

大学における経済史教育について

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アメリカ主要大学の経済史講義シラバス I : Stanford

- Title: American Economic History (Gavin Wright)
- Purpose: This course covers the economic history of the United States from colonial times to the present. **Economics 1a is a firm prerequisite.**
- Topics and readings
 - 1. Overview: The Historical Approach to Economics
 - Paul A. David, "Clio and the Economics of QWERTY," *American Economic Review* (1985)
 - Robert Whaples, "Cliometrics," *New Palgrave Dictionary of Economics* 2nd edition (2010)
 - 2. From Colonial Economy to Independence
 - 3. Transportation Revolution and Market Revolution
 - 4. Slavery and the Southern Economy

アメリカ主要大学の経済史講義シラバス I : Stanford (続き)

- 5. The Rise of American Industry to World Pre-Eminence
- 6. The “New Economy” of the 1920s the Great Depression, and the New Deal
- 7. The Golden Age of American Capitalism
- 8. The New High Technology Global American Economy: Age of Anxiety?
 - Paul A. David, "The Dynamo and the Computer," *American Economic Review* 80 (May 1990)
 - Nick Bloom, Raffaella Sadun and John Van Reenen, “It Ain’t What You Do It’s How You Do I.T.” *CentrePiece* (Winter 2005/2006): pp. 8-11
 - Richard B. Freeman, “Does Globalization of the Scientific/Engineering Workforce Threaten U.S. Economic Leadership?” in *Innovation Policy and the Economy* 6 (2006)
 - David H. Autor, Lawrence F. Katz, and Melissa S. Kearney, “The Polarization of the U.S. Labor Market,” *American Economic Review* 96 (May 2006)
 - Emmanuel Saez, “Striking It Richer: The Evolution of Top Incomes in the United States,” <http://elsa.berkeley.edu/~saez/saez-UStopincomes-2011.pdf>
 - Robert J. Gordon, “Is U.S. Growth Over?” NBER Working Paper (2012)
- 9. Review

アメリカ主要大学の経済史講義シラバス II : Harvard

- Title: Historical Perspectives on American Economic Ascendancy (Claudia Goldin)
- Purpose: Economics 1357 is concerned with questions of current and historical interest: When and how did the United States—a relatively young nation and an experiment in democracy—attain economic leadership? What roles were played by natural advantages, such as resources and geography, versus created advantages, such as technology and institutions? What economic ills accompanied growth (e.g., inequality, regional economic differences, unemployment, urban blight, macroeconomic fluctuations)? **These questions can be intelligently answered only by careful study of history because economic growth is a long-run process.** After reviewing long-term economic growth in the United States and elsewhere (Part I), we will explore the foundations of American economic growth since the early nineteenth century (Part II) and then the origins of America's industrial and economic leadership (Part III). Not all groups and regions shared equally in economic growth (Part IV). Neither was economic growth an unbroken process. The richest nation in the world experienced the greatest depression, and the rise of a larger and more centralized government became a means of dealing with this and many other problems of economic complexity (Part V). The course concludes (Part VI) with an assessment of whether we can learn from the past.

アメリカ主要大学の経済史講義シラバスⅡ: Harvard (続き)

- Topics and readings
 - PART I The Rise (and Decline?) of the “American Century”
 - Lecture 1. The “American Century”: Favorite of fortune or favorite by design?
 - Lecture 2. Growth, divergence, and convergence during the grand “American Century”
 - PART II The True Wealth of Nations: Institutions, Natural Resources, and Human Capital
 - Lecture 3. Laissez faire foundations: The creation of a single economic space
 - Lecture 4. Expanding America: Land and natural resource abundance
 - Lectures 5 & 6. Populating America
 - A. I: Births, deaths, and health
 - B. Immigration and immigration policy

アメリカ主要大学の経済史講義シラバスⅡ: Harvard (続き)

- PART III “American Systems”: Mass Production, Technological Change, and Big Business
 - Lectures 8 & 9. “From the American system to mass production”
 - A. The origins of American industrial success
 - B. Industrial success in the 20th century and the “arsenal of democracy”
 - Lecture 10. Twentieth century technological change: Lessons from the past on the future of productivity change
 - Lecture 11. The rise of “big business”: The “great merger movement” and antitrust
 - Lecture 12. Tying the nation (and the world) together
- PART IV Dilemmas: Slavery, the South, and Race
 - Lecture 13. The peculiar institution: The South and slavery
 - Lecture 14. The peculiar region: The Civil War and the legacy of slavery
 - Lecture 15. The American dilemma: The issue of race

アメリカ主要大学の経済史講義シラバスⅡ: Harvard (続き)

- PART V Growing Pains and Solutions: Inequality, Cities, the Macroeconomy, and Big Government
 - Lectures 16 & 17. Inequality and economic growth
 - Part I: The “Kuznets Curve” in theory and history
 - Part II: Twentieth century trends in inequality
 - Lecture 18. Evolving labor markets
 - Lecture 19. Shining metropolis or dark gotham?
 - Lecture 20. Macroeconomic instability and the Great Depression
 - Lecture 21. The rise of “big government”
- PART VI Peering into the Future
 - Lecture 22. America in an age of anxiety
 - P. Romer, “Why, Indeed, in America? Theory, History, and the Origins of Modern Economic Growth,” *American Economic Review* (May 1996)
 - J.B. DeLong, “The Shape of 20th Century Economic History,” NBER Working Paper no. 7569(February 2000).

論点

- 経済史教育の目的
 - Goldin
 - “These questions can be intelligently answered only by careful study of history because economic growth is a long-run process”
 - 通常講義で述べていること: **Why do we learn economic history ?**
 - Lessons from the history
 - *East Asian Miracle* (World Bank 1993)
 - *Rethinking East Asian Miracle* (Stiglitz et al 2001)
 - Understanding the present objectively
 - Is the long-term employment system rooted in the Japanese culture ? (Okazaki and Okuno-Fujiwara 1999)
 - Natural experiment
 - Testing the theory of comparative advantage empirically (Bernhofen and Brown 2004)
 - Path dependence
 - Why is “QWERTY” arrangement of the key board so prevalent ? (David 1985)

論点(続き)

- 講義の構成の仕方
 - － 編年式
 - － トピック別 (Harvard)
 - － 編年式＋トピック別 (Stanford)
 - 各時代を特徴付けるトピックを中心に時系列で講義
- 経済学の利用の程度と前提知識
 - － “Economics 1a is a firm prerequisite” (Stanford)
 - － 計量経済学の利用の程度
- 先端的な経済学・経済史研究との関連
- 国際標準の意味
 - － グローバルに活動する社会人として必要な共通の教養