of the written assign- ment** that must be submitted before 20.00 on May 9, 2022, in the same way by email.(iv) It will be important not only the quality of the draft, but also its presen- tation on time and form.

(iii) Send the solved exercises in an empty message with the title "EH Tutorial", in PDF format (or Excel, as the case may be), with the name EH\_Tut\_ # tutorial\_N # group.pdf. That is, if the student belongs to group 1, and is submitting the exercise discussed in tu- torial number 1, the document should be called EH\_Tut\_1\_N1.pdf. Only one student per group must submit the exercises.

(iv) Follow formalities similar to those described in the previous note. In this case, send the document in PDF format, in an empty message with the title "Draft written

Final exam

The final exam will be written and will typically have four sections:

* Part 1 - A series of multiple-choice questions
* Part 2 - Description of basic concepts
* Part 3 - True or false with short discussion
* Part 4 - Specific questions about article(s) and/or chapter(s).

As detailed above, students who have scored well on quizzes, written work, and tutorials (Mthreshold ≥ 6) will be able to access a special version of this exam, where they will have more questions than those they have to answer, giving them a certain degree of choice on what they want to answer.

Retake

In case of failing the course, there will be the possibility of a retake only for students who have demonstrated a consistent work during the course, with a ‘threshold’ mark equal to or greater than six (Mthreshold ≥ 6). This exam will have the same characteristics of the ‘normal’ final exam (all questions *must* be an- swered). Upon reaching this stage, the grade for the course (Mcourse) will be that of this exam, with the exception that it have a maximum of 6:

|  |  |  |  |
| --- | --- | --- | --- |
| **Mark in the retake** | **4.00-6.49** | **6.50-8.99** | **9.00-10** |
| **Mark in the course** (Mcourse) | 4 | 5 | 6 |

Any mark strictly below 4 (e.g., 3.9999) will be a fail.

# Program structure and readings

After a brief introduction to the discipline, the course will be organised in three parts. Part 1 will be dedicated to introducing a series of basic elements of analysis that will appear throughout the course, discussing issues related to how some ancient societies functioned. Part 2 instead will focus on understanding what are considered the *fundamental* determinants of economic growth: geogra- phy, culture, and institutions. Finally, Part 3 will take place during the second half of the course and there we will discuss some of the main aspects related to how some pre-industrial societies managed to become modern economies and oth- ers did not.

The course reading list consists of a series of academic articles and book chapters, all detailed below. The list is rather comprehensive, but only a *small proportion* of it, those texts identified with a ‘bullet’ (•), qualify as **compulsory readings**. Those marked with a ‘tick’ (✓) are complementary readings that will most likely be discussed to some extent in class as well, but for the relevant con- tent the lecture notes should be sufficient. The rest are readings that are there simply to serve as a guide to students that want to further their study on a par- ticular topic. At the end of the program there is a **reading schedule** that

assignment EH", and with the name EH\_DraftWA\_N#UdeSA\_ID.pdf. For example, if the student has the UdeSA ID 12345, the document should be called EH\_DraftWA\_N12345.

determines which text the students are expected to read for each day (which will be evaluated in the pop-quizzes).

Readings are basically divided into three types: book chapters, journal arti- cles (or working papers), and media (video or podcast). Although many of the books are indeed very good, and worth reading in their entirety, you are not ex- pected to buy them. To facilitate access, though, electronic versions of the com- pulsory book chapters have been made available on the Campus Virtual. These are indicated with the symbol **CV**. Other compulsory items, on the other hand, have not been made available. This is entirely *by design*, as one of the aims of this course is to make you familiar with the tools required to look for material on your own. In class we’ll discuss how to do so, and how you are expected to find your readings.

**Introduction**

*Topic 1*. What is economic history?

