**Санкт-Петербургский филиал федерального государственного   
автономного образовательного учреждения высшего образования   
"Национальный исследовательский университет**

**"Высшая школа экономики"**

**Рабочая программа дисциплины**   
«История экономики и экономических институтов»/

History of Economics and Economic Institutions

для направления 46.06.01 "Исторические науки и археология"

подготовки научно-педагогических кадров в аспирантуре,

образовательная программа "Исторические науки"

Разработчик программы

Кочеткова Е.А., PhD, ст. преподаватель, департамент истории, ekochetkova@hse.ru

Пал Виктор, PhD, пост-док, Лаборатория экологической и технологической истории, viktor.paal@gmail.com

Согласована Академическим советом Аспирантской школы по историческим наукам

«06» июня 2018 г. Протокол № 6.

Санкт-Петербург, 2018

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.*

**Аннотация**

|  |  |  |  |
| --- | --- | --- | --- |
| Название дисциплины | История экономики и экономических институтов | | |
| Образовательная программа | "Исторические науки"  направление подготовки 46.06.01 Исторические науки и археология | | |
| Тип дисциплины | По выбору | | |
| Требования к уровню знаний аспирантов, необходимых для освоения дисциплины (пререквизиты) | -уверенное владение английским языком  -базовые знания глобальной истории | | |
| Объем з.е. | 4 | | |
| Объем в часах | Аудиторная работа | Самостоятельная работа | Всего |
| 36 | 116 | 152 |
| Краткое описание курса | Цель курса - дать аспирантам всесторонний обзор глобального экономического и технологического развития и социальных и экологических последствий глобализации. Основываясь на междисциплинарных подходах экономической и экологической истории и истории технологий, курс рассматривает ключевые глобальные преобразования в долгосрочной перспективе и фокусируется на глобальных экономических изменениях, произошедших после промышленной революции в Англии. Таким образом, в рамках курса обсуждаются экономические изменения, связанные с «великой дивергенцией», и история развития технологий, экономики и среды капиталистической, а также правой и левой авторитарных систем в 20 веке. Особое внимание уделяется воздействию экономических и технологических изменений в эпоху антропоцена на окружающую среду. Курс не нацелен на то, чтобы охватить весь исторический процесс, но сосредоточен на ключевых поворотных процессах и их связях.  Обсуждая заявленные темы, аспиранты курса подробно рассмотрят развитие институтов как набора практик и моделей поведения. При этом будут изучены региональные различия и глобальные сходства в функционировании институтов, а также их влияние на экономическое развитие разных стран. | | |
| Образовательные результаты по дисциплине | По окончании курса аспиранты должны:  Быть способны проводить теоретические и экспериментальные исследования в области исторического познания, в том числе с использованием новейших информационно-коммуникационных технологий (ОПК-1);  Быть способны к разработке новых методов исследования и их применения в самостоятельной научно-исследовательской деятельности в области исторического познания с учетом правил соблюдения авторских прав (ОПК-2);  Быть способны рефлексировать (эксплицировать) мировоззренческие, философские, парадигмальные основания исторического / гуманитарного знания (ПК- 1);  Быть способны увидеть (поставить) проблему и обосновать ее актуальность / вписать свое исследование в контекст современного исторического / гуманитарного знания (ПК- 2);  Быть способны агрегировать результаты исследования и осуществлять историческое построение (ПК -5); | | |
| Краткое содержание дисциплины | Курс основан на междисциплинарных подходах, сочетающих в себе аналитические инструменты и модели технологической и экономической истории. В нем предпринята попытка ответить на вопрос, почему одни государства считаются успешными в экономическом, технологическом и экологическом плане, а другие - нет. В нем излагаются социальные и экологические издержки экономического и технологического развития с особым упором на современные глобальные проблемы. Подчеркивая значение взаимосвязанности экономических, технологических, социальных и экологических систем, аспиранты обратят внимание на то, как возникают глобальные проблемы, что их формирует, и как они влияют на общества в глобальном масштабе. | | |
