

Economics 483(L01) (History of Economic Thought)

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Lecture Location: SS 109
Lecture Days/Time: TR 17:00 - 18:15

Office: SS 405
Office Hours: By Appointment

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Course Description

This course examines the lives, times and especially the ideas of important economic thinkers up to the mid 20th Century. The emphasis will be on: the great classical economists such as Adam Smith, Thomas Malthus, David Ricardo, and Karl Marx; the early neoclassical economists including Alfred Marshall; and the birth of what we now know as macroeconomics with John Maynard Keynes. We will consider various other schools of economic thought such as the new and old institutionalists. The course will build an understanding of the contributions of these economists both in terms of their historical context and their relationship to present day theories and controversies. The course will also involve a first-hand study of segments of the *Wealth of Nations* by Smith and the *General Theory of Employment, Interest and Money* by Keynes. This is primarily a history of economic thought course but, up to 30 % of the tested material may come from economic history.

Course Objectives/Learning Outcomes

This is a survey course on schools of economic thought. Our principal objective is to focus on economic schools of thought and important historical economists. We will use a framework of analysis by asking key questions and understanding the historical context. Ultimately we want to build schema for students that will help them develop inductive thinking. The course has a strong writing component and quizzes - that require students keep up with the material and attend classes regularly.

Content of the course is organized as follows:

Introduction and Overview:

Economic Thought from the Bible to the beginning of the Mercantilist era. A brief discussion about what ancient societies and thinkers thought about economics. (this material is not from the text)

The course will cover the chapters in the text for the most part sequentially, however, not all chapters will be covered with the same depth. Some chapters may be given a very cursory treatment or even omitted entirely depending on time constraints.

There will be material that is not in the textbook that will be covered in class and tested on quizzes. Students that do not attend class are expected to get notes from other students. The instructor will not be repeating himself or answering emails with respect to past covered content.

Chapter 2 The Mercantilist School

Chapter 3 The Physiocratic School

Chapter 4 The Classical School – Forerunners

Chapter 5 The Classical School – Adam Smith

Chapter 6 The Classical School – Thomas Robert Malthus

Chapter 7 The Classical School – David Ricardo

Chapter 8 The Classical School – Bentham, Say, Senior, and Mill

Chapter 9 The Rise of Socialist Thought

Chapter 10 Marxian Socialism

Chapter 11 The German Historical School

Chapter 12 The Marginalist School – Forerunners

Chapter 13 The Marginalist School – Jevons, Menger, von Wieser, and von Böhm-Bawerk

Chapter 14 The Marginalist School – Edgeworth and Clark

Chapter 15 The Neoclassical School – Alfred Marshall

Chapter 16 The Neoclassical School – Monetary Economics

Chapter 17 The Neoclassical School – The Departure from Pure Competition

Chapter 18 Mathematical Economics

Chapter 19 The Institutionalist School

Chapter 20 Welfare Economics

Chapter 21 The Keynesian School – John Maynard Keynes

Chapter 22 The Keynesian School – Developments since Keynes

Chapter 23 Theories of Economic Growth and Development

Chapter 24 The Chicago School – The New Classicism

Chapter 25 Concluding Thoughts

ECONOMISTS

Here are **SOME** of the core group of Economists that we will study.

Adam Smith, Thomas Malthus, David Ricardo, and Karl Marx; the early neoclassical economists including Alfred Marshall; and the birth of what we now know as macroeconomics with John Maynard Keynes.

This list is not exhaustive.

SCHOOLS OF ECONOMIC THOUGHT

Here are **SOME** of schools of economic thought we will focus on:

- Mercantilism
- Classical
- Marxism and Socialism
- Keynesian Economics
- Institutionalists/Economic Growth We will focus on material from the contemporary book “*Why Nations Fail*”: and by Daron Acemoglu and James Robinson. We will also look at contemporary research by these authors.

Again, this list is not exhaustive.

KEY QUESTIONS

For each of these schools of Economic thought we will seek to answer the following 5 major questions:

- What was the historical background of the school?
- What were the major tenets of the school?
- Whom Did the School Benefit or Seek to Benefit?
- How was the school valid, useful or correct in its time?
- Which tenets have become lasting contributions?

Prerequisites/corequisites

Economics 301 and 303.

Required Textbook(s)

“*The Evolution of Economic Thought*”, Stanley L. Brue and Randy R. Grant, 8th Edition

Recommended Textbook(s)

None.

Reserved Readings

None.

