

SWARTHMORE COLLEGE
Department of History

History 24
Spring 2010
Monday, 1:15-4:00
Trotter 215
Office hours
W 9-10 am, 1.30-4 pm; F 2-4 pm

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TRANSITIONS TO CAPITALISM

Capitalism, currently the globally dominant form of economic organization, was born in early modern Europe and its empires. This course analyzes the protracted, uneven, and contested emergence of the new economic and social order. Much of the required reading focuses on Britain, the first nation to industrialize, but readings and reports will incorporate the experiences of other countries and areas.

Each student should purchase the following paperbacks (a copy of each is also on Reserve; Honors Reserve for History 117 in the case of *Transitions to Capitalism*):

Robert DuPlessis, *Transitions to Capitalism in Early Modern Europe* (1997)
Charles More, *Understanding the Industrial Revolution* (2000) (also ebrary)
Kenneth Morgan, *Slavery, Atlantic Trade and the British Economy, 1660-1800* (2000)

Other readings will be in electronic reserves, accessed through Blackboard.

The course will be conducted as a colloquium, so all students **must** participate actively and in an informed manner in class discussions. A substantial part of each student's grade will be determined by the quality of class participation. The other requirements for the course are:

1. **Two** position papers of about 5-7 pages (1500-2000 words). These essays, based on additional reading, will respond to questions regarding class topics and are intended to help deepen class discussions. One paper will be based on a topic discussed in weeks 4-7, the other on a topic considered during weeks 10-13. Each paper is due at the beginning of the class in which the topic will be discussed. Essay topics will be chosen in consultation with me.
2. Leading part of two discussions in weeks 4 through 13. This assignment does **not** involve additional reading but careful attention, based on class readings, to the issue to be discussed. You will post questions for the class to consider no later than 1.15 pm on the Sunday prior to each class meeting that you will help conduct.
3. A final paper, on a subject chosen in consultation with the instructor, of about 15 pages (4500 words), due at 5 p.m. on Saturday, May 15 (the final day of final examinations). Oral reports based on these papers will be presented in class on April 26. Paper topics, on subjects not considered in class, must have my approval by Friday, 4 April.

I do not determine final grades according to a strict mathematical formula but according to the trend of grades on papers and class participation so that improvement is properly rewarded.

This course, like any other, is premised on mutual respect and honesty. Thus I expect that the work you submit is your own. Plagiarism will be severely penalized: any work containing plagiarized material will be granted the grade of no credit and may subject you to prosecution before the CJC. In order to clarify the issue of academic honesty, I will distribute copies of the History Department's guidelines. When in doubt, check with me.

SCHEDULE OF TOPICS AND READINGS

1. (Jan. 18) Introduction

2. (Jan. 25) What Is Capitalism? What is Economic Growth?

Reading:

1. DuPlessis, *Transitions*, pp. xi-xv, 3-45
2. Jan Luiten van Zanden, "Early modern economic growth. A survey of the European economy, 1500-1800" (2001) (Blackboard; 2 parts)
3. Jan de Vries, "Economic growth before and after the Industrial Revolution. A modest proposal" (2001) (Blackboard; 2 parts)

Suggested:

- Robert C. Allen, "Progress and poverty in early modern Europe" (2003) (Blackboard)

3. (Feb. 1) Agriculture: Help or Hindrance to Economic Development?

Reading:

1. DuPlessis, *Transitions*, pp. 49-87, 145-89
2. E. A. Wrigley, "The transition to an advanced organic economy: half a millennium of English agriculture" (2006) (Blackboard)
3. Philip T. Hoffman, *Growth in a Traditional Society: the French countryside, 1450-1815*, selections (1996) (Blackboard)
4. Edgar Melton, "Gutsherrschaft in East Elbian Germany and Livonia, 1500-1800" (1988) (Blackboard)
5. Robert C. Allen, "The Agricultural Revolution" (2009) (Blackboard)

4. (Feb. 8) Institutions: Effects on Economic Development

Reading in this order:

1. S. R. Epstein, "Craft Guilds, Apprenticeship, and Technological Change in Preindustrial Europe" (1998) (Blackboard)
2. Sheilagh Ogilvie, "'Whatever Is, Is Right'? Economic Institutions in Pre-industrial Europe" (2007) (Blackboard)
3. S. R. Epstein, "Craft Guilds in the Pre-modern Economy: A Discussion" (2008) (Blackboard)
4. Sheilagh Ogilvie, "Rehabilitating the Guilds: A Reply" (2008) (Blackboard)

