

WORLD ECONOMIC HISTORY ECO/HIS 112		VIRTUAL CLASSROOM Online
INSTRUCTOR Melissa Cook MBA	CONTACT INFORMATION Mcook@msmu.edu Cell: (508) 728-9444	<i>How do we account for the persistence of poverty in the midst of plenty? If we knew the sources of plenty, why don't poor countries simply adopt policies that make for plenty? . . . We must create incentives for people to invest in more efficient technology, increase their skills, and organize efficient markets. Such incentives are embodied in institutions.</i> —Douglass C. North, 2000

Course Description for ECO/HIS 112:

This 8-week (accelerated) general survey course examines world economic development from prehistoric times to the early twentieth century with emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations, and wage labor. Because the modern world economy has been so dominated by the economic systems and institutions that developed in Europe, especially in the last 500 years, economic historians pay much attention to the European and Western perspective. In the distant past, however, as you will note, Europe's economy was rather insignificant compared to the economies of the great empires of Asia, such as India and China. Thus, we will afford Europe its due, but also, we will explore various regions of the world as they began to play a role in the economic development of the global community. The aim of this course is to discover what institutions are vital for sustained economic growth, and why the lack of them can help explain why some countries have never been able to experience high rates of growth, or a significant rise in the standard of living.

Learning Objectives/Outcomes:

1. Students will acquire a meaningful, relevant chronological understanding of the fundamentals of economic development, and global economic institutions.
2. Students will critically analyze the origins of unequal levels of economic development, and will be able to discuss, verbally and in writing, why some countries experience higher rates of growth and standards of living, while others have historically languished.
3. Students will examine lessons from the past to determine which are useful in guiding future economic development.

Course Changes:

The instructor reserves the right to change assignments, as needed, to achieve the learning objectives of the course.

Availability:

I care deeply about learning and my students. Therefore, I am available as needed to ensure student understanding of the course curriculum. I am happy to work with students by email or phone. Please email me to let me know you would like to speak with me, and I will get back to you as soon as possible.

Introduction:

The course syllabus is one aspect of good pedagogy: It sets out information about the course as well as course expectations. From the faculty member's standpoint, it provides an easy-to-use form setting out the components and requirements, so there is clear communication with the students. From the students' point of view, the syllabus gives an overview of the coverage as well as the requirements, so they have a good sense of what the course entails. Any surprises should be in the satisfaction of learning and the joys of being in an educational environment that values all the participants—students and faculty. At Mount Saint Mary's University, we are guided by a mission to further the development of the whole person. The syllabus helps make that evident. The syllabus is a permanent record for the student, instructor, the department, and the institution. As such, it is both a professional and personal document. The syllabus provides a record of course content, grading methods, and information vital for equivalency transfers, as well as for the evaluation of a course or instructor. Subsequently, both faculty and students should retain course syllabi for future reference.

Readings and Course Texts

Required Textbooks:

A Concise Economic History of the World: From Paleolithic Times to the Present, 5th edition

(Please note that the 4th edition is not a recommended substitute due to substantial revisions)

Authors: Larry Neal, Rondo Cameron

Published by Oxford University Press: ISBN-13: 978-0199989768/ISBN-10: 0199989761

Articles Available on Canvas:

Douglas C. North “Institutions,” The Journal of Economic Perspectives, Vol. 5, No. 1 (Winter, 1991), pp. 97-112.

<https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.5.1.97>

Liam Brunt “Which institutions matter for economic growth?” (Fall, 2007). <https://voxeu.org/article/which-institutions-matter-economic-growth>

NRGI Reader “The Political and Economic Challenges of Natural Resource Wealth” (Spring 2015), pp.1-6.

https://resourcegovernance.org/sites/default/files/nrgi_Resource-Curse.pdf

Julia Layton “Has Earth reached its carrying capacity?”

<https://science.howstuffworks.com/environmental/green-science/earth-carrying-capacity.htm>

Greg Ip “The World Is Getting Quietly, Relentlessly Better,” The Wall Street Journal, (Winter, 2019), pp. 1-2.