* **Abramitzky, R. [2015]**; “Economics and the Modern Economic Historian,” *Journal of Economic History*, Vol. 75, No. 4, pp. 1240–1251

**Blum, M., & C. L. Colvin [2018]**; *An Economist’s Guide to Economic History* (Pal- grave)

**Goldin, C. [1995]**; “Cliometrics and the Nobel,” *Journal of Economic Perspectives*, Vol. 9, No. 2, pp. 191–208

**Hicks, J. [1969]**; *A Theory of Economic History* (Oxford University Press), pp. 1–8

**McCloskey, D. N. [1976]**; “Does the Past Have Useful Economics?,” *Journal of Eco- nomic Literature*, Vol. 14, Issue 2, pp. 434–461

*Topic 2*. Humanity in the long run

**Allen, R. C. [2011]**; *Global Economic History: A Very Short Introduction* (Oxford University Press), Ch. 1: “The Great Divergence”, pp. 1–13

* **Clark, G. [2007]**; *A Farewell to Alms: A Brief Economic History of the World* (Prince- ton University Press), Ch. 1, pp. 1–16

**Diamond, J. [1997]**; *Guns, Germs, and Steel: The Fates of Human Society* (W. W. Norton)

**Maddison, A. [2001]**; *The World Economy: A Millennial Perspective* (OECD), pp.

27–48

**North, D. C. & R. P. Thomas [1973]**; *The Rise of the Western World: A New Eco- nomic History* (Cambridge University Press)

## Part 1. Postcards of a distant past

*Topic 3*. From hunter-gatherers…

* **Boix, C. & F. Rosenbluth [2014]**; “Bones of Contention: The Political Economy of Height Inequality,” *American Political Science Review*, Vol. 108, No. 1, 1-22
* **Diamond, J. [1997]**; *Guns, Germs, and Steel: The Fates of Human Societies*, (W. W. Norton & Company), Ch. 14: “From Egalitarianism to Kleptocracy”

**CV**

**Dow, G. K., C. G. Reed, & N. Olewiler [2009]**; “Climate Reversal and the Transi- tion to Agriculture,” *Journal of Economic Growth*, Vol. 14, pp. 27-53

**Earle, T. [1997]**; *How Chiefs Come to Power: The Political Economy in Prehistory*

(Stanford University Press), Ch. 6, pp. 193-211

**Finer, S. F. [1997]**; *The History of Government – Volume I: Ancient Monarchies and Empires* (Oxford University Press), Conceptual Prologue, pp. 1-96

**Harari, Y. N. [2011]**; *Sapiens: A Brief History of Humankind* (Vintage), Part II

**North, D. C., J. J. Wallis & B. R. Weingast [2009]**; *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History* (Cambridge University Press), Ch. 1, pp. 1-33

**Robson, A. [2010]**; “A Bioeconomic View of the Neolithic Transition to Agriculture,”

*Canadian Journal of Economics*, Vol. 43, pp. 280-300

* **PODCAST – Tides of History** (https://wondery.com/shows/tides-of-history/), Epi- sode: “*The First Farmers*,” 10-Sep-2020
* **Weisdorf, J. L. [2005]**; “From Foraging to Farming: Explaining the Neolithic Revo- lution,” *Journal of Economic Surveys*, Vol. 19, No. 4, pp. 561-586

*Topic 4*. …to the first states

* **Allen, R. C. [1997]**; “Agriculture and the Origins of the State in Ancient Egypt,” *Ex- plorations in Economic History*, Vol. 34, pp. 135-154

**Dal Bó, E., P. Hernández, & S. Mazzuca [2019]**; “The Paradox of Civilization: Pre-Institutional Sources of Security and Prosperity,” *MIMEO*, URL: [http://fac-](http://fac-/) ulty.haas.berkeley.edu/dalbo/Paradox\_of\_civilization.pdf

* **Carneiro, R. [1970]**; ‘‘A Theory of the Origin of the State,’’ *Science*, Vol. 169, 733– 738

**Mann, M. [1986]**; *The Sources of Social Power – Volume 1: A History of Power from the Beginning to A.D. 1760* (Cambridge University Press), Ch. 2, pp. 34-73

**Mayshar, J., O. Moav, Z. Neeman, & L. Pascali [2015]**; “Cereals, Appropriability and Hierarchy,” *CEPR Discussion Paper*, No. 10742

* **PODCAST – Tides of History** (https://wondery.com/shows/tides-of-history/), Epi- sodio: “*Egypt before the Pharaohs*,” 11-feb-2021

**Price T. D. [1995]**; “Social Inequality at the Origins of Agriculture,” in T. D. Price &

G. M. Feinman (eds.); *Foundations of Social Inequality* (Plenum Press), Ch. 5, pp. 129–151

*Topic 5*. *Homo economicus* B.C.?

**Barjamovic G., T. Chaney, K. Coşar & A Hortaçsu [2019]**; “Trade, merchants, and the lost cities of the bronze age”, *Quarterly Journal of Economics*, Vol. 134, pp. 1455–1503

**Chronopoulos, D., S. Kampanelis, D. Oto-Peralías & J. O. S. Wilson [2020]**; “Ancient Colonialism and the Economic Geography of the Mediterranean”, *Jour- nal of Economic Geography*, lbaa028

**Finley, M. [1973]**; *The Ancient Economy* (University of California Press)

**Geraghty, R. M. [2007]**; “The Impact of Globalization in the Roman Empire, 200 bc—ad 100,” *Journal of Economic History*, Vol. 67, No. 4, pp. 1036-1061

**Jongman, W. M. [2007]**; “Re-constructing the Roman Economy,” in O. Hekster, G. de Kleijn, & D. Slootjes (eds.); *Crises and the Roman Empire: Proceedings of the Seventh Workshop of the International Network Impact of Empire* (Brill), pp. 183– 199

**Jongman, W. M. [2014]**; “Re-constructing the Roman Economy,” en L. Neal & J. Williamson (eds.); *The Cambridge History of Capitalism, Vol. 1: The Rise of Capi- talism, From Ancient Origins to 1848* (Cambridge University Press), pp. 75–100

* **Hicks, J. [1969]**; *A Theory of Economic History* (Oxford University Press), pp. 9–41

**Temin, P. [2002]**; “Price behaviour in Ancient Babylon,” *Explorations in Economic History*, Vol. 39, pp. 46–60

**Temin, P. [2006]**; “The Economy of the Early Roman Empire,” *Journal of Economic Perspectives*, Vol. 20, No. 1, pp. 133–151

* **Temin, P. [2013]**; *The Roman Market Economy* (Princeton University Press), Ch. 2, pp. 29–52

**CV**

**PODCAST – Econtalk** (https://[www.econtalk.org/),](http://www.econtalk.org/)) Episode: “*Ober on the Ancient Greek Economy*,” 6-Aug-2012 (https://[www.econtalk.org/ober-on-the-ancient-](http://www.econtalk.org/ober-on-the-ancient-) greek-economy/)

**PODCAST – The Economics Detective** (https://economicsdetective.com), Episode: “*Why No Ancient Greek Industrial Revolution? A Conversation with George Tridi- mas*,” 3-Aug-2018 (https://economicsdetective.com/2018/08/no-ancient-greek-in- dustrial-revolution-conversation-george-tridimas/)

## Part 2. Institutions, Geography and culture

**Section I. The role of institutions**

*Topic 6*. The need for institutions

**Acemoglu, D. [2003]**; “Why Not a Political Coase Theorem?,” *Journal of Compara- tive Economics*, Vol. 31, pp. 620-652

**Acemoglu, D. & J. Robinson [2012]**; *Why Nations Fail* (Profile Books), Ch. 3-4, pp.

70-123

* **Acemoglu, D., S. Johnson, & J. A. Robinson [2005]**; “Institutions as a Fun- damental Cause of Long-run Growth”, in P. Aghion & S. Durlauf (eds.); Hand- book of Econ. Growth –Volume 1A– (Elsevier), Ch. 6, pp. 385-472, available in [http://economics.mit.edu/files/4469,](http://economics.mit.edu/files/4469)

**ONLY** sec. 1 to 3, pp. 388-407

**Coase, R.H. [1937]**; “The nature of the firm,” *Economica*, Vol. 3, pp. 386–405

**Coase, R.H. [1960]**; “The problem of social cost,” *Journal of Law and Economics*, Vol. 3, pp. 1–44

**Cortés Conde, R. [2003]**; *Historia económica mundial: Desde el Medioevo hasta los tiempos contemporáneos* (Ariel), pp. 9–23

* **Greif, A. [2006]**; *Institutions and the Path to the Modern Economy* (Cambridge Uni- versity Press), Ch. 2: “Institutions and Transactions”, pp. 29-53

**North, D. C. [1990]**; I*nstitutions, Institutional Change and Economic Performance*

(Cambridge University Press)

**North, D. C. [1981]**; *Structure and Change in Economic History* (New York and London)

**North, D. C. [1991]**; “Institutions,” Journal of Economic Perspectives, Vol. 5, pp. 97- 112

**Rodrick, D., A. Subramanian, & F. Trebbi [2004]**; “Institutions Rule: The Pri- macy of Institutions Over Geography and Integration in Economic Development,” *Journal of Economic Growth*, Vol. 9, pp. 131-165

*Topic 7*. Institutions and the Commercial Revolution

**Chilosi, D., T. E. Murphy, R. Studer & A. C. Tunçer [2013]**; “Europe’s Many In- tegrations: Geography and Grain Markets, 1620-1913,” *Explorations in Economic History*, Vol. 50, No. 1, pp. 46-68

* **Cortés Conde, R. [2003]**; *Historia económica mundial: Desde el Medioevo hasta los tiempos contemporáneos* (Ariel), pp. 42–55

**De Vries, J. [2010]**; “The Limits of Globalization in the Early Modern World,” *Eco- nomic History Review*, Vol. 63, No. 2, pp. 710-733

**Drelichman, M. & H.-J. Voth [2011]**; “Lending to the Borrower from Hell: Debt and Default in the Age of Philip II,” *Economic Journal*, Vol. 121, No. 557 pp.

1205-1227

* **Greif, A. [1989]**; “Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders,” *Journal of Economic History*, Vol. 49, No. 4, pp. 857-882
* **Greif, A. [1992]**; “Institutions and International Trade: Lessons from the Commer- cial Revolution,” *American Economic Review*, Vol. 82, No. 2, Papers and Proceed- ings, pp. 128-133

**Greif, A. [1994]**; “On the Political Foundations of the Late Medieval Commercial Revolution: Genoa During the Twelfth and Thirteenth Centuries,” *Journal of Eco- nomic History*, Vol. 54, No. 2, pp. 271-287

**Lopez, R. S. [1976]**; *The Commercial Revolution of the Middle Ages, 950-1350*

(Cambridge University Press)

**Milgrom, P. R., D. C. North, & B. R. Weingast [1990]**; “The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs,” *Economics and Politics*, Vol. 2, No.1, pp. 1-23

**PODCAST – Tides of History** (https://wondery.com/shows/tides-of-history/), Epi- sode: “*The Commercial Revolution*,” 17-oct-2019

**PODCAST – Tides of History** (https://wondery.com/shows/tides-of-history/), Epi- sode: “*Medieval merchants*,” 7-nov-2019

*Topic 8*. Non-market mechanims and second best

**Cortés Conde, R. [2003]**; *Historia económica mundial: Desde el Medioevo hasta los tiempos contemporáneos* (Ariel), pp. 24-41

* **Drelichman, M. [2009]**; “License to Till: The Privileges of the Spanish Mesta as a Case Study of Second-Best Institutions,” *Explorations in Economic History*, Vol. 46, pp. 220–240

**Fenoaltea, S. [1975]**; “The Rise and Fall of a Theoretical Model: The Manorial Sys- tem,” *Journal of Economic History*, Vol. 35, No. 2, pp. 386-409

* **McCloskey, D. N. [1976]**; “English Open Fields as Behavior Towards Risk,” *Re- search in Economic History*, Vol. 1, pp. 124-170
* **North, D. C., & R. Thomas [1971]**; “The Rise and Fall of the Manorial System: A Theoretical Model,” *Journal of Economic History*, Vol. 31, No. 4, pp. 777-803

**North, D. C., & R. Thomas [1973]**; *The Rise of the Western World* (Cambridge Uni- versity Press), Ch. 1-2, pp. 1-18

**Ogilvie, S. [2007]**; “‘Whatever is, is Right’? Economic Institutions in Pre-Industrial Europe,” *Economic History Review*, Vol. 60, No. 4, pp. 649–684

**PODCAST – Tides of History** (https://wondery.com/shows/tides-of-history/), Epi- sodio: “*We Join Professor Sheilagh Ogilvie's Guild (And You Should, Too!)*,” 12- sep-2019

**Richardson, G. [2005]**; “The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture,” *Journal of Economic History*, Vol. 65, No. 2, pp. 386-413

*Topic 9*. Private and public order institutions

* **Bogart, D., M. Drelichman, O. Gelderblom & J.-L. Rosenthal [2010]**; “State and private institutions”, in Broadberry & O’Rourke (eds.); *The Cambridge Eco- nomic History of Modern Europe*, Vol. I (Cambridge University Press), Ch. 3, pp. 70-95

**Drelichman, M. [2007]**; “Sons of Something: Taxes, Lawsuits, and Local Political Control in Sixteenth-Century Castile,” *Journal of Economic History*, Vol. 67, No. 3, pp. 608-642

**Epstein, S. R. [2008]**; “Craft Guilds in the Premodern Economy,” *Economic History Review*, Vol. 61, No. 1, pp. 155-174

**Greif, A. [2006]**; *Institutions and the Path to the Modern Economy* (Cambridge Uni- versity Press), Ch. 4: “Securing Property Rights from the Grabbing Hand of the State: The Merchant Guild”, pp. 91-123

**Greif, A., P. Milgrom, & B. R. Weingast [1994]**; “Coordination, Commitment, and Enforcement: The Case of the Merchant Guild,” *Journal of Political Economy*, Vol. 102, No. 4, pp. 745-776

* **Leeson, P. T. [2007]**; “An-arrgh-chy: The Law and Economics of Pirate Organiza- tion,” *Journal of Political Economy*, Vol. 115, No. 6, pp. 1049–1094

**Leeson, P. T. [2011]**; *The Invisible Hook: The Hidden Economics of Pirates* (Prince- ton University Press)

**Leeson, P. T. [2014]**; *Anarchy Unbound: Why Self-Government Works Better than You Think* (Cambridge University Press)

**Ogilvie, S. [2004]**; “Guilds, Efficiency and Social Capital,” *Economic History Review*, Vol. 57, No. 2, pp. 286–333

**Scott, J. C. [2010]**; *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (Yale University Press), Ch. 2-5, pp. 40-177

*Topic 10*. Rules, discretionarity and organisacional efficiency

* **Allen, D. [2002]**; “The British Navy Rules: Monitoring and Incompatible Incentives in the Age of Fighting Sail,” *Explorations in Economic History*, Vol. 39, pp. 204- 231.
* **Kydland, F. & E. Prescott [1977**]; “Rules rather than Discretion: The Incon- sistency of Optimal Plans,” *Journal of Political Economy*, Vol. 85, No. 3, pp. 473- 492.
* **Benjamin, D. & C. Thornberg [2007];** “Organization and Incentives in the Age of Sail,” *Explorations in Economic History,* Vol. 44, No. 2, pp. 317-341.

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**Williamson, J. G. [1997]**; “Globalization and Inequality, Past and Present,” *World Bank Research Observer*, Vol. 12, No. 2, pp. 117–135

**Plagiarism and intellectual dishonesty**

The *Universidad de San Andrés* requires strict adherence to the canons of intellectual honesty. The existence of plagiarism constitutes a serious dishonour, inappropriate for university life. It takes place not only with actual copy during examinations, but whenever an abusive use of the intellec- tual effort of others is used. The University Code of Ethics considers the appropriation of the intel- lectual work of others to be punishable, therefore it is recommended to adhere to generally accepted academic formats (MLA, APA, Chicago, etc.) for citations and bibliographic references (including formats on-line). The alleged violation of these rules may lead to the creation of an Ethics Commit- tee which, depending on the seriousness of the offense, may recommend disciplinary sanctions ranging from warning to expulsion. If in doubt, consult the guide available at the University Writ- ing Center (*Centro de Escritura Universitaria*).

***Plagio y deshonestidad intelectual***

*La Universidad de San Andrés exige un estricto apego a los cánones de honestidad intelectual. La existencia de plagio constituye un grave deshonor, impropio de la vida universitaria. Su configura- ción no sólo se produce con la existencia de copia literal en los exámenes presenciales, sino toda vez que se advierta un aprovechamiento abusivo del esfuerzo intelectual ajeno. El Código de Ética de la Universidad considera conducta punible la apropiación de la labor intelectual ajena, por lo que se recomienda apegarse a los formatos académicos generalmente aceptados (MLA, APA, Chicago, etc.) para las citas y referencias bibliografías (incluyendo los formatos online). La presunta violación a estas normas puede dar lugar a la conformación de un Tribunal de Ética que, en función de la gra- vedad de la falta, podrá recomendar sanciones disciplinarias que van desde el apercibimiento a la expulsión. En caso de duda consulte la guía que se encuentra disponible en el Centro de Escritura Universitaria.*

## Economic History I readings and videos calendar

**(That will be evaluated in the pop-quizzes!)**

**Lecture (date) Reading**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  **2** | (2-Mar-22)  (4-Mar-22) | [None]  [None] | | | | |
| **3** | (9-Mar-22) | Diamond [1997], c. 14 | | **CV** | |  |
| **4** | (11-Mar-22) | Allen [1997] | | | | |
| **5** | (16-Mar-22) | Temin [2013], c. 2 | **CV** | |  | |
| **6** | (18-Mar-22) | Acemoglu *et al.* [2005], c. 6 | | | | |
| **7** | (23-Mar-22) | Greif [1989] | | | | |
| **8** | (25-Mar-22) | Drelichman [2009] | | | | |
| **9** | (30-Mar-22) | Leeson [2007] | | | | |
| **10** | (1-Apr-22) | D. Allen [2002] | | | | |
| **11** | (6-Apr-22) | Acemoglu *et al.* [2005] (Atlantic trade) | | | | |
| **12** | (8-Apr-22) | Engerman & Sokoloff [2002] | | | | |
| **13** | (13-Apr-22) | Heinrich [2016] – ***VIDEO*** | | | | |

**Midterm exams recess**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **14** | (4-May-22) | Clark [2007], c. 2 | **CV** | | |  | | |
| **15** | (6-May-22) | Scheidel [2017], c. 10 | | | **CV** | | |  |
| **16** | (11-May-22) | Allen [2009], c. 3 | **CV** | | |  | | |
| **17** | (13-May-22) | De Vries [2008], c. 3 | | **CV** | | |  | |
| **18** | (20-May-22) | Stasavage [2016] | | | | | | |
| **19** | (27-May-22) | North & Weingast [1989] | | | | | | |
| **20** | (1-Jun-22) | Mokyr [2007] | | | | | | |
| **21** | (3-Jun-22) | Allen [2011] | | | | | | |
| **22** | (8-Jun-22) | Guinanne [2011] | | | | | | |
| **23** | (10-Jun-22) | O’Rourke & Williamson [1999], c. 3 **CV** | | | | | | |
| **24** | (15-Jun-22) | O’Rourke & Williamson [1999], c. 4 **CV** | | | | | | |
| **25** | (17-Jun-22) | Williamson [1998] | | | | | | |

## Economic History I lectures’ calendar

**Monday Tuesday Wednesday**

(Murchison)

**Thursday Friday**

(Börn)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **March** |  | **1** | **2** – (9.00-10.40)  Lecture 1 | **3** | **4** – (14.30-16.20)  Lecture 2 |
| **7** | **8** | **9** – (9.00-10.40)  Lecture 3 | **10** | **11** – (14.30-16.20)  Lecture 4 |
| **14** | **15** | **16** – (9.00-10.40)  Lecture 5 | **17** | **18** – (14.30-16.20)  Lecture 6 |
| **21** | **23** | **23** – (9.00-10.40)  Lecture 7 | **24** | **25** – (14.30-16.20)  Lecture 8 |
| **28** | **29** | **30** – (9.00-10.40)  Lecture 9 | **31** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **April** |  | | | | **1** – (14.30-16.20)  Lecture 10 |
| **4** | **5** | **6** – (9.00-10.40)  Lecture 11 | **7** | **8** – (14.30-16.20)  Lecture 12 |
| **11** | **12** | **13** – (9.00-10.40)  Lecture 13 | **14** | **15** |
| **18** | **19** | **20** | **21** | **22** |
| **25** | **26** | **27** | **28** | **29** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **May** | **2** | **3** | **4** – (9.00-10.40  Lecture 14 | **5** | **6** – (14.30-16.20)  Lecture 15 |
| **9 – Submit w. assign. (draft)** | **10** | **11** – (9.00-10.40)  Lecture 16 | **12** | **13** – (14.30-16.20)  Lecture 17 |
| **16** | **17** | **18** | **19** | **20** – (14.30-16.20)  Lecture 18 |
| **23** | **24** | **25** | **26 – Submit w. assign. (final)** | **27** – (14.30-16.20)  Lecture 19 |
| **30** | **31** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **June** |  | | **1** – (9.00-10.40)  Lecture 20 | **2** | **3** – (14.30-16.20)  Lecture 21 |
| **6** | **7** | **8** – (9.00-10.40)  Lecture 22 | **9** | **10** – (14.30-16.20)  Lecture 23 |
| **13** | **14** | **15** – (9.00-10.40)  Lecture 24 | **16** | **17** – (14.30-16.20)  Lecture 25 |
| **20** | **21** | **22** | **23** | **24** |