| Образовательные технологии | -общие аудиторные дискуссии  -работа в малых группах в аудитории  -написание аналитических эссе  -интерактивные лекции | | |
| Формы контроля | Итоговая оценка аспиранта состоит из следующих элементов:  Посещаемость и участие в дискуссиях: 40 % (20%+20%)  Эссе (3 всего): 30%  Экзамен: 30 % | | |
| Литература | Основная   1. Margo, RA. The integration of economic history into economics. Cliometrica. 2018;(3):377   <https://link.springer.com/article/10.1007/s11698-018-0170-8> (Online Digital Library Springer Books)   1. Naroff, J. and Scherer, R. Big Picture Economics: How to Navigate the New Global Economy. John Wiley & Sons. 2014. Ch. 1, 4 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1658803> (Online Digital Library Ebrary)   Дополнительная   1. Allen, R. (2001). “The Great Divergence in European Wages and Prices from the Middle Ages to the First World War”, Explorations in Economic History, Vol 38: 411-47. <https://www.sciencedirect.com/science/article/pii/S0014498301907752> (Online Digital Library Science Direct) 2. Acemoglu, D., Johnson, S., and Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. American Economic Review, 91(5):1369–1401<https://www.jstor.org/stable/2677930?seq=1#metadata_info_tab_contents>(Online Digital Library JSTOR) 3. Banerjee, Abhijit and Lakshmi Iyer (2005). "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," American Economic Review 95 (4): 1190-1213. <https://www.jstor.org/stable/4132711?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR) 4. Dittmar J. E., (2011). “ Information Technology and Economic Change: the Impact of the Printing Press” The Quarterly Journal of Economics 126, pp. 1133–1172<https://www.jstor.org/stable/23015698?seq=1#metadata_info_tab_contents>(Online Digital Library JSTOR) 5. Gille, Z. (2007). From the cult of Waste to the Trash Heap of History: The Politics of Waste in Socialist and Postsocialist Hungary. Bloomington: Indiana University Press, pp. 1-11, 168-215 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=334267> (Online Digital Library Ebrary) 6. Hanson, P. (2003). The Rise and Fall of the Soviet Economy: An Economic History of the USSR from 1945 (Ch 9) <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1782406> (Online Digital Library Ebrary) 7. F. Uekotter (2000). The Turning Points of Environmental History, Pittsburgh Hist Urban Environ Series, .Ch. 6-7. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=2039336> (Online Digital Library Ebrary) 8. Mokyr, J. (2005). “The Intellectual Origins of Modern Economic Growth,” Journal of Economic History, 65, pp. 285-351. <https://www.jstor.org/stable/3875064?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR) 9. Williamson, J. (1995). Globalization, Convergence, and History. <https://search.proquest.com/docview/1690090184?accountid=45451> (Online Digital Library ProQuest) 10. Renwei, Z. (2012). “Review of Economic Reform in China: Features, Experiences and Challenges.” *China: Twenty Years of Economic Reform*, edited by Ross Garnaut and Ligang Song, ANU Press, pp. 185–200. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4602462> (Online Digital Library Ebrary) 11. Temin, P. (1997). “Two Views of the British Industrial Revolution,” Journal of Economic History 57, 1: 63-82. <https://www.jstor.org/stable/2951107?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR) 12. Vahrenkamp, R. (2015). “Coping with Shortage and Chaos: Truck Cargo Transport in the Eastern Bloc, 1950–1980”, Icon. Vol. 21, pp. 126-146. <https://www.jstor.org/stable/24721697?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR) | | |
| Преподаватель | Елена Кочеткова, PhD | | |

