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ECONOMICS 281

GLOBAL ECONOMIC HISTORY FOR SOUTH AFRICANS



WORK PROGRAMME, FIRST SEMESTER 2019

INTRODUCTION | INLEIDING

THE MODULE FRAMEWORK | DIE MODULERAAMWERK

This information document contains important information in connection with tests, examinations and other details about your module that you might need during the year. The module framework is a document that is regarded as a “contract” between a lecturer and student.

Dit inligtingstuk bevat belangrike inligting in verband met toetse, eksamens en ander besonderhede oor jou module wat jy dalk mag nodig hê gedurende die jaar. Die moduleraamwerk is 'n dokument wat as 'n "kontrak" tussen die dosent en student beskou word.

PREREQUISITES | VOORVEREISTES

Economics 114 & 144 or Economics 288 | Ekonomie 144 & 144 of Ekonomie 288

MODULE AIM | MODULE DOELWIT

The first semester covers questions such as “What were the origins of human prosperity?”; “Why is Africa poorer than other regions?”; “Why did a small group of people in North-Western Europe suddenly experienced rapid growth in income in the early nineteenth century?”, “Why do massive inequalities remain, even within national borders (with South Africa the perfect example)?” Mankind’s eternal quest to satisfy his needs with limited resources stands central to answering these questions. In search of answers, we investigate historical examples. The development of mankind – especially the last 400 years – provides a tapestry of choices by ordinary people, leaders and countries and the consequences that it entailed. The lessons of the past help us to navigate the future with more confidence and wisdom.

Die eerste semester dek vrae soos ‘Wat is die oorsprong van welvaart?’; ‘Waarom is Afrika die armste kontinent vandag?’; ‘Hoekom het 'n klein groepie mense in Noordwes-Europa se inkomste vinnig toegeneem aan die begin van die neëntiende eeu?’; ‘Hoekom bestaan ongelykheid steeds, selfs binne nasionale grense (met Suid-Afrika as voorbeeld)?’ Die mens se voortdurende soeke om sy onbepaalde behoeftes te bevredig met beperkte bronne staan sentraal en al hierdie vrae. Op soek na antwoorde, delf ons in die verlede. Die ontwikkeling van die mens se lewensstandaard – veral die afgelope 400 jaar – bied 'n lappieskombers van keuses deur gewone mense, leiers en lande en die gevolge wat dit inhou. Die lesse uit die verlede help ons om die toekoms met wysheid en insig te navigeer.

MODULE OUTCOMES | MODULE UITKOMSTE

After the successful completion of this module the student will be able to:

- i. have a good understanding of the economic change of the last 400 years
- ii. be able to refer to economic theories to explain this change and progress
- iii. be able to differentiate between correlation and causation in economic analysis, with special reference to natural experiments in history

- iv. have a good understanding of Africa's development dilemmas and opportunities
- v. be able to evaluate South Africa's position in the global economy and identify future trends.

Na suksesvolle voltooiing van hierdie module, sal die student in staat wees om:

- i. met insig die geskiedenis van ekonomiese verandering die laaste 400 jaar te bespreek*
- ii. te verwys na ekonomiese teorieë om hierdie verandering te verduidelik*
- iii. te onderskei tussen korrelasie en kousaliteit, veral met verwysing na natuurlike eksperimente*
- iv. Afrika se ontwikkelingskwelvrae en –geleenthede te bespreek*
- v. Suid-Afrika se posisie in die globale ekonomie te analiseer en langtermyn-tendense te identifiseer.*

LANGUAGE OF INSTRUCTION | TAAL VAN ONDERRIG

Economics 281 is presented according to the following language option as indicated in the faculty language plan:

- During each lecture, all information is conveyed at least in English and summaries or emphasis on content are also given in Afrikaans. Questions in Afrikaans and English are, at the least, answered in the language of the question.
- Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals).
- During the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service, it may be discontinued.
- The learning materials for undergraduate modules are made available as follows:
 - All compulsory reading material is provided in English except where the module is about the language itself.
 - Compulsory reading material (excluding published material) is also provided in Afrikaans where reasonably practicable.
 - SU module frameworks and study guides are available in Afrikaans and English.
- Question papers for tests, examinations and other summative assessments in undergraduate modules are available in Afrikaans and English. Students may answer all assessments and submit all written work in Afrikaans or English

Ekonomie 281 word aangebied volgens die volgende taalopsie soos aangedui in die fakulteit se taalplan:

- Gedurende elke lesing word alle inligting in ten minste Engels oorgedra, en word opsommings of beklemtoning van inhoud ook in Afrikaans voorsien. Vrae in Afrikaans en Engels word ten minste in die taal van die vraag beantwoord.
- Studente word in Afrikaans en Engels ondersteun gedurende 'n kombinasie van toepaslike, gefasiliteerde leergeleenthede (byvoorbeeld konsultasies in kantoortyd of geskeduleerde tutoriale en praktika).
- Die US stel intydse tolking op versoek van 'n fakulteit beskikbaar, indien die studente se behoeftes die diens regverdig en die US oor die hulpbronne beskik om dit te voorsien. Indien twee weke verloop sonder dat enige studente van die tolkdienst gebruik maak, kan dit gestaak word.
- Die leermateriaal vir voorgraadse modules word soos volg beskikbaar gestel:
 - Alle verpligte leesstof word in Engels voorsien, behalwe waar die module oor die taal self handel.
 - Verpligte leesstof (buiten gepubliseerde materiaal) word ook in Afrikaans voorsien, tensy dit nie redelikerwys uitvoerbaar is nie.
 - US-moduleraamwerke en -studiegids is in Afrikaans en Engels beskikbaar.
- Vraestelle vir toetse, eksamens en ander summatiewe assesserings in voorgraadse modules is in Afrikaans en Engels beskikbaar. Studente mag alle assesserings beantwoord en alle geskrewe werk indien in Afrikaans of Engels.

ADMINISTRATION | ADMINISTRASIE

MODULE CONVENOR | MODULE KOORDINEERDER

Name Naam	Office Kantoor	E-mail address E-pos adres	Telephone number Telefoon nommer	Consultation hours Konsultasie ure
Johan Fourie	618	johanf@sun.ac.za	021 808 3590	By appointment

LECTURER & OTHER INFORMATION | DOSENT & ANDER INLIGTING

Name Naam	Office Kantoor	E-mail address E-pos adres	Telephone number Telefoon nommer	Consultation hours Konsultasie ure
Bokang Mpeta	620	bokangmpeta@sun.ac.za	021 808 2736	By appointment

LECTURE TIMES | LESING TYE

Lectures will be presented on the following days and times during 2017.

Lesings sal gedurende die volgende tye en dae aangebied word gedurende 2017.

Day Dag	Time Tyd	Venue Lokaal
Monday	10:00	Schumann 205
Tuesday	08:00	Schumann 205
Friday	11:00	Schumann 205

RESOURCES | HULPBRONNE

PRESCRIBED TEXTBOOK | VOORGESKREWE HANDBOEK

No textbook is prescribed. See work programme for reading material.
Geen handboek word voorgeskryf nie. Sien werksprogram vir leesmateriaal.

MODULE METHODOLOGY | MODULE METODOLOGIE

METHOD OF INSTRUCTION | METODE VAN ONDERRIG

Principles of adult learning, with an emphasis on blended learning, will be applied. Methods of instruction include theoretical inputs, class discussions, workshops, practical exercises, practical projects and case studies. You are invited to participate interactively in this module and ask questions in class whenever anything is unclear.

Beginsels van volwasse leer, met die klem op gemengde leer, word toegepas in hierdie module. Die volgende metodes van onderrig sal gebruik word: teoretiese insette, klasbesprekings, werkswinkels, praktiese oefeninge, praktiese projekte en gevallestudies. U word uitgenooi om interaktief deel te neem aan hierdie module en vra vrae in die klas wanneer enigiets onduidelik is.

CLASS ATTENDANCE | KLASBYWONING

Class attendance is required. Short class tests will be written unannounced. These marks may contribute to the final mark of the student.
Klasbywoning is verpligtend. Kort klastoetse sal onaangekondig geskryf word. Hierdie punt mag bydrae tot die finale punt van die student.

SUNLEARN

SUNLearn is seen as an integral part of this module and should be consulted regularly for resources, communication and learning activities.
SUNLearn word gesien as 'n integrale deel van die module en moet gereeld geraadpleeg word vir hulpbronne, kommunikasie en leeraktiwiteite.

ASSESSMENT | ASSESSERING

ASSESSMENT OPPORTUNITIES | ASSESSERING GELEENTHEDE

Economics 281 uses continuous assessment. Four tests are thus written at the end of each term. Two tests will be written in this semester, and an additional fifth test, covering the work for the entire year, will be written as a sick test. One essay is required.

Ekonomie 281 maak gebruik van deurlopende evaluering. Vier toetse word geskryf, een aan die einde van elke kwartaal. Twee toetse sal dus hierdie semester geskryf word, en 'n addisionele vyfde toets aan die einde van die jaar wat die volledige sillabus sal dek. Een opstel word geskryf.