Course Requirements/Assessments:

Final Examination comprehensive-	25
Quizzes (11 quizzes –one will be dropped- @4% per quiz)	40
Project —Power point Presentation on research report	10
Project —Research Report (based on PowerPoint above)	<u>25</u>
	100%

Description of Project (Power point Presentation and Research Report)**DESCRIPTION AND DUE DATE**

The Economics 483 course project includes a power point presentation and a research report, which together count for 35% of the course grade.

The power point **presentation** will be posted on the class D2L site and counts for 10% of the course grade. The web presentation should consist of approximately 15 slides (Bibliography required for power point at end not counted as a slide). It must be posted on D2L by **17:00 on Friday, March 18th, 2016**.

The **research report** provides a commentary on the web presentation and it will accompany the presentation on the class blackboard site. It too counts for 25% of the course grade. The text of the report should be approximately 2500 words (7-9 pages) excluding references, diagrams, etc. Reports should be divided into sections with internal (section) headings. There should be an introduction and conclusion. The research report must be submitted by e-mail and received by **17:00 on Friday, April 1st, 2016**.

As announced in the course outline, both the content and the written presentation will enter into the evaluation of both facets of this project. Late presentations and research reports will not be accepted. Presentations and research reports that do not meet university standards for documentation and/or effective writing will receive a grade of zero.

TOPICS AND TOPIC APPROVALS

Three broad topic areas are listed below. Alternatively, students may approach the instructor with proposals for other topics pertaining to the history of economic thought.

A good source for original texts for Topic Areas 1 and 2 is the McMaster University Archive for the History of Economic Thought available at <http://socserv.mcmaster.ca/econ/ugcm/3ll3/>.

All topics including those listed below must be approved by the instructor. Only one student (or one pair of students) will work on each topic so as to produce the broadest coverage possible. Students can start requesting topics by emailing me at kpino@shaw.ca starting at 17:00 on January 31 and students must choose their topics by 17:00 on Friday February 12th, 2016. THE EMAIL TO BE ACCEPTED AS A REQUEST MUST HAVE IN THE SUBJECT LINE "ECON 483 TOPIC REQUEST".

TOPIC AREA 1: PROMINENT ECONOMISTS

Projects can focus on a prominent pre-1945 economist. Such projects should include: (i) a brief biographical sketch, and (ii) an overview and assessment of the contribution to the development of

Economics. It is useful to point out errors, inconsistencies and other problems as well as areas of strength. Of course, any lasting contributions should be featured.

Students are not to write their reports on Adam Smith, Thomas Malthus, David Ricardo, John Stuart Mill, Karl Marx, Alfred Marshall or John Maynard Keynes since extensive coverage will be given to these individuals in class. The following pre-1945 economists are suggested:

Aristotle	David Hume	François Quesnay
St. Thomas Aquinas	William Stanley Jevons	C. H. Saint-Simon
Eugen Böhm-Bawerk	John Law	Jean Baptiste Say
Jeremy Bentham	John Locke	Joseph Schumpeter
Joseph Bertrand	J. R. McCulloch	William Nassau Senior
Richard Cantillon	Carl Menger	Henry Sidgwick
John Bates Clark	James Mill	Jean Sismondi
Augustin Cournot	V. R. Mirabeau	Henry Thornton
Francis Ysidro Edgeworth	Ludwig Mises	Robert Torrens
Irving Fisher	Thomas Mun	A. R. J. Turgot
Henry George	Bertil Ohlin	Thorstein Veblen
Friedrich Hayek	Robert Owen	J. H. von Thunen
Eli Heckscher	Vilfredo Pareto	Leon Walras
John A. Hobson	A.C. Pigou	John Wickseil

TOPIC AREA 2: SCHOOLS, FIELDS AND IDEAS

Projects can also focus on the pre-1945 development of important fields of study, schools of thought and great Ideas within economics. Such projects should assess and link the contributions of at least two economists, but should not include discussion of their biographies or other contributions. Once again, it is useful to point out errors, inconsistencies and other problems as well as areas of strength.

The following important schools, fields and great ideas are suggested:

- Monetary Theory
- Monopoly and Monopolistic Competition
- Oligopoly and Imperfect Competition
- Factor Endowments within International Trade
- German Reparations after World War I
- Economic Imperialism
- Taxation and the Role of Government
- Austrian School
- Staples Theory of Canadian Economic Development

TOPIC AREA 3: NEW STREAMS; NEW CONTRIBUTORS

Prior to 1945, economics was dominated by Europeans (especially the British) with North Americans (especially Americans) becoming increasingly important. Since 1945, the study of economics has gradually “globalized” such that there are new streams of economic thought as well as contributors and contributions from all parts of the world. Students can choose to examine a prominent economist, contribution or, school of thought from outside of Europe and North America. For this topic area, students are **not** limited by the 1945 end date, which applies to topic areas 1 and 2 above.

