

The European Economy Since 1900 Syllabus

Department of *Economics*

ECON 2239 Fall 2023

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Instructor(s)

Name	Email	Office Hours
Jean-Philippe bourgeois	jp.bourgeois@dal.ca	M - 10-11am, A23 economics F - 8h30-10am , A23 Economics
TA -TBD		

Course Description

This course applies economic theories to interpret quantitative economic changes in major European countries during the turbulent 20th century. Issues addressed include sources of growth and unevenly improved welfare, war, inflation, depression; Nazi economy; Communism's nature, success, and ultimate failure; reparations and the transfer 'problem'; and the 'transition.' It concludes with the evolution of the European economy as countries have some together to form a new kind of political economy on the continent.

Course Prerequisites

Economics 1101.2 and Economics 1102.3

Student Resources**Additional readings**

Berend, I.T.

An Economic History of Twentieth Century Europe

Clavin, P.

The Great Depression in Europe

Crouzet, F.	A History of the European Economy, 1000 – 2000
Kindleberger, C.	A Financial History of Western Europe
Nove, A.	An Economic History of the USSR: 1917 - 1991

(some may be difficult to find online – I would not spend money on them if you can't find it for free)

Course Structure

Course Delivery

Students who want help in reviewing essays are welcome to do this during office hours.

Material will be uploaded to onenote on a weekly basis. The material presented, is to guide student in their readings. THIS CLASS IS READING AND WRITING INTENSIVE which **YOU** will need to do. (expect to read about +400 pages this term).

Lectures

M/W, 11h35 -12h55, LSC C-210

Course Materials

Recommended books:

1. Aldcroft, D.H., Morewood, Stephen, The European Economy Since 1914, 5th Ed., London and NYC, Rutledge, 2001.

https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_miscellaneous_2135662708

2. Eichengreen, The European Economy Since 1945, Princeton, NJ, Princeton University Press, 2007

https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_miscellaneous_36561898

the latter is available for purchase at the bookstore.

(both are available for free from dal if you don't want to purchase them – the former one is more formal; the latter is easier to read)

OneNote

The course notes to help guide you in your readings are provided in onenote – simply follow the link on Brightspace.

Assessment

Assessment	Weight (% of final grade)	Date
two, 4-page essays with oral discussion	25% each	See schedule below
Final	50%	TBD

Essays

Students are asked to complete 2 essays on topics related to the class. Students will be assigned topics related to the class. Essay format, rubric and guidelines will be provided when essay is handed out.

Note that a discussion on your essay topic will take place **in class**. Your ability to convey clearly to your peers what you wrote is worth a part of your grade.

For each essay, the grade breakdown is as follows:

- 15% essay
- 10% ability to present and discuss the topic in class.

Final exam

- Final exam will take place during the final examination schedule.
- The exam is in person.
- 2-hour exam
- The exam will be a mix of short answer questions based on class material and essay questions.
- Material covered will be readings and class notes. The more you participate in class the more you will be prepared.

Other course requirements

- Class participation is a must.
- Reading is a must.

Conversion of numerical grades to final letter grades follows the

Dalhousie Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

Course Policies on Missed or Late Academic Requirements

Essays are due on the set date. If late, 5 percentage points will be taken out every day until grade is zero. You have 2 weeks for each essay. This will deal with any missed essay.

Students are expected to be present in class on the due date to have the oral component of the class tested.

No Student declaration of absence is required.

Students are expected to work individually for the essays. You can talk to each other but submit individual work.

***scheduled Essay hand in dates could change, but students will always be given 2 weeks to complete.*

Course Policies related to Academic Integrity

Essays are Individual work - If you choose to use AI to help that is your choice. Given the oral component, It will be to your detriment If you don't understand the material.

Learning Objectives

This course offers an opportunity to reflect upon the evolution of the European economy over the course of the turbulent political, social, economic and military eras of the twentieth century and its rapid pace of technological developments.

By the end of the course, your learning outcomes will include:

- A broad knowledge of the uneven but dramatic economic growth that occurred across Europe throughout the century;
- An understanding of the effects of war, inflation, trade, technologies and demands for an increasingly knowledge-based workforce that have created new shifts and trends in economic activity;
- An assessment of the prevalence of dirigism (i.e., efforts of governments to control their economies) across the continent; and
- An exploration of the economic transition of Eastern Europe and the evolution of the European Union experiment both internally and in the context of a more globalized economy.

Course Content

*tentative - It is possible that we discuss topics longer given class interest.

Week	Date	Lesson Topic(s)	Reading/ Assessment
1	6 sept	Introduction and Overview	Crouzet, F., pp. 99 - 170
2	11,13 sept	The Pre-War Years	Berend, Ch. 1, pp. 10 – 41 Crouzet, pp. 155 - 169
3	18,20 sept	World War I and Its Consequences	Aldcroft, Ch.2, pp. 44 - 75 Kindleberger, Ch. 16, pp. 283 - 300
4	25,27 sept	soviet Russia's transformation	Nove (from onenotes)
5	4 oct	Essay 1 due with in-class discussion	
6	11 oct	Depression and the Rise of Fascism	Clavin, Ch. 5, pp. 110 – 146 Berend, Ch. 3, pp. 92 - 132
7	16,18 oct	Visions and Realities of the post-WWII Economy	Aldcroft, Ch. 6, pp. 154 – 183 Eichengreen, Ch. 3, pp. 52 - 85
8	23,25 oct	Recovery in Western Europe	Kindleberger, Ch. 22 – 23, pp. 393 – 435 Eichengreen, Ch. 4, 5 pp. 86 – 162
9	30 oct , 1 nov	Towards a European Union	Aldcroft Ch. 12, pp. 319 - 343 Eichengreen, Ch. 6, 163 – 197
10	6 nov		
	8 nov	Essay 2 due with in-class discussion	
11	13,15 nov	BREAK	
12	20,22 nov	The Golden Age and Inflation	Berend, Ch. 8, pp. 190 - 262 Eichengreen, Ch. 7, pp. 198 - 224
13	27,29 nov	Inflation and its Aftermath	Eichengreen, Ch. 10, pp. 294 – 334 Eichengreen, Ch 11, pp. 335 - 378
14	4,5,6 dec	Europe in a Globalized Economy	Berend, Ch. 6, pp. 263 – 326 Eichengreen, Ch. 12, pp. 379 - 413
	TBD	FINAL	

University Policies and Statements

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.html>

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at:

https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Student Use of Course Materials

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.