

# Global Economic History

Topics in Economics

## Tentative Syllabus,

I will post changes to Readings and Dates on D2L

Dr. John Berdell, jberdell@depaul.edu

### 1 Course Aims and Description

This course examines the rise of the global economy and its relationship to economic growth and social change. A long historical perspective is essential because the transmission of ideas institutions and technologies between nations and continents long predates the rise of anything we might call an integrated global economy. Millennia of international and intercontinental interactions diffused new ideas, institutions and technologies that enabled the onset of modern economic growth. Modern economic growth provided an unprecedented increase in per capital income and fall in mortality in European and settler nations. Sustained conflict over the control of colonial resources accompanied economic growth, as did intense forms of internal and external exploitation. The establishment of multilateral organizations in the past century facilitated a fragile moderation in interstate competition for resources and notable growth catch up by successful industrializing countries. The course will not encourage futuristic forecasting; rather it seeks to provide students with essential background knowledge of the genesis and historical trajectory of global markets and institutions.

The course will be asynchronous. Course lectures will make extensive use of short segments of video footage and visual aids that would be impossible to coordinate effectively in a classroom.

The main text for the course is *More: A History of the World Economy from the Iron Age to the Information Age*, by Philip Coggan, Hachette Book Group, 2020. The text is easily available as an inexpensive paperback as well as a kindle ebook.

Additional readings will be determined and assigned for use in the midterm and final exam essays.

### 2 Course Requirements:

2.1 Weekly Quizzes that contain questions pertaining to A) the week's video lecture B) the weeks required reading and C) the documentaries assigned for the week. Questions on these sources will be intermixed. You must watch the week's lecture video online because they have embedded quizzes. You cannot download them and watch them offline.

2.2 Weekly Posts. Except in weeks 5 and 9 these are short posts in which you express reactions, questions and difficulties with the week's material. In weeks 5 and 9 your posts will present material that will support your midterm and final essays. You will be expected to make use of your classmate's posts in your essay response.

2.3 A midterm essay concerned with the nature and sources of the great divergence of incomes observed in the eighteenth and nineteenth centuries.

2.4 A final exam essay concerned with the rise and erosion of interstate institutions regulating international economic interactions.

### 3 Grades

30% Weekly Quizzes

10% Posts

10% Embedded Lecture Quizzes & d2l engagement data

25% Midterm Essay

25% Final Essay

### 4 Tentative Schedule

**W1A Course Lecture:** Intro to Course

**W1B Course Lecture:** Prehistory to the Rise and Fall of Empires: enduring contributions

*More* Introduction

*More* Chapter 1 The ancient economy

Documentary: *Trade, 54 min.* Wall to Wall Media, Arte France, & SBS, T. (Producers), & . (2018). Trade. [Video/DVD] Public Broadcasting Service., <https://ezproxy.depaul.edu/login?url=https://video-alexanderstreet-com.ezproxy.depaul.edu/p/pZzMMxEy>

W2 **Course Lecture:** Tang China: Trade, Science and Technology

*More* Chapter 2 Agriculture

*More* Chapter 3 The Asian market: 200–1000CE

**Documentary:** *The Story of China Part 2* (Tang Dynasty) Rebecca Dobbs, & Maya Vision International (Producers), & . (2017). The Story of China with Michael Wood - Part 2. [Video/DVD] Public Broadcasting Service. [https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI\\_DPU/8tvalj/cdi\\_alexanderstreet\\_marxml\\_AcademicVideoOnlinePremiumUnitedStatesASP4031077\\_marc](https://i-share-dpu.primo.exlibrisgroup.com/permalink/01CARLI_DPU/8tvalj/cdi_alexanderstreet_marxml_AcademicVideoOnlinePremiumUnitedStatesASP4031077_marc)

W3 **Course Lecture:** From the Middle Ages to the Renaissance, Africa and Asian contributions