**Course Syllabus**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | **History of Economics and Economic Institutions** | | | | | | | | | | | | |
| Title of the Academic Programme | | "Historical Studies"  46.06.01 Historical Sciences and Archeology | | | | | | | | | | | | |
| Type of the course | | Optional | | | | | | | | | | | | |
| Prerequisites | | -command of English  -basic knowledge of global history | | | | | | | | | | | | |
| ECTS workload | | 4 | | | | | | | | | | | | |
| Total indicative study hours | | Directed Study | | | Self-directed study | | | | | | Total | | | |
| 36 | | | 116 | | | | | | 152 | | | |
| Course Overview | | This course aims at giving PhD students a comprehensive overview of global economic and technological development and the social and environmental consequences of globalization. Based on the interdisciplinary approaches from economic and environmental history and the history of technology, the course examines key global transformations in a long duration (longue durée) perspective, and focusing on global economic changes since the Industrial Revolution. It, thus, discusses economic changes associated with the Great Divergence, and the complex history of technology, economy, and the environment of capitalist as well as right- and left wing authoritarian systems during the 20th century. Particular attention is given to the environmental impact of economic and technological changes in the era of the Anthropocene. The course does not aim at covering the whole historical process but is focused on the key turning processes and their connections.  Discussing these themes, the course elaborates on the developments of institutions interpreting them in a broad sense as a set of practices and patterns of behavior. In so doing, we explore the regional differences and global similarities in how institutions function and discuss their impacts on economic developments. | | | | | | | | | | | | |
| Intended Learning Outcomes (ILO) | | Upon completion of the course PhD students should:  Be able to carry out theoretical and experimental research in the field of historical knowledge, including using the latest information and communication technologies (ОПК-1);  Be able to develop new research methods and apply them in independent research activities in the field of historical knowledge, taking into account the rules of copyright compliance (ОПК-2);  To be able to reflect (explicate) world-view, philosophical, paradigmatic foundations of historical / humanitarian knowledge (ПК-1);  To be able to see (put) the problem and substantiate its relevance / fit your research into the context of modern historical / humanitarian knowledge (ПК-2);  Be able to aggregate research results and carry out historical construction (ПК -5); | | | | | | | | | | | | |
| Teaching and Learning Methods | | The methods of teaching and learning combine different practices, such as general class discussions, work in small groups, writing essays, and interactive lectures. | | | | | | | | | | | | |
| Content and Structure of the Course | | | | | | | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | | **Directed Study** | | | | | | | **Self-directed Study** | |
| **Lectures** | | | **Seminars** | | | |
| 11 | **Introduction: Institutions and Economic History** | | 14 | | | 2 | | | 2 | | | | 10 | |
| 22 | **Technology and Economic Change** | | 12 | | | 0 | | | 2 | | | | 10 | |
| 33 | **The Great Divergence** | | 14 | | | 2 | | | 2 | | | | 10 | |
| 44 | **Periphery, Marginality, and Global Economic Inequality** | | 14 | | | 2 | | | 2 | | | | 10 | |
| 55 | **Colonialism** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 66 | **Industrial Revolution** | | 11 | | | 0 | | | 1 | | | | 10 | |
| 77 | **Understanding Socialism and its Economic Performance** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 88 | **Natural Resources: Exploration, Exploitation, Dependence** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 99 | **Anthropocene** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 110 | **Economic Development and Sustainability** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 111 | **Transfers, Circulations, Globalisation and Economic Development** | | 13 | | | 2 | | | 1 | | | | 10 | |
| 112 | **What Do We Learn From Institutions?** | | 9 | | | 2 | | | 1 | | | | 6 | |
| **Total study hours** | | | | 152 | | | 20 | | | 16 | | | | 116 |
| Indicative Assessment Methods and Strategy | | Grades will consider the originality of a PhD student’s answer, the quality of argumentation, and the form and structure of presentation. Attendance of lectures is also important for successful completion of the course.  Assessment  PhD Students’ final grade will consist of:  Class attendance: 20 %  Class engagement: 20 %  Essay (3 in total): 30% - after each three classes – by 20.10, 10.11, 10.12.  Exam: 30 %  During the course the PhD students are assigned to submit three essays (up to 1000 words) related to the discussed themes and based on research literature. The PhD students set a research question for each essay themselves consulting the instructors.  These papers make up 30 percent of the grade. The other 70 percent is made up by attendance and class engagement and final oral exam which will have a form of interview on the course based on the additional literature for the course. | | | | | | | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory   1. Margo, RA. The integration of economic history into economics. Cliometrica. 2018;(3):377 2. Naroff, J. and Scherer, R. Big Picture Economics: How to Navigate the New Global Economy. John Wiley & Sons. 2014. Ch. 1, 4.   Optional   1. Allen, R. (2001). “The Great Divergence in European Wages and Prices from the Middle Ages to the First World War”, Explorations in Economic History, Vol 38: 411-47. 2. Acemoglu, D., Johnson, S., and Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. American Economic Review, 91(5):1369–1401 3. Banerjee, Abhijit and Lakshmi Iyer (2005). "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," American Economic Review 95 (4): 1190-1213. 4. Dittmar J. E., (2011). “ Information Technology and Economic Change: the Impact of the Printing Press” The Quarterly Journal of Economics 126, pp. 1133–1172 5. Gille, Z. (2007). From the cult of Waste to the Trash Heap of History: The Politics of Waste in Socialist and Postsocialist Hungary. Bloomington: Indiana University Press, pp. 1-11, 168-215 6. Hanson, P. (2003). The Rise and Fall of the Soviet Economy: An Economic History of the USSR from 1945 (Ch 9)   F. Uekotter (2000). The Turning Points of Environmental History, Pittsburgh Hist Urban Environ Series, .Ch. 6-7.  Mokyr, J. (2005). “The Intellectual Origins of Modern Economic Growth,” Journal of Economic History, 65, pp. 285-351.   1. Williamson, J. (1996). Globalization, Convergence, and History. The 2. Renwei, Z. (2012). “Review of Economic Reform in China: Features, Experiences and Challenges.” *China: Twenty Years of Economic Reform*, edited by Ross Garnaut and Ligang Song, ANU Press, pp. 185–200. 3. Temin, P. (1997). “Two Views of the British Industrial Revolution,” Journal of Economic History 57, 1: 63-82. 4. Vahrenkamp, R. (2015). “Coping with Shortage and Chaos: Truck Cargo Transport in the Eastern Bloc, 1950–1980”, Icon. Vol. 21, pp. 126-146. | | | | | | | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | | | **+/–** | | | | **Hours** | | |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | | | + | | | | 66 | | |
| Assignments for seminars / tutorials / labs | | | | | |  | | | |  | | |
| E-learning / distance learning (MOOC / LMS) | | | | | |  | | | |  | | |
| Fieldwork | | | | | |  | | | |  | | |
| Project work | | | | | |  | | | |  | | |
| Essays | | | | | | + | | | | 30 | | |
| Preparation for the exam | | | | | | + | | | | 20 | | |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where PhD students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | | | | | | | |
| Facilities, Equipment and Software | | Power point program | | | | | | | | | | | | |
| Course Instructor | | Elena Kochetkova, PhD | | | | | | | | | | | | |