Quizzes and Final

- Starting Thursday, January 14th, we will have a quiz at the end of each Thursday lecture period. (The quiz will begin with approximately 15 to 20 minutes of class time remaining). The quizzes will run every week until April 7th, with the sole exception of Feb 18th - which is reading week. This constitutes 11 quizzes.
- The lowest quiz grade will be dropped in the calculation of your grade.
- Students should expect a significant amount of granularity/specificity in quizzes as instructor is not asking students to do homework assignments or midterm i.e. , students should expect the quizzes to be challenging.
- Quiz questions may also come from videos or content shown or discussed in class that is not available on D2L or in the textbook material. The instructor assumes attendance and note taking is mandatory for all students.
- Students who are unable to write more than a quiz (beyond the one dropped quiz) because of an illness, family emergency or religious observance will have the quiz weight shifted to the final examination. Documentation **MUST** be provided. . Students are expected to catch up on missed material from other students, not the instructor.
- Final exam questions may also come from videos or content shown or discussed in class that is not available on D2L or in the textbook material. The instructor assumes attendance and note taking is mandatory for all students. Students are expected to catch up on missed material from other students, not the instructor.
- There will be no assignments and no midterm for this class.
- The final will be cumulative.

Desire2Learn This course will make use of the Desire2Learn (D2L) platform. Students who are registered in the course can log on at <http://d2l.ucalgary.ca> through their student centre. Please note that D2L features a class e-mail list that may be used to distribute course-related information. These e-mails go to your University of Calgary e-mail addresses only.

Grade Determination and Final Examination Details

Department of Economics Criteria for Letter Grades. Economics professors use the following criteria when assigning letter grades:

Grade	Grade Point Value	Description		Grade	Grade Point Value	Description
A+	4.00	Outstanding		C+	2.30	
A	4.00	Excellent-superior performance, showing-comprehensive understanding of subject matter		C	2.00	Satisfactory – basic understanding of the subject matter
A-	3.70			C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)
B+	3.30			D+	1.00	
B	3.00	Good – clearly above average performance with knowledge of subject matter generally complete.		D	1.00	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
B-	2.70			F	0	Fail – unsatisfactory performance or failure to meet course requirements
				I	0	Incomplete – unsatisfactory (effective January 2007)

Grading Scale

A+	95 – 100	B	73 – 76	C-	60 – 62
A	85 – 94	B-	70 – 72	D+	56 – 59
A-	80 – 84	C+	67 – 69	D	50 – 55
B+	77 – 79	C	63 – 66	F	0 – 49

Tests and final exams are marked on a numerical (percentage) basis, then converted to letter grades. The course grade is then calculated using the weights indicated above.

A passing grade on any particular component of the course is not required for a student to pass the course as a whole.

There will be a Registrar scheduled final examination, held in a classroom, lasting 2 hours. Non-programmable calculators WILL NOT be allowed during the writing of tests or final examinations.

Tests and exams WILL NOT involve multiple choice questions.

Reappraisal of Grades

For reappraisal of graded term work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For reappraisal of final grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct,

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities Visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Absence from a Quiz/Test/Exam

THERE WILL BE NO MAKEUP OR DEFERRED QUIZZES/TESTS/EXAMS under any circumstances, nor may the quizzes/tests/exams be written early. Students unable to write the quizzes/tests/exams because of documented illness, family emergency, religious observance, or university-sanctioned event will have the weight shifted to the final examination; otherwise a grade of zero will be assigned. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam www.ucalgary.ca/registrar/exams/deferred_final Under no circumstance will this be accommodated by the department.

Important Dates

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

Faculty of Arts Students' Association (F.A.S.A.):

Economics Department Representative

Office: SS 803, E-mail: econrep@fasaucalgary.ca Web: www.fasaucalgary.ca

Society of Undergraduates in Economics

www.ucalgarysue.com

Society of Undergraduates in Economics is a student run organization whose main purpose is to assist undergraduate economics students succeed both academically and socially at the University of Calgary. Services include access to the exam bank, career partnerships with the Career Centre through hosting industry nights and information sessions, recognizing achievements in teaching, and organizing social events for members. They invite you to join by contacting sue@ucalgary.ca.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580 or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Library Block.
- Online writing resources are available at <http://www.ucalgary.ca/ssc/resources/writing-support>

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints

Please check this website and note the nearest assembly point for this course

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333