Assessment Assessering	Date Datum
Test 1 Toets 1	23 April
Test 2 Toets 2	25 Mei 25 May
Test 5 Toets 5	21 November
Essay Opstel	3 May 3 Mei

Choose one of the following five topics for the essay:

- What are the major geographic/environmental factors that historically hindered African development?
- Why is Malawi one of the poorest countries on earth?
- What lessons can Africa learn from decolonisation in Latin America?
- Why did the discovery of diamonds benefit Botswana but hurt Sierra Leone?
- How did the living standards of black South Africans change over the last two centuries?

Kies een van die volgende vyf onderwerpe:

- *Wat is die belangrikste geografiese-/omgewingsfaktore wat histories Afrika se ontwikkeling vertraag het?*
- *Hoekom is Malawi een van die armste lande in die wêreld?*
- *Watter lesse kan Afrika leer van die dekoloniseringsproses in Latyns-Amerika?*
- *Hoekom het die ontdekking van diamante Botswana bevoordeel maar Sierra Leone benadeel?*
- *Hoe het die lewensstandaarde van swart Suid-Afrikaners oor die laaste twee eeue verander?*

Scope: 1500 words. Due: 3 May 2019. Harvard referencing.

Omvang: 1500 woorde. Inhandingsdatum: 3 Mei 2019. Harvard verwysingsstyl.

CONTENT | INHOUD

WORK PROGRAMME | WERKSPROGRAM

(Please note that students are responsible to download the required study material from the library website. Selected chapters will be available on SUNLearn. These have been marked in bold. | Let asseblief dat studente self die leermateriaal van die

biblioteek se webtuiste moet aflaai. Enkele boekhoofstukke sal op SUNLearn beskikbaar wees. Hierdie hoofstukke is beklemtoon.)

Proposed work programme:

	Topic	Material		
1	How do we thrive? The need for global economic history in South Africa	Fourie, J. 2016. The data revolution in African economic history. <i>Journal of Interdisciplinary History</i> . XLVII:2 (Autumn, 2016), 193–212.	JF	5 Feb
2	What happened at Blombos in 70000 BCE? The Out-of-Africa hypothesis and the peopling of the world	Ashraf, Quamrul, and Oded Galor. 2013. The 'Out of Africa'-hypothesis, human genetic diversity, and comparative economic development. <i>The American Economic Review</i> 103, 1: 1-46	JF	8
3	Why are the Danes so individualistic? The Neolithic Revolution and the rise of civilizations	Olsson, Ola and Christopher Paik, 2016. Long-Run Cultural Divergence: Evidence from the Neolithic Revolution. <i>Journal of Development Economics</i> . 122 (2016): 197-213.	JF	11
4	Why do isiXhosa have clicks? The Bantu migration	Diamond, Jared. 1997. Chapter 19: How Africa Became Black. In: Guns, Germs and Steel. Vintage, pp. 367-401.	JF	12
5	How did 168 Spanish conquistadores conquer an empire? Europeans in the New World	Sokoloff, Kenneth L., and Stanley L. Engerman. "History lessons: Institutions, factors endowments, and paths of development in the new world." <i>The Journal of Economic Perspectives</i> 14.3 (2000): 217-232.	IM	15 Feb
6	Why do Indians have a dowry and Africans a lobola? Precolonial economic systems	Green, Erik. 2014. Chapter 3: Production systems in pre-colonial Africa. In: <i>The History of African Development</i> . Available for free: https://www.aehnetwork.org/textbook/	JF	18
7	What do Charlemagne and King Zwelithini have in common? The Feudal system	Heilbroner, Robert and William Milberg. 2012. Chapter 2: The Premarket Economy. In: The Making of Economic Society. Pearson, p. 13-31.	JF	19
8	Who was the richest man to ever live? The spread of Islam in North Africa	Bosker, Maarten, Eltjo Buringh and Jan Luiten van Zanden, 2013. From Baghdad to London: Unravelling urban development in Europe, The Middle East, and North Africa, 800-1800. <i>Review of Economics and Statistics</i> , 95(4): 1418–1437.	JF	22
9	What did the King of Zanzibar give the Chinese Emperor in 1416? Global trade and European imperialism	Wood, Marilee. 2015. Divergent patterns in Indian Ocean trade to East Africa and southern Africa between the 7 th and 17 th centuries CE: The glass bead evidence. <i>Afriques</i> , 06, 1-20.	JF	25
10	What happened at Goree island? The slave trade	Nunn, Nathan. "The long-term effects of Africa's slave trades." <i>The Quarterly Journal of Economics</i> 123.1 (2008): 139-176.	JF	26
11	What is an incunabulum? Book printing and the Reformation	Baten, Joerg, and Jan Luiten Van Zanden. "Book production and the onset of modern economic growth." <i>Journal of Economic Growth</i> 13.3 (2008): 217-235.	JF	1 Mar
12	Who was Autshumao's niece? The arrival of Europeans in South Africa and the demise of the Khoesan	Fourie, J. and Green, E. 2015. The Missing People: Accounting for the productivity of indigenous populations in Cape Colonial History. <i>Journal of African History</i> . Vol 56(2): 195-215.	JF	4
13	What does an Indonesian volcano, Frankenstein and Shaka Zulu have in common? The mfecane	Garstang, M., Coleman, A. D., & Therrell, M. (2014). Climate and the mfecane. <i>South African Journal of Science</i> , 110(5-6), 01-06.	JF	5
14	Why was the Spinning Jenny not invented in India? Technology and the Industrial Revolution	Allen, Robert C. "The industrial revolution in miniature: The spinning jenny in Britain, France, and India." <i>The Journal of Economic History</i> 69.04 (2009): 901-927.	JF	8
15	How did railways hurt Basotho farmers? The mineral discoveries	Herranz-Loncan, A. and Fourie, J. 2018. "For the public benefit?" <i>Railways in the British Cape Colony</i> . <i>European Review of Economic History</i> . In press.	BM	11 Mar
16	What did Sol Plaatje find on his journey through South Africa? The Land Act, the Colour Bar and black living standards	Mpeta, B., Fourie, J. and Inwood, K. 2018. Black living standards in South Africa before democracy: evidence from height. <i>South African Journal of Science</i> . In press.	BM	12
17	What does a butterfly collector do in the Congo? The Berlin conference and the Belgium Congo	Bolt, Jutta. 2014. Chapter 6: The Partitioning of Africa. In: <i>The History of African Development</i> . Available for free: https://www.aehnetwork.org/textbook/	BM	15
18	Why can you have any car as long as it is black? The rise of American industry	Slides	KD	18

