TEMPLATE

Course descriptor

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| Title of the course | **History of Economics: Institutions and Global Transformations** | | |
| Title of the Academic Programme | Applied and Interdisciplinary History «Usable Pasts», Comparative Eurasian Policy Program, Business and Politics in Asia Program | | |
| Type of the course[[1]](#footnote-1) | Optional | | |
| Prerequisites | -command of English  -basic knowledge of global history | | |
| ECTS workload | 4 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 40 | 112 | 152 |
| Course Overview | This course aims at giving 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)[[2]](#footnote-2) | Upon completion of the course students should gain the following outcomes:  *Student of the Applied and Interdisciplinary History:*    Is able to reflex (evaluate and rework) the learned scientific and activity methods (УК-1)  Is able to create new theories, invent new ways and tools of professional activity (УК-2)  Masters new research methods independently , changes the scientific and production profile of his/her activities (УК-3)  Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (УК-4)  Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach) (ОПК-1)  Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ОПК-2)  Is able to present historical information in a scientific and popular form  (ОПК-3)  Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (ОПК-5)  Is able to solve problems in the professional environment on the basis of analysis and synthesis  (ОПК-6)  Is able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality (ПК-1)  Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science (ПК-2)  Is able to present the results of research with special terminology (ПК-3)  Is able to take part in scientific polemics in oral and written form (ПК-4)  Capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives (ПК-7)      *Student of the Comparative Eurasian Policy Program:*    Is able to develop proposals and recommendations for conducting applied research and consulting (ОПК-7)  Is able to use modern databases of empirical data (including foreign ones) in scientific and design activity, independently create databases for realization of research and practical tasks (ПК-3)    *Student of the Business and Politics in Asia Program:*    Is able to reflex (evaluate and rework) military scientific methods and methods of activity (УК-1)  Is able to independently master new research methods (УК-3)  Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (УК-4)  Is able to analyze, verify and evaluate the completeness of information in the course of professional activities (УК-6)  Capable of carrying out professional activities, including research and development (УК-8)  Is able to understand and analyze scientific, political and journalistic literature on the problems of development of Asia and Africa, including in foreign languages (ОПК-6)  Is able to analyze the historical roots of modern processes in Asia and Africa and make medium- and long-term forecasts of development trends (ПК-13) | | |
| Indicative Course Content | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | № | Topic / Course Chapter | Total | Lectures | Tutorials | Self-directed  Study | | 1 | Introduction: Institutions and Economic History | 14 | 2 | 2 | 10 | | 2 | Technology and Economic Change | 12 | 0 | 2 | 10 | | 3 | The Great Divergence | 14 | 2 | 2 | 10 | | 4 | Periphery, Marginality, and Global Economic Inequality | 14 | 2 | 2 | 10 | | 5 | Colonialism | 14 | 2 | 2 | 10 | | 6 | Industrial Revolution | 10 | 0 | 2 | 10 | | 7 | Understanding Socialism and its Economic Performance | 14 | 2 | 2 | 10 | | 8 | Natural Resources: Exploration, Exploitation, Dependence | 12 | 0 | 2 | 10 | | 9 | Anthropocene | 14 | 2 | 2 | 10 | | 10 | Economic Development and Sustainability | 9 | 2 | 2 | 5 | | 11 | Transfers, Circulations, Globalisation and Economic Development | 7 | 0 | 2 | 5 | | 12 | What Do We Learn From Institutions? | 3 | 0 | 2 | 2 | | Total |  | 152 | 16 | 24 | 112 | | | |
| 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. | | |
| Indicative Assessment Methods and Strategy | Grades will consider the originality of a 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  Students’ final grade will consist of:  Class attendance: 20 %  Class engagement: 20 %  Essay (3 in total): 30% - after each three classes  Exam: 30 %  During the course the students are assigned to submit three essays (up to 1000 words) related to the discussed themes and based on research literature. The 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[[3]](#footnote-3) | Mandatory   1. Margo, Robert A. “The Integration of Economic History into Economics.” *Cliometrica* 12, no. 3 (September 2018): 377-406. 2. Naroff, Joel L. *Big Picture Economics : How to Navigate the New Global Economy*. Hoboken: John Wiley & Sons., 2014. Ch. 1, 4.   Optional:   1. Allen, Robert. “The Great Divergence in European Wages and Prices from the Middle Ages to the First World War”, *Explorations in Economic History* 38 (2001):411-447. 2. Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2012. “The Colonial Origins of Comparative Development: An Empirical Investigation: Reply.” The American Economic Review 102 (6): 3077-3110. 3. Berger, Mark. *The Battle for Asia: From Decolonization to Globalization.* Routledge, 2003. Ch. 1-2. 4. Cooper, Frederick. Africa in the World: Capitalism, Empire, Nation State. Harvard University Press, 2014. 5. Curtic, Kenneth et al. *Architects of World History: Researching the Global Past*. John Willey & Sons, 2014. Ch. 1-3. 6. Dittmar, Jeremiah E. “Information Technology and Economic Change: The Impact of the Printing Press.” *Quarterly Journal of Economics* 3 (2011):1133-1172. 7. Gille, Zsuzsa. *From the Cult of Waste to the Trash Heap of History: The Politics of Waste in Socialist and Postsocialist Hungary*. Bloomington, IN: Indiana University Press, 2007 (pp. 1-11, 168-215) 8. Ross, Kristin. *May` 68 and Its Afterlives.* University of Chicago Press, 2002. Ch. 4. | | |
| Course Instructor | Senior lecturer, Elena Kochetkova, PhD | | |

1. ***Notes:***

   Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)