Аnnex 1

Course Content

The course consists of 20 lectures and 16 seminars and includes the following main sections:

Lectures are connected to seminars thematically.

List of seminars:

Theme 1. Introduction: Institutions and Economic History

Theme 2. Technology and Economic Change

Theme 3. The Great Divergence

Theme 4. Periphery, Marginality, and Global Economic Inequality

Theme 5. Colonialism

Theme 6. Industrial Revolution

Theme 7. Understanding Socialism and its Economic Performance

Theme 8. Natural Resources: Exploration, Exploitation, Dependence

Theme 9. Anthropocene

Theme 10. Economic Development and Sustainability

Theme 11. Transfers, Circulations, Globalisation and Economic Development

Theme 12. Summing-up: What Do We Learn From Institutions?

**Annex 2**

**Assessment Methods and Criteria**

**Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Period of Year ( 1 year of study)** | |
| **1** | **2** |
| Formative Assessment | Test |  |  |
| Essay | \* |  |
| Report/Presentation |  |  |
| Project |  |  |
| In-class Participation | \* |  |
| Other (write appropriate control forms for the course) |  |  |
| Interim Assessment  (if required) | Assignment (e.g. written assignment) |  |  |
| Summative Assessment | Exam | \* |  |

**Assessment Criteria**

PhD Students’ final grade will consist of:

Class attendance: 20 %

Class engagement: 20 %

Essay (3 in total): 30%

Exam: 30 %

**In-class Participation**

Grades will consider the originality of a PhD student’s answer, the quality of argumentation, and the form and structure of presentation. Attendance of lectures is also important for successful completion of the course.