19	Who is responsible for ending the Great Depression? The Great Depression and the New Deal	Rauchway, Eric. 2008. Chapter 1: The World in Debt. In: The Great Depression & The New Deal: A Very Short Introduction. Oxford University Press, pp. 8-22.	KD	19
20	Who rebuilt Europe? The Marshall plan and the rise of the welfare state	?	EM	1 Apr
21	Where is Yekaterinburg? Russia and the turn to communism	Slides	YJ	2
22	What unleashed the Asian tigers? The rise of the Asian tigers	Slides	YJ	5
23	What was the Great Leap Forward? The Chinese famine	Gooch, Elizabeth. "Estimating the long-term impact of the great Chinese Famine (1959-61) on modern China." <i>World Development</i> 89 (2017): 140-151.	YJ	8
24	Who was Hendrik van der Bijl? South Africa industrialises	Slides	EK	9
25	Who was the last king of Scotland? African independence struggles	Heldring, Leander, and James A. Robinson. Colonialism and economic development in Africa. No. w18566. National Bureau of Economic Research, 2012.	LH	12
26	Why do we cry for Argentina? Post-independence in Latin America	Allen, Robert. 2011. Chapter 6: The Americas. In: Global Economic History: A Very Short Introduction. Oxford University Press, pp. 64-90.	JM	15
27	Which 1980s photograph shocked the world? The Ethiopian famine	?	BM	16
28	How did tractors help end apartheid? The economics of apartheid	Natrass, Nicoli and Jeremy Seekings. 2014. Chapter 11: The Economy and Poverty in the Twentieth Century. In: Ross, Robert, Anne Mager and Bill Nasson (eds), The Cambridge History of South Africa, Volume 2. 518-572.	BM	23 (Fri)
29	Does it take a village to raise a child? The Ujamaa in Tanzania	?	BM	26
30	What kept Mugabe in power? The successes and failures of land reform in Zimbabwe	Slides	TC	29
31	What does Lego and the greatest invention of the twentieth century have in common? The container and the second era of globalisation	?	EM	30
32	What is Moore's Law? The ICT revolution	?	EM	3
33	Will Mandela's Long Walk to Freedom ever end? The future of South Africa	Fourie, J. 2017. The long walk to economic freedom after apartheid, and the road ahead. <i>Journal of Contemporary History</i> . 42(1), 59-80.	JF	6
34	Why will Africa be the most important continent of the 21st century? The future of Africa	Slides	BM	7
	What will the world be like in 2043? Our global future	Slides	BM	10

JF = Johan Fourie; BM = Bokang Mpeta; EG = Erik Green (Lund); IM = Igor Martins (Lund); KD = Kara Dimitruk; EK = Edward Kerby; JM = Javier Mejia (NY Abu Dhabi); EM = Ellie Murard; YK = Young-ook Jang; LH = Leandor Heldring (Bonn); TC = Tawanda Chingozha.