5. Additional assigned article from “Guilds” list posted on Blackboard

5. (Feb. 15) Structures of Industrial Production

Reading:

1. DuPlessis, *Transitions*, pp. 88-144, 202-255
2. Sheilagh Ogilvie, “Proto-industrialization in Europe” (1993) (Blackboard)
3. Wolfgang Mager, “Proto-industrialization and proto-industry: the uses and drawbacks of two concepts” (1993) (Blackboard)

or

Carlo Marco Belfanti, “Rural manufactures and rural proto-industries in the ‘Italy of the Cities’ from the sixteenth through the eighteenth century” (1993) (Blackboard)

6. (Feb. 22) Consumption: New Wants and New Goods? New Attitudes and Behavior?

Reading (all on Blackboard):

1. Maxine Berg, “From imitation to invention: creating commodities in eighteenth-century Britain” (2002)
2. Carole Shammas, “The revolutionary impact of European demand for tropical goods” (2000) (2 parts)
3. Jan de Vries, “The Industrial revolution and the industrious revolution” (1994)
4. Elise van Nederveen Meerkerk, “Couples cooperating? Dutch textile workers, family labour and the ‘industrious revolution’, c. 1600-1800” (2008) (Blackboard)

7. (Mar. 1) Slavery, the Atlantic, and European Economic Development

Reading:

1. Morgan, *Slavery, Atlantic Trade and the British Economy*
2. Joseph Inikori, “Africans and Economic Development in the Atlantic World, 1500-1870” (2001) (Blackboard)
3. Ralph Austen and Woodruff Smith, “Private Tooth Decay as Public Economic Virtue” (1990) (Blackboard)

SPRING VACATION

8. (Mar. 15) Bubbles and Manias

Reading:

1. Peter Garber, “Famous First Bubbles” (1990) (Blackboard)
2. Julian Hoppitt, “The Myths of the South Sea Bubble” (2002) (Blackboard)
3. Anne Goldgar, *Tulipmania* (2007) (General Reserve), Introduction, chap. 1, Epilogue, and one other chapter as assigned

9. (Mar. 22) Why did the Netherlands Not Industrialize First?

Reading:

1. DuPlessis, *Transitions*, pp. 115-119, 231-234
2. Jan de Vries and Ad van der Woude, *The First Modern Economy*, chaps. 1, 13, 14 (pp. 1-5, 665-722) (1997) (Blackboard; 3 parts)
3. Jan Luiten van Zanden, "The 'revolt of the early modernists' and the 'first modern economy': an assessment" (2002) (Blackboard)

10. (Mar. 29) The British Industrial Revolution: Nature and Causes

Reading:

1. DuPlessis, *Transitions*, pp. 111-115, 243-249, 303-309
2. Maxine Berg and Pat Hudson, "Rehabilitating the industrial revolution" (1992) (Blackboard)
3. More, *Understanding the Industrial Revolution*, Introduction and chap. 1

Friday, April 2: deadline for getting my approval for final paper topics (see # 3 above)

11. (Apr. 5) The British Industrial Revolution: What Happened

Reading:

1. More, *Understanding the Industrial Revolution*, chaps. 2-6

12. (Apr. 12) British and Continental Industrializations: Comparisons

Reading:

1. DuPlessis, *Transitions*, pp. 105-107, 237-243
2. More, *Understanding the Industrial Revolution*, chap. 8
3. François Crouzet, "England and France in the Eighteenth Century: A Comparative Analysis of Two Economic Growths" (1972) (Blackboard)
4. E. A. Wrigley, "The Divergence of England" (2000) (Blackboard)
5. Robert C. Allen, "Britain's economic ascendancy in a European context" (2004) (Blackboard)

13. (Apr. 19) What difference did the Industrial Revolution make?

Reading:

1. DuPlessis, *Transitions*, pp. 28-43 (review), 259-302
2. More, *Understanding the Industrial Revolution*, chap. 7
3. Maxine Berg, "What Difference did Women's Work Make to the Industrial Revolution?" (1993) (Blackboard)
4. Maxine Berg, "Factories, workshops, and industrial organisation" (1994) (Blackboard)

14. (Apr. 26) Reports

May 15 **FINAL ESSAY DUE, 5 p.m.**