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-3) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Essays**

An essay is an independent written work on a topic proposed by the PhD student and agreed with the instructor. The purpose of the essay is to develop the skills of independent creative thinking and written expression of one's own thoughts. Writing an essay is extremely useful, as it allows the author to learn how to formulate thoughts clearly and competently, structure information, use the main categories of analysis, highlight cause-effect relationships, illustrate concepts with appropriate examples, argue his conclusions, and master the scientific style of speech.

The essay should contain: a clear statement of the essence of the problem, include a self-analysis of the problem using concepts and analytical tools considered in the discipline, conclusions summarizing the author's position on the problem.

Essay structure

* + - 1. Introduction - the essence and justification of the topic, consists of a number of components, linked logically and stylistically. At this stage, it is very important to correctly formulate the question that you are going to answer in your research.

When working on the Introduction, the following questions may help: "Should I define the terms used in the essay theme?", "Why is the theme I am exploring important at the moment?", "What concepts will be involved in my discussion of the theme?", "Can I divide the theme into several smaller subtopics?

* + - 1. The main part is the theoretical basis of the selected problem and the presentation of the main question.

This part involves the development of arguments and analysis, as well as the justification for them, based on the available data, other arguments and positions on this issue. This is the main content of the essay and it is the main difficulty. Therefore, the subheadings on which the argumentation is structured are important; this is where the proposed argumentation/analysis needs to be substantiated (logically, using data or rigorous reasoning). Where necessary, charts, graphs and tables can be used as an analytical tool.

Depending on the question posed, the analysis is based on the following categories

The reason - consequence, general - special, form - content, part - whole, constancy - variability.

In the process of essay construction it is necessary to remember that one paragraph should contain only one statement and the corresponding proof.

* + - 1. Conclusion - generalizations and reasoned conclusions on the topic with indication of its scope, etc. Summarizes or clarifies the essay and reinforces the meaning and meaning of the main body of the essay. Recommended methods for conclusion: repetition, illustration, quote, impressive statement. The conclusion may contain a very important, complementary element to the essay, such as an indication of the use of the research.

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of argument: independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-3) | Fails to demonstrate any appropriate knowledge. |

**Self-study work**

The PhD student needs to clearly understand that independent work is not just a mandatory requirement, but a prerequisite for obtaining knowledge of the discipline and the development of competencies necessary for future professional activities.

Independent work is carried out for the purpose:

- systematization and consolidation of theoretical knowledge obtained in lectures;

- deepening and expanding theoretical knowledge;

- formation of skills to use normative, legal, reference documentation and special literature;

- development of cognitive abilities and activity of PhD students: creative initiative, independence, responsibility and organization;

- Formation of independence of thinking, abilities to self-development, self-improvement and self-realization;

- formation of practical (general and professional) skills and abilities;

- development of research skills;

- acquiring skills of effective independent professional (practical and scientific-theoretical) activity.

There are two types of independent work in the educational process:

- auditorium;

- extracurricular.

Auditor independent work in the discipline is carried out at training sessions under the direct supervision of the teacher and on his behalf.

Outside auditor independent work - planned educational work of PhD students, carried out outside auditor's time on the task and with the guidance of the teacher, but without his direct participation.

Independent work, which is not provided for by the curriculum of the discipline, revealing and specifying the content, is carried out by the PhD student proactively, in order to implement their own educational and scientific interests.

For more effective performance of independent work on discipline the teacher recommends sources for work, characterizes the most rational technique of independent work, demonstrates earlier executed by PhD students of work, etc.

Types of tasks for extracurricular independent work, their content and nature can have a variable and differentiated character, take into account individual characteristics of the PhD student.

Independent work can be carried out individually or by groups of PhD students online and in the classroom, depending on the purpose, scope, specific subjects of independent work, level of complexity.

Control over the results of extracurricular independent work is carried out within the time limit set for mandatory training in the discipline at the seminar or control classes.

**Exam**

The exam is an oral interview on the additional literature. The PhD student should demonstrate a knowledge of the literature and be able to discuss these works.

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent»(8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good»(6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory»(4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail»(0-3) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Special conditions for organization of learning process for** PhD **students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to PhD students with disabilities (by their written request)in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios(transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.