Word Document: Instructor will post in the module

Videos Available on Canvas:

Intro: Economic School of Thought: Crash Course Economics #14 – 10:04

<https://www.youtube.com/watch?v=tZvjh1dxz08>

The Importance of Institutions – 5:18

<https://www.youtube.com/watch?v=wdKBfXRpNsk>

What is Human Development – 2:40

<https://www.youtube.com/watch?v=HwgZQ1DqG3w>

Animation: Human Development Report 2013: The Rise of the South – 3:51

<https://www.youtube.com/watch?v=UnlR-JkbeFs>

Why Some Countries Are Poor and Others Rich - 8:47

<https://www.youtube.com/watch?v=9-4V3HR696k>

Audio Available on Canvas:

Podcast - Jonathan Tepperman Explains How to Fix the World’s Thorniest Problems.

https://www.strategy-business.com/podcast/Jonathan-Tepperman-Explains-How-to-Fix-the-Worlds-Thorniest-Problems?gko=0c26e&utm_source=itw&utm_medium=20170119&utm_campaign=resp

IMPORTANT: Each week students will have assignments related to the course readings and texts in the form of discussion, quizzes, or activities. **All Due Dates Available in Canvas.**

Class Schedule:

Week	Date	Assignments
1		<p>Introduction: * Please Read the entire Syllabus</p> <p>-Read Neal & Cameron: Ch.1 Introduction: Economic History and the Global Economy - <i>A Concise Economic History of the World</i> (1-18). -Read Neal & Cameron: Ch.2 Economic Development in Ancient Times - <i>A Concise Economic History of the World</i> (19-48).</p> <p>-Read Article - Douglas C. North “Institutions,” <i>The Journal of Economic Perspectives</i>, Vol. 5, No. 1 (Winter, 1991), pp. 97-112.</p> <p>-Watch Intro Video: Economic School of Thought: Crash Course Economics #14 – 10:04 mins.</p> <p>*Choose Online Presentation or Video Topic (5 Online Presentation/Video Points).</p>
2		<p>-Read Neal & Cameron: Ch.3 Economic Development in Medieval Eurasia - <i>A Concise Economic History of the World</i> (49-77). -Read Neal & Cameron: Ch.4 Economic Response to the Medieval Crisis - <i>A Concise Economic History of the World</i> (78-99)</p> <p>-Read Article - Liam Brunt “Which institutions matter for economic growth?” Fall 2007.</p> <p>-Watch Video: The Importance of Institutions – 5:18 mins.</p> <p>*Choose Country for Research Paper (5 Research Paper Points). *Begin working on your thesis statement.</p>
3		<p>-Read Neal & Cameron: Ch.5 Europe’s Recovery and Discovery of the Rest of the World - <i>A Concise Economic History of the World</i> (100-134). -Read Neal & Cameron: Ch.6 Economic Nationalism and Imperialism - <i>A Concise Economic History of the World</i> (135-165).</p> <p>-Read Article: NRG Reader “The Political and Economic Challenges of Natural Resource Wealth” (Spring 2015), pp.1-6.</p> <p>-Watch Video: What is Human Development – 2:40. -Watch Video: Human Development Report 2013: The Rise of the South – 3:51. -Watch Video: Why Some Countries Are Poor and Others Rich - 8:47.</p> <p>Due: Research Paper Thesis Statement – (5 Research Paper Points).</p>
4		<p>-Read Neal & Cameron: Ch.7 The Dawn of Modern Industry - <i>A Concise Economic History of the World</i> (166-193).</p> <p>-Read Article: Julia Layton “Has Earth reached its carrying capacity?”</p> <p>Due: Online Presentation or Video - (95 Online Presentation/Video Points).</p>
5		<p>-Read Neal & Cameron: Ch.9 Institutions Adjust (or Not) to Modern Economic Growth <i>A Concise Economic History of the World</i> (222-248). -Read Neal & Cameron: Ch.10 European Economies Adjust (or Not) to Modern Economic Growth - <i>A Concise Economic History of the World</i> (249-270).</p> <p>Due: Research Paper Rough Draft – (10 Research Paper Points).</p>