*More* Chapter 4 Europe revives 1000–1500

*More* Chapter 5 The quest for energy

**Documentary:** *Ambitions and Conquests: The Story of Europe, Part 3.* Directed by Gero von Boehm, presented by Christopher Clark, GRUPPE|5 and interscience film 2017, 51 min. <https://www.youtube.com/watch?v=PLoC2k1ig4o&list=PLqal35qVo2sWkbzJFd62bG3oGFDZtIUfV&index=4&t=656s> (The full six part series: <https://www.youtube.com/playlist?list=PLqal35qVo2sWkbzJFd62bG3oGFDZtIUfV>)

W4 **Course Lecture:** The Industrial Revolution: Innovation and Transformation

More Chapter 6 The great change: 1500–1820

More Chapter 7 Manufacturing: worshipping our makers

**Outside Lecture:** Joel Mokyr, *Knowledge as a Source of the Great Divergence*, LSE Online Event,

<https://www.youtube.com/watch?v=ymbRx8AwisQ>

**Documentary:** *The Private Life Of the Industrial Revolution*, Tony Robinson, Reel Truth History

<https://www.youtube.com/watch?v=gFWuk5OBVzI>

Optional, *The Children who built Victorian Britain*, Narrator Jane Humphries, Director Julian Carey, 2011

<https://www.youtube.com/watch?v=ICgRdcQSixg>

W5 **Course Lecture:** Globalization and Growth Acceleration

More Chapter 8 The first era of globalization: 1820–1914

More Chapter 9 Immigration

**Special Post:** Legacies of British Slavery Data Base

**Documentary** *The Forgotten Slave Owners* Directed by James Van der Pool, Narrated by David Olusoga,

Produced by James Van der Pool, British Broadcasting Corporation, In [The Forgotten Slave Owners](#),

*\*Episode 1\** (London, England: BBC Worldwide, 2015), 49 minutes

LINK <https://video-alexanderstreet-com.ezproxy.depaul.edu/watch/profit-loss>

**Optional Documentary** *The Forgotten Slave Owners* Directed by James Van der Pool, Narrated by David

Olusoga, Produced by James Van der Pool, British Broadcasting Corporation, In [The Forgotten Slave](#)

[Owners](#), *\*Episode 2\** (London, England: BBC Worldwide, 2015), 49 minutes

LINK: <https://video-alexanderstreet-com.ezproxy.depaul.edu/watch/the-price-of-freedom-2>

FYI More documentaries produced by [James Van der Pool](#), or narrated by [David Olusoga](#).

## W6 MIDTERM ESSAY, Additional readings related to the essay question.

W7 **Course Lecture:** The Economics of Depression and War

More Chapter 10 World wars and depression: 1914–1945

More Chapter 11 Transport: the vital network

More Chapter 12 From the wonder years to the malaise: 1945–1979

**Short Video** *How the Economic Machine Works in 30 minutes*, Ray Dalio,

<https://www.youtube.com/watch?v=PHe0bXAluk0>

**Documentary** *The Ascent of Money* (part 3), Nial Ferguson, PBS, <https://www.pbs.org/video/the-ascent-of-money-part-3-risky-business/>, 56 min.

W8 **Course Lecture:** The Post War Recovery and Rise of multilateral Institutions

More Chapter 14 The second era of globalization: the developed world, 1979–2007

More Chapter 15 Government: an ever-present force

**Documentary:** *Sweden: Lessons for America?* Narrated by Johan Norberg, 56 min,

<https://www.youtube.com/watch?v=jq3vVbdgMuQ>

**Outside Lecture** Trevor Logan, *Racial Foundations of Labor Market Policy*

<https://fordschool.umich.edu/event/2021/racial-foundations-labor-market-policy>

W9 **Course Lecture:** Oil shocks and The Rise of Powerful Central Banks  
*More* Chapter 16 A truly global economy: the developing world, 1979–2007  
*More* Chapter 17 Technology and innovation

**Special Post:** Mercantilist Sentiments and Policies Over time.

**Documentary:** Inside Job, 2010, <https://watchdocumentaries.com/inside-job/>

W10 **Course Lecture:** The Rise of Surveillance Capitalism and Mercantilism goes to Outer space  
*More* Chapter 18 The crisis and after: 2007 to today

