

ECO 310-01: Economics in Historical Perspectives, Spring 2022

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MoWe 12:15PM-1:30

Room: TBA

Course Description:

This course studies the evolution of global capitalism. Beginning with precapitalist modes of production, it follows capitalism's progression throughout time by studying the works of the most influential thinkers in economics. This comprehensive analysis of economics examines structural changes, the institutions that support them, government policies, and other economic agents. The course pays special attention to how capitalism affects people's lives, their work, and the environment.

Course Objectives

- To explore different economic systems historically and structurally ending with our current system of global capitalism.
- To understand the role of violence and state power in shaping the economy.
- To understand the historical struggle for economic justice in the United States and how it has shaped the course of economic development.

Learning Outcomes

- To demonstrate knowledge of major socio-economic changes that occurred over the long arch of economic history with a special focus on US economic history.
- To apply both economic and political/social analysis to major historical shifts in economic history.
- Demonstrate the ability to explain aspects of the modern economy through an understanding of economic history.

Other Student Learning Goals and Objectives

1. Essential interpretive literacy across a wide variety of disciplines, genres, and media.

- a. Ask critical questions
- b. Find unstated assumptions in the text/work
- c. Assess arguments
- d. Offer original interpretations of primary works
- e. Identify and integrate knowledge, methods, or conventions of different fields of study
- f. Engage in an effective comparative study of the primary works of philosophy, history, politics, and religion as it relates to economic history

2. The ability to communicate effectively in a number of genres and modes, including, but not limited to, common forms of academic writing in the disciplines.

- a. Attend to apply correct language usage and the conventions of academic writing and reference, including the use of appropriate discipline-specific terms and concepts
- b. Synthesize material and articulate ideas clearly, in essays of increasing depth and complexity
- c. Use writing as a means to develop critical thinking and frame problems in comparative and historical contexts in the personal essay, analytical essays, and longer research papers
- d. Produce lab reports, essay exams, response papers, and experimental forms of writing, including group projects and multimedia formats
- e. Orally present extended written work to examining faculty
- f. Communicate and defend their ideas in class discussions, oral presentations, or other collaborative exercises

3. The capacity to set and pursue a sophisticated intellectual agenda and to engage in independent inquiry.

- a. Connect the global cultural heritage with the issues and questions they face in their own lives as the foundation for active citizenship and lifelong learning
- b. Mastery of the means for conducting both primary and secondary research
- c. Independently craft the topic for a graduated series of extended essays or other intellectual projects
- d. Produce an annotated bibliography and an abstract of an extended essay's argument
- e. Develop meaningful, detailed educational plans that fit individual life goals
- f. Direct their own intellectual lives through exploring immediate academic interests and long-term goals, improving learning strategies, participating in programs outside the classroom, and exploring career opportunities
- g. Articulate and pursue personal, educational and career goals congruent with personal values and realistic self-appraisal
- h. Take advantage of appropriate university resources that facilitate achieving intellectual, personal and professional fulfillment
- i. Generalize academic experiences with respect to career development and/or graduate studies

Course Requirements and means of evaluation:

The course requirements are: **participation in class discussions**; weekly essays responding to readings using your own original analysis and connecting it to previous lectures in the class, and a final research paper. **You must bring the reading to class.** And you must **print out the online readings** and bring them to class. We will do close examinations of the text in each class.

Grading

Your grade will be calculated as follows:

Class participation composes one third of your final grade; the essays are one third; and final paper is one third of your final grade.

In-class participation means: consistent attendance and regular, thoughtful, informed participation in discussions. Thus, it is not sufficient to simply “show up.” Discussion in this class is mandatory – even for people who are shy. (Try not be shy, life is too short!)

Remember, we are all in this together and it is incumbent on all of us to foster a group dynamic that allows everyone to learn and participate. Thus, manners and courtesy – crucial parts of professionalism – are expected and considered in calculating your class participation grade.

Two absences are allowed, but any absence above that knocks your final grade down by one-third, for example from A to an A-, or C+ to a C.

It is useful to think of letter grades in the following way: an “A” represents truly outstanding work that exemplifies thorough analysis, superior insight, and crystal clear presentation. A “B” signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A “C” represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A “D” is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

A note on writing: When writing a paper, each paragraph of an essay –whether long or short—should have a topic sentence that lays out the main idea of the paragraph at the beginning, because organization and clarity are essential to the writing process. Although outlines will not be required, students are encouraged to write them, outlining the main idea in the introduction and restating it in the conclusion.

Essays without thematic ideas or arguments—those that lapse into mere narration or description, or whose arguments are buried within the text—will be graded in accordance with their low level of organization. The goal of each essay is to develop one or two general points, and to illustrate and substantiate them with examples from the assigned and recommended readings as well as supplemental research.

The point of an essay is to persuade your readers that you have found an exact fit between your argument and the evidence used to substantiate it. Remember: an essay is only as convincing as its arguments and evidence, and the tighter the fit between them, the more convincing the essay.

Plagiarism: It is imperative that you do not plagiarize when you write. Plagiarism is defined as follows: “The practice of taking someone else's work or ideas and passing them off as one's own.” Plagiarism can range from copying text to me really taking important ideas and using them without citing for referencing in any way their original source. To intentionally plagiarize can have extremely serious consequences on one’s education and later career. In the age of the Internet, when cutting and pasting text is a common practice while doing on-line research, plagiarism can happen inadvertently, by mistake. That does not lessen the seriousness of the problem. Even when committed innocently, in error, plagiarism is totally unacceptable and has major consequences.

As a student it is your responsibility to police your work to make sure you do not commit plagiarism.

Ethics. Please refer to the NYU Student handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Reading List

Most assigned readings will be available online. They are TBA.

Week one will be going over the syllabus and getting to know each other.

I will post readings as we move along.