6		<p>-Read Neal & Cameron: Ch.13 The Spread of Development Beyond Europe, 1848-1914 - <i>Concise Economic History of the World</i> (312-330).</p> <p>-Read Neal & Cameron: Ch.14 International Economic Disintegration, 1914-1945 - <i>Concise Economic History of the World</i> (331-359).</p> <p>-Listen Podcast - Jonathan Tepperman Explains How to Fix the World's Thorniest Problems.</p>
7		<p>-Read Neal & Cameron: Ch.15 Rebuilding the World Economy - <i>Concise Economic History of the World</i> (360-389).</p> <p>-Read Neal & Cameron:16 Overview of the World Economy - <i>Concise Economic History of the World</i> (390-422).</p> <p>-Read Article: Greg Ip "The World Is Getting Quietly, Relentlessly Better," <i>The Wall Street Journal</i>, (Winter, 2019), pp. 1-2.</p> <p>**Word Document: Instructor will post in the weekly module.</p>
8		<p>RESEARCH PAPER – 70 POINTS</p> <p>Confirmation of your writing consult – 10 POINTS</p>

(100 Points Total) Online Presentation or Video: Individual or Groups of 2

For individuals, presentations must be 15 to 20 minutes long. For groups of two, they must be between 30 to 40 minutes. You **MUST** prepare an outline of your presentation for the instructor that demonstrates the planning and structure of your project. Any maps, charts, or tables you will be using can be included with the outline. The content within the presentation should clearly connect to the curriculum and course objectives. The presentation style is conversational, do not simply read from a script, paper, or notes. You may use your presentation outline or note cards as a guide if necessary. If you choose to use a power point presentation you must not just read from the slides but use them as an outline from which you will elaborate. You will lose points for excessive reading.

Online Presentation or Video Topics:

1. The Silk Road – East/West trade
2. Muslim contributions to science and technology in Islamic Spain
3. The Hansa – its function and impact
4. The causes of the economic decline of Spain (2 people)
5. The effects of revocation of the Edict of Nantes
6. The relationship between the flourishing arts and economic development in Holland
7. The Dutch and English trading companies
8. Protestantism and Capitalism – The Weber Thesis
9. The role of Europe in the slave trade to the Americas
10. The effect of the Industrial Revolution on the standard of living in England (2 people)
11. The connection between the development of banking and industrialization
12. The connection between economic growth and urbanization
13. The growth of the Labor Movement in England and its effect on economic development
14. The Marshall Plan and European reconstruction post-WWII
15. The World Bank and International Monetary Fund
16. The European Community and the Euro Zone (2 people)
17. The China/Africa Connection (2 people)
18. Fair Trade, fair profit

***Note: Instructor will Approve all Choices**

Online Presentation or Video Rubric		
Item	Description	Percent
1	Relevancy to class objectives	30%
2	Clarity and conciseness of principles stated	30%
3	Evidence of preparation	20%
4	Presentation skills, including compliance with time limits	20%
Total		100%

(100 Points Total) Research Paper

Students will select a country from the list provided, and then, write an academic paper applying course content and methodologies to a conceptual real-world economic model. For individual students, the paper must be 4-5 pages, double spaced, prepared in APA format including in-text citations and a reference page. For groups of two, the paper length must be 8-10 pages also in the same format.

- First, your paper **MUST** include a thesis statement. Remember, your thesis is the sentence that states the main idea and helps organize the ideas within the paper. It should reflect an opinion or judgment that you have made about your country's prospects for economic development.
- Next, your paper should include a discussion of the prerequisites for economic growth.
- Then, you should provide statistical information, and analysis spanning approximately 10 years. Statistical examples include, but are not limited to: GDP growth rate, rate of inflation, literacy rate, etcetera. Your analysis should guide you as you address the following:
 - Based on your understanding of European economic history, present and defend your opinion on your country's prospects for economic development.
 - What were the country's growth prospects 10 years ago?
 - What are the realistic expectations for future economic growth? (Include both positive and negative aspects and opinions)
- Finally, contact the writing center in person or online, to consult with a writing specialist to get feedback on your paper. Following the conference with a writing consultant, students should make all appropriate revisions to the paper before submitting the final draft of this assignment to the instructor. The final draft of this analysis should be a representation of your best work. ***Important:** You **MUST** provide me with confirmation of your writing consult. Failure to do so will result in a 10% grade deduction from your paper.

(10 Points) Rough Draft

A rough draft is a **completed** paper that is to be revised to reflect changes, additions, and corrections. Your rough draft should include a thesis statement, citations, and a reference page. The rough draft is worth 10% or (10 Points) of your final paper. Students must submit a copy of their **completed** rough draft in order to receive full credit. Partial credit will not be given for incomplete papers or outlines.

List of Countries for Research Project:

Angola, Sri Lanka, Georgia, Samoa, Jordan, Mongolia, Armenia, Swaziland, Morocco, Guatemala, Bolivia, Indonesia, Fiji, Republic of Congo, Honduras, Philippines, Nicaragua, Cape Verde, India, Uzbekistan, Vietnam, Moldova, Ghana, Solomon Islands, Lao P.D.R, Pakistan, Papua New Guinea, Nigeria, Djibouti, Cambodia, Cameroon, Mauritania, Kenya, Myanmar, Haiti, and Nepal.

***Note: Instructor will approve all choices.**

WRITTEN ASSIGNMENT RUBRIC		
Item	Description	Percent
1	Content and conceptualization	60%
2	Logical organization of thoughts, ideas, and structure	20%
3	Spelling, grammar, APA format, etc.	20%
Total		100%

Here are some characteristics of effective online participation:

- Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of case facts?
- Do the comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? The best contributions following the lead off tend to be those that reflect not only excellent preparation, but good listening, and interpretative and integrative skills as well.
- Do the comments show evidence of a thorough reading and analysis of the course content.
- Does the participant demonstrate critical thinking about the issue or differentiate among opinions, assumptions, and inferences?
- Is there a willingness to test new ideas or are all comments cautious and "safe"?
- Is the participant willing to interact with other class members by asking questions or challenging conclusions?

GRADING:

ALL ASSIGNMENTS MUST BE COMPLETED WITHIN THE REQUIRED TIME FRAME. NO LATE ASSIGNMENTS WILL BE ACCEPTED!! Grades are NOT rounded-up. A score must meet the minimum number listed below to earn that grade. Also, there are NO bonus points, or extra credit points available after the end of this course.

GRADING CATEGORIES	GRADING SCALE
Discussions – 25%	A 93 – 100
Assignments – 25%	A- 90 – 92
Presentation – 20%	B+ 88 – 89
Research Paper – 30%	B 83 – 87
	B- 80 – 82
	C+ 78 – 79
	C 73 – 77
	C- 70 – 72
	D+ 63 – 69
	F 00 – 62
Total = 100%	

Written Work:

Writing Requirements: All assignments must be typed, prepared in APA format, include in-text citations and a reference page, and be spell/grammar checked. While this is not a writing class, it is a university level course and, as such, papers are to be well-written with a logical flow of thought. Failure to proofread submissions for spelling and grammar will result in a significantly lower grade being assigned. Further, grades will be significantly reduced for papers that are either less than, or that exceed the stated guidelines for length. Plagiarism (discussed later in this syllabus) will result in a number of negative consequences.

Additional Norms:

Respect: Active participation in online discussion requires a safe and trusting environment. It is important for us to respect the views and comments made by others, even if we disagree with them. I encourage debate and critical discussion, yet it must be respectful, polite, inclusive, and professional.

Confidentiality: Confidentiality is required to foster a safe environment for active discussion. Students often make references to their jobs, or personal experiences. Obviously, students should not share proprietary information without permission of their employer. As a rule, all discussions of business or personal experiences are expected to be treated respectfully and confidentially.

University Policies:

i. University attendance policy (Recommended): <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

ii. Academic integrity policy, such as:

All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

Plagiarism: All student-submitted materials are expected to be the product of the student’s own thought process. Information from other sources may be used; however, credit must be given, by using in-text citations. Here are some safeguards to protect against being charged with academic dishonesty:

- Anytime that you use the words or ideas of another person without giving credit, it is considered plagiarism, whether your actions are intentional or not!
- Differences between direct and indirect quotes:
- Direct Quotes: include the exact wording from the source.
- Indirect Quotes: summarizes or paraphrases the content from the source.
- APA in-text requirements:
- Direct Quote: Author’s last name, publication date, and page number.
- Indirect Quote: Author’s last name, publication date.
- Punctuation requirements: ALL word-for-word quotations must be placed in quotation marks.

- Exception to the rule: Common Knowledge – if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington, DC is the capital of the U.S.) do not need a citation, even if you had to look them up.
- If you have knowledge that is not common knowledge, tell the reader why he or she should trust what you say
- When in doubt, CITE.

iii. Academic freedom statement, such as:

For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

iv. Disability Statement:

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doherty Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

v. Student credit hour policy:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>