**Documentary** Pride & Shame: The Roots of US-China Tensions | When Titans Clash | Ep 1/4 | CAN Documentary, <https://www.youtube.com/watch?v=FL2gBUxbIO8>

**EXAM WEEK: FINAL ESSAY, Additional readings related to the final exam essay question.**

## 6 Learning Outcomes

Students will meet and exceed the requirements specified in the College of Commerce Global Business Perspectives learning outcomes. Students successfully completing the course will have demonstrated that they have:

1. Discuss/explain the impact of culture on international business
2. Describe international economies, institutions or business practices
3. Compare and contrast differences in global perspectives (e.g. economies, institutions, business practices, cultures) across countries,

Students will meet and exceed the learning outcomes specified in the Understanding the Past Learning Domain of DePaul's Liberal Studies Program. . Students successfully completing the course will:

- Students have demonstrated a depth of **historical knowledge** of specified content when they are able to:
  - explain historical developments in terms of continuity and change;
  - describe the relevant political, economic, social or cultural contexts of historical events and developments;
  - explain how people have lived, acted and thought in one or more particular historical periods.
- Students have demonstrated **historical skills** when they are able to:
  - analyze and evaluate primary and secondary sources;
  - differentiate between historical facts and historical interpretations;
  - articulate an historical argument;
  - support an interpretation with evidence from primary and secondary sources.

- Students have demonstrated **historical thinking** when they are able to:
  - articulate how geography and regional differences affect the past;
  - interpret the complexity and diversity among issues, events, and ideas of the past;
  - distinguish among multiple perspectives that shape interpretations of the past;
  - use the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

## 7 Further Information

### Technology Support

For technical support, please visit the DePaul Helpdesk at:

<http://helpdesk.depaul.edu>

- Email: [tsc@depaul.edu](mailto:tsc@depaul.edu).
- Telephone: **+1 (312) 362-8765**.

The Helpdesk operates on Central Standard Time and its hours are as follows:

- **Monday – Thursday:** 8 a.m. to 8 p.m.
- **Friday:** 8 a.m. to 5 p.m.
- **Saturday:** 8 a.m. to 4 p.m.
- **Sunday:** Closed

The Helpdesk is closed during all University holidays.

For DePaul software information, visit the [Student Success Technology guide](#).

### Accommodation: Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at [csd@depaul.edu](mailto:csd@depaul.edu) .

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

### Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so we can discuss what accommodations can be made.

### **Assistance with Writing – The Writing Center**

Consider contacting or visiting the [Writing Center](#) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

You can use [Ask a Librarian](#) to discuss questions with a librarian via instant messaging. The library also provides [Research Guides](#) for any field in which you need to conduct research.

### **Office of the Dean of Students**

The [Dean of Students Office](#) (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. DOS assists students with Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals. They also have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. Virtual appointments can be requested by calling **+1 (773) 325-7290** or emailing [deanofstudents@depaul.edu](mailto:deanofstudents@depaul.edu).

### **Counseling Services**

[University Counseling Services](#) are operating on a virtual basis and counselors are available for support, crisis management, consultation and community referrals.

If you would like to be contacted by a counselor please leave a message with University Counseling Services: +1 (773) 325-7779. Your call will be returned as soon as possible and within 1-2 business days.

In case of an urgent or life-threatening emergency, please call Public Safety +1 (773) 325-7777, 911, or Advocate Illinois Masonic Behavioral Health Services Crisis Line (if you are in Chicago).

### **DePaul Central**

[DePaul Central](#) provides services to help student manage registration, academic planning, financial aid, and payment processes.

Use their services by calling +1 (312) 362-8610 or emailing [finaid1@depaul.edu](mailto:finaid1@depaul.edu) or [dpcl@depaul.edu](mailto:dpcl@depaul.edu).

Please also see DePaul Central's [step-by-step instructions](#) on how to use [Campus Connect](#).

### **Student Evaluations**

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

### **Frequently Asked Questions**

To be supplied.

### **Academic Integrity**

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook ([Undergraduate Student Handbook](#) and [Graduate Student Handbook](#)) or by visiting [Academic Integrity](#) at DePaul University.