

Course Code: ECON-319

Title: History of Economic Thought

Credit Hours: 03

Prerequisite: Principles of Microeconomics and Macroeconomics

Course Objectives:

The main objective of this course is to introduce students with different schools of thoughts in economics. This course surveys the main schools in the history of the development of economic thought, beginning with the Classical school and concludes with the recent work in field of economics.

Learning Outcomes:

After the completion of this course, the students will be able to understand the following:

- Historical background of various schools of economic thought and social, political and economic environment within which a specific school emerged.
- The major tenets of the school, enabling a concise presentation of the essence of each school
- The beneficiaries of a specific school during its time period
- The utility and validity of the school in its time
- The tenets of the school which made the lasting contribution and helped in the emergence of modern economics
- The key debate and the socio-political context in which the main texts were written
- The ability to appreciate and analyze primary texts, including their contemporary relevance

Course Contents:

Introduction	Importance of Economic History: Approaches to Study the Subject. Overview of Ancient Greek, Roman and Medieval Economic Thought. Overview of Ancient and medieval thoughts, Quensey’s influential ideas, Feudalism, Mercantilism, Nature’s Circular Flow, Process of modern theories and thoughts. Overview of Islamic thoughts: Ibne Khuldoon and thereafter. Overview of Salient Features of Muslim School of Thought.
Mercantilists and the Physiocrats	The Middle Ages and the Scholastics, Mercantilism – French and English, The Rise of Science and Scientific Method, The French Enlightenment and the Physiocrats, A doctrine of economic process,

	transition to liberalization: Wage theory to natural price, the task of government. Overtime, Changing Role of Government
Classical School	The Contributions of Classical School: Adam Smith, Malthus (Life and Times, The Essay on Population, The Principles of Economics, Interpretative Issues), Ricardo (Life and Times – Utilitarians, Napoleon, Politics, Corn Laws, Ricardo’s Contributions, Ricardians and the anti-Ricardo reaction, Interpreting Ricardo) and Karl Marx (Origins of Marx’s Thought – Hegel, Utopian Socialists, and British Political Economy , Marx’s Laws of Motion of Capitalism – Exposition and Appraisal , The Marxian Tradition).
The Marginal Revolution	Hutchison’s analysis of reaction to politics, theory, method, The Early Marginalists – dehomogenizing the emphasis on utility, Jevons – utilitarian theory , Menger – subjectivism and unintended consequences, Walras – general equilibrium and Pareto, The German Historical School and the <i>Methodenstreit</i> .
Alfred Marshall and the Cambridge School	His life, his influence on Cambridge, his economics, The Principles of Economics, The Marginal Revolution Redux – the Mirowski Thesis
Keynesian and Post Keynesian Schools	<p>The Keynesian and Post Keynesian Schools, The Great Depression: Economic Policies and Capitalist Instability between the World Wars. The 20th Century Paradigms. The Growth of International Economy. The rise and fall of Post-World War II. The American economic history and lessons.</p> <p>(i) The Emergence of Modern Economic Growth, Building Blocks, Industrial Revolution, Structuralist and Dependency School of thought; Sunkel, Amir Samer, Frank and others’ contribution. Technological Change and Impacts. The Crisis of the 1970s and International Responses. Failure of Trickle-down effects. Rational Expectation Revolution. Basic Needs Approach and welfare. Emergence Famine and Poverty.</p> <p>(ii) Modern Economic Thought. Comparison of Post Keynesian and Monetarist Thoughts. Supply side economics. Globalization, Liberalization and New Weave of Economic Growth and Welfare. New Growth Theory. Convergence and Divergence Debate. Future of Economics, Quality and International Trade and emergence of</p>

	markets, New Regionalism, New directions of research. Environment and sustainable growth.
--	---

Teaching Methodology:

- To deliver lectures on topics included in course outline
- To require each student to solve independent assignments on topics included in the course.

Evaluation Criteria:

Evaluation Method	Total Percentage
Quizzes/Assignments	25%
Mid-Term Exam	35%
Final-Term Exam	40%

Recommended Books:

- Economic Thought Before Adam Smith (2009), Murray N. Rothbard
- Mark Blaug, Economic Theory in Retrospect, Cambridge University Press.
- John D. Henery. (1992). the Future of Economics, Blackwell Publishers.
- Ingrid Rima. (2009). Development of Economic Analysis, 7th edition, Routledge, Taylor & Francis Group, London.
- Henry W. Spiegel, the Growth of Economic Thought. 3rd ed. Durham: Duke University Press, 1991.
- Adam Smith, the Wealth of Nations. [1776] Chicago: