

BOWIE STATE UNIVERSITY

HIST 321-01 Economic History of Europe

Semester: Autumn 2012

Instructor: Dr. George Sochan Office : MLK 215

Credit Hours: 3.0

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Office Hours: MW, 10AM – 12PM & Monday, 3PM – 5PM

I. COURSE PREREQUISITES:

ENGL 101, ENGL 102, HIST 110 and HIST 111

II. COURSE DESCRIPTION:

This course is an analysis of the economic institutions of Europe from the manorial system of the Middle Ages to the corporate enterprises of today.

III. REQUIRED READINGS:

Steven Epstein *An Economic and Social History of Later Medieval Europe, 1000-1500*

Antonio Di Vittorio *An Economic History of Europe*

Lee Wyatt *The Industrial Revolution*

IV. CURRICULUM THEMES:

A. NCATE Curriculum Themes

Academic Scholar: Objectives 1, 2

Effective Practitioner: Objectives 3, 4, 5

Technological Applications: Objectives 4, 6

Multiple Forms of Assessment: Objectives 3, 4

Reflective Practitioner: Objectives 3, 4

Personal and Interpersonal Perspectives: Objectives 1, 2

B. General Education Competencies

1. Written and Oral Communication

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make personal judgments and respond to literature by drawing conclusions and stating opinions.
- c. Make interpretations and present those ideas in writing.
- d. Employ appropriate word choices and diction in oral and written communication.
- e. Conduct research and evaluate information using the appropriate methods of the discipline.

2. Critical Analysis and Reasoning

- a. Systematically evaluate facts, opinions, assumption and theories from the discipline.
- b. Apply skill in analysis, synthesis and problem solving.
- c. Apply logical reasoning in the examination and resolution of tasks.

3. Technological Competency

- a. Create a document using processing software.

4. Information Literacy

- a. Identification of key concepts and terms that describe the information needed.
- b. Understanding of the ethical, legal and socio-economic issues surrounding information and information technology.

C. Emerging Issues

1. an examination of the importance of economic development, especially the human condition in modern society
2. an examination of the industrialization's impact in modern western society

V. STUDENT OUTCOMES OR COURSE OBJECTIVES:

A. NCATE Learning Objectives

This course is designed to enable students to:

1. gain some knowledge of historian's craft.
2. acquire knowledge and understanding of key events and basic themes in European economic history, especially the impact of industrialization on modern living.
3. develop critical and analytical skills as shown on tests.
4. improve writing skills as shown in one research paper.
5. acquire competencies in the use of techniques and methods historians employ in their field.
6. use Blackboards.

B. GENED Student Expected Outcomes

1. One research paper on a historian in modern European history: competencies 1abcde, 2abc, 3a, 4 ab.
2. Successfully complete the following: two examinations: competencies 1acd, 2a.
3. Show capability in emerging issue either in paper or essay presentation: competencies 1acd, 2a.
4. Correctly use appropriate computer software to create required research paper: competencies 3a, 4ab.

VI. INSTRUCTIONAL MODES:

- A. Traditional Experiences: lectures, discussions, individual conferences, at-home assignments, study guides, audio-visual presentations
- B. Clinical Experiences: Use of Blackboards for forum discussion

VII. STUDENT REQUIREMENTS OR GUIDELINES (for Course):

Members of the class are required to read the text, handouts, and supplemental materials. The assignments are clearly laid out under the **Course Calendar**, and the evaluations for those assignments are given in the next section under **Grading/Evaluation Procedures**. Class attendance is required. As regards the attendance, the rules indicated in the "Handbook" will be applied strictly. Roll is taken at each meeting of the class, usually during the first five minutes of the class period. In other words, given our system of accounting, it becomes impossible for the instructor to distinguish between lateness and absence.

Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, cheating on anything in this course results in a grade of zero for that particular examination. Plagiarism, which will be explained during the course, is a form of cheating. Also, material about plagiarism will be posted on Angel; **read this material**. You are responsible to know what plagiarism is and to avoid using it. Proven plagiarism on a paper results in a ZERO and the work may not be redone.

VIII. GRADING/EVALUATION PROCEDURES

A. Methods

Traditional Assessment consists of the following: one short, research papers, two exams, and forum discussions. The format for most of these is essay. Basically, an essay answer requires some clearly expressed, relevant concepts supported by pertinent facts. Classroom reviews, study guides, and other hand-outs will enable you to prepare adequately for the various examinations. Moreover, certain of the lectures have been designed especially to show you how to compose an essay.

During the semester many movies that are held at the circulation desk in the library will be made available for viewing in the classroom. For the course two, short research papers, that correlate to significant themes derived from the movies, as well as assigned readings, and, also, incorporate some research to develop a historical topic pertinent to the course, is required. The papers should be composed of **7 to 8, double-spaced, type-written** pages of **well-written** English. **With 1 1/4 inch margins and a print size of 10 characters per inch (#12 font), there should be approximately 26 lines per page (about 2200 words in paper).** The paper should contain a **brief bibliography** and adequate references (**a moderate amount of end notes**). **Early in the course a sample paper will be submitted to you to use as a model.** To organize the papers properly, the student **must** schedule a meeting with the instructor for each paper and must submit an outline for each paper; failure to do so results in the paper grade being lowered by 10 points. Since one of the purposes for this exercise is to develop composition skills, one re-write for the paper is permitted. **To correct your re-write, I must have the first copy submitted to me again.** At the end of the syllabus is a select bibliography of books and one articles that may be used in the paper. **A minimum of three books and one article must be used in the paper.** A late paper results in a grade lowered by **ten points**. **Submitted papers that are incomplete, such as not typed or less than 6 pages (less than 1800 words) or not stapled or without a bibliography or endnotes, are considered late papers.** The research paper is based on a prominent historian in European historiography. You may **NOT** use the Internet. Also, emailed papers are **NOT** accepted.

Paper Topic I The Medieval Economy

Paper Topic II The Industrial Economy

The exams will consist of an essay part as well as a multiple-choice part, and they will be based primarily on lectures. For your assistance, a review for the exams is posted on Blackboards. (For further assistance, forum conferences for the midterm and the final exams will be set up on Blackboards. Participation in these conferences is mandatory and comprises an official part of the course.) You must contact the instructor if you need to take a make-up. The make-up will **not** be the same as the original test. The course requirements are as follows:

B. Grading Procedures:

The attainment of learning objectives are measured by two research papers, two exams, and four forum discussions. Competency is determined by the attainment of an overall average of “C” or above according to the following weights:

<u>Assessment Tool</u>	<u>Percentage of Grade</u>
Participation	10%
Two Papers	40%
Midterm Exam	20%
The Final Exam	30%

All of your work will be given a numerical grade, which will be converted to a letter grade at the end of the semester. The translation of numerical value into letter value is as follows:

A equals 90-100

B equals 80-89

C equals 70-79

D equals 60-69

F is below 60

Students should not fail this course. Toward that end, re-writes are available on tests below 60%, but you must "see me" to redo the test for a "D".

A makeup is available for missed work. A makeup is taken at my office during my office hours.

Grading Standards

- A:** The answers on the texts and the exam are presented as an organized, coherent whole that begin and end exceptionally well, and manifest the following characteristics:
- *well-formulated thesis statement
 - *well written, topical paragraphs containing interconnected sentences
 - *nearly flawless in terms of grammar and spelling
 - *substantive content that consists of historical specifics and that is also relevant to question
 - *effective use of explanatory sentences that develop and interpret the factual content
 - *knowledgeable references are made to pertinent course materials
 - *overall, mastery of the subject matter is demonstrated
- B:** The answers on the tests and the exam are presented as an organized whole that begin and end very well. The “B” usually has all of the characteristics of the “A”, but it lacks the strength of the “A” answer. For instance, the writing quality may have too many flaws that weaken the essay, or the content may not be as substantive as it should be. The latter aspect can result from insufficient use of historical specifics or not fully developed explanations. Overall, while the “B” answer does demonstrate a skillful handling of the material, it does not demonstrate mastery.
- C:** The answers on the tests and the exam are presented adequately so that they meet the standards and requirements for the assignment, but adequate is Neither exceptional nor very good; hence, the grade of “C” which means acceptable work. This answer usually manifests one or more of the following features:
- *content that is not substantial, such as lacking sufficient detail
 - *incompletely developed explanations, which mean interpretations are only sketchy/partial
 - *lack of clarity in writing
 - *errors in content
 - *too many stylistic errors which negatively affect writing clarity
 - *references to course materials are superficial or overly general
 - *sections of the answer, if not incorrect, are irrelevant to the question asked
- D:** The answers on the tests and the exam are presented in a manner that only poorly meet the standards and requirements set for the assignment. Generally, the “D” has many of the following characteristics, but they are not so severe nor are there too many to warrant failure.
- *the entire answer may be weak, or certain sections are incoherent
 - *the answer tends to be short
 - *the content is superficial; often specific factual data is not used
 - *too many stylistic errors so that the essay is difficult to read
 - *virtually no interpretation of history because little use of explanatory sentences in essay
 - *too many factual errors
 - *so much irrelevant content used that a lack of understanding of the question is shown
 - *only meager/and or vague reference to course material
- F:** The answers on the tests and the exam are presented in a manner that fail to meet most of or all of the standards and requirements set for the assignment. Certain features that warrant failure are the following:
- *the answer is much too short
 - *the content is so superficial that it is vacuous
 - *much of the content is factually wrong or irrelevant to the question addressed
 - *the essay rambles on without coherence
 - *very little or no reference to course materials
 - *the writing is so poor that the essay is unreadable
 - *plagiarized work and use of the Internet

IX. OUTLINE OF COURSE CONTENT (Course Calendar):

- 08-29: Introduction to Course
Overview of Medieval Economy at 1000 AD
Readings: Epstein, ch 1
- 09-05: Feudalism and Manorialism
Readings: Epstein, ch 2
- 09-12: Small Towns and Commerce
Readings: Epstein, ch 3, 4, 5, 7
- 09-19: Crisis of the Fourteenth Century
Readings: Epstein, ch 6, 8, 9
- 09-26: Economic Expansion during the Later Middle Ages
Readings: Di Vittorio, ch 1
- 10-03: Economic Expansion during the Early Modern Period
Readings: Di Vittorio, ch 2, 3
- 10-10: Overseas Expansion and Mercantilism
Readings: Wyatt, ch 1
Di Vittorio, ch 2, 3
- 10-17: **Midterm Exam**
The Economy of Traditional Society
Readings: Wyatt, ch 2
- 10-23: **The First Paper is due at 11:59 PM EST.**
The End of the Traditional Economy
Readings: Wyatt, ch 3
- 10-30: The Industrial Revolution in Britain
Readings: Wyatt, ch 3
Di Vittorio, ch 5, 6
- 11-07: The Industrial Revolution on the Continent
Readings: Wyatt, ch 6
Di Vittorio, ch 7, 8, 9
- 11-14: The Industrial Revolution Elsewhere
Readings: Wyatt, ch 5, 7
- 11-21: Crises of the Early Twentieth Century: Part I
Readings: Di Vittorio, ch 10, 11

11-28: Crises of the Early Twentieth Century: Part II
Readings: Di Vittorio, ch 10, 11

12-05: **The Second Paper is due at 11:59 PM EST.**
Postwar Economic Reconstruction and European Integration
Readings: Di Vittorio, ch 11, 12

Except for the final exam and the rewrite of the second paper, this is the deadline date for course work. The rewrite of the first paper is due at 11:59 PM.

12-12: **Final Exam 5 PM in the regular classroom**

12-15: **The rewritten paper is due in the Drop Box by 11:59 PM EST. Rewritten papers will not be accepted after this time.**

Blackboards

Blackboards is an important component of this course. It is essential that you obtain access to Blackboards and use Blackboards for this course. Given below are key items posted on Blackboards. Others may be posted and, if something extra is posted on Blackboards for this course, it will be announced in the announcements for this course on Angel.

1. The Syllabus
2. Three Grading Rubrics (one for the exams, another for the discussion forum, and the third for the papers)
3. Writing a History Essay
4. Making a Research Paper
5. Plagiarism: What It Is and Why It Is Wrong
6. The Model Paper
7. The Outline for the Model Paper
8. Midterm Exam Review
9. Final Exam Review

For this course Blackboards is also important because of the forum discussions, which constitute 10% of the final grade as course participation. (See next section.)

Course Participation

Class participation is a vital part of this hybrid course (meaning to consist of both face-to-face participation in the classroom and on online involvement on Blackboards) and counts 10% of the final grade. Course participation is based on the student's involvement in the conferences that have been set up for the two papers, the midterm exam, and the final exam. As a minimum, a student should participate in all four conferences by posting at least twice in each of the four conferences. Effective participation provides well-written statements that are pertinent to the topic that has been designated for the conference. In the case of the two papers, participation includes the choice of topic, the choice and the use of sources, the development of the topic, the organization and the presentation of content in the text, etc. In the case of the exams, participation is for review and preparation of the answers for the essay questions in Part A of each exam. The content of the statements posted in conference should be more than mere opinion. (Certainly, posting comments like "cool," "ditto," and "right on" is less than adequate.) Besides being well written, the statements should be factually accurate and coherently expressed. At times, the necessary statement that is posted might only be a few sentences, but on other occasions, a couple of paragraphs of well-written and thoroughly supported content may have to be posted. **Your posts should not be copied from the textbook or from the Internet. Plagiarism that is proven in just one post results in a grade of ZERO for course participation.**

Select Bibliography

Contemporary References:

- Allen, Douglas. *The Institutional Revolution: Measurement and the Emergence of the Modern World*. 2011.
- Berend, T. Ivan. *An Economic History of Twentieth-Century Europe: Economic Regimes from Laissez-faire to Globalization*. 2006.
- Broadberry, Stephen and Kevin H. O'Rourke. *The Cambridge Economic History of Modern Europe: Volume 1, 1700 – 1870*. 2010.
- Broadberry, Stephen and Kevin H. O'Rourke. *The Cambridge Economic History of Modern Europe: Volume 2, 1870 to the Present*. 2010.
- Crouzel, Francois. *A History of the European Economy, 1000-2000*. 2001.
- Damsgaard, Ejvind. *European Economic History: From Mercantilism to Maastricht and Beyond*. 2001.
- Dinan, Desmond. *Europe Recast: A History of European Union*. 2004.
- Eichengreen, Barry. *The European Economy since 1945: Coordinated Capitalism and Beyond*. 2008.
- Fleet, Kate. *European and Islamic Trade in the Early Ottoman State: The Merchants of Genoa and Turkey*. 2006.
- Epstein, Steven. *An Economic and Social History of Later Medieval Europe, 1000-1500*. 2009.
- Hanson, Phillip. *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. 2003.
- Morgan, Kenneth. *Slavery, Atlantic Trade and the British Economy, 1660-1800*. 2001.
- Ormond, David. *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism, 1650-1770*. 2008.
- Persson, Karl. *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present*. 2010.
- Pirenne, Henri. *Economic and Social History of Medieval Europe*. 2009.
- Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. 2009.
- Skousen, Mark. *The Big Three in Economics: Adam Smith, Karl Marx, and John Maynard Keynes*. 2007.

Wallerstein, Immanuel. *The Modern World System II: Mercantilism and the Consolidation of the European-World Economy, 1600-1750, With a New Prologue.* 2011.

Classic References:

Abu-Lughod, Janet. *Before European Hegemony: The World System A.D. 1250-1350.* 1991.

Ambrosius, Gerold and William Hubbard. *A Social and Economic History of Twentieth-Century Europe.* 1989.

Ashton, T. S. and Pat Hudson. *The Industrial Revolution, 1760-1830.* 1998.

Cipolla, Carlo M. *Before the Industrial Revolution: European Society and Economy, 1000-1700.* 1994.

Deane, Phyllis. *The First Industrial Revolution.* 1974.

Daunton, M.J. *Progress and Poverty: An Economic and Social History of Britain, 1700-1850.* 1995.

Drescher, Seymour. *Econocide: British Slavery in the Era of Abolition.* 1976.

Goldthwaite, Richard A. *The Building of Renaissance Florence: An Economic and Social History.* 1982.

Hayek, F. A. *The Road to Serfdom.* 1965.

Keynes, John Maynard. *The General Theory of Employment, Interest, and Money.* 1964.

Landes, David. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor.* 1999.

Marx, Karl and David McClellan. *Capital: An Abridged Edition.* 1999.

North, Douglass and Robert Paul Thomas. *The Rise of the Western World: A New Economic History.* 1976.

Hopcroft, Rosemary. *Regions, Institutions, and Agrarian Change in European History.* 1999.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations.* 2000.

Sutcliffe, Anthony. *An Economic and Social History of Western Europe since 1945.* 1996.

Wagener, Hans-Jurgen. *Economic Thought in Communist and Post-Communist Europe.* 1998.

Journals

Journal of Economic History

Journal of European Studies

Journal of Modern History

Past and Present

XI. IMPORTANT INFORMATION (University closing, policies, etc.):

Important Dates:

Late Registration
Last Day to Add a Class
Autumn Convocation
Last Day to Drop Without a W
English Proficiency Examination
Mid-Semester Period
Last Day to Audit
Last Day to Drop With a W
Graduating Seniors Final Exam

English Proficiency Exam:

After completing ENGL 101 and 102, Composition and Literature I & II, students must take and pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during the first semester of enrollment at the University.

ADA Accommodations

Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

Inclement Weather

During inclement weather you should tune in to a local radio or television station. Local Media will announce whether the university will open late or be closed, depending on the degree of weather severity. Many of these sources will begin announcing late openings and closings by 6:00 a.m. Consult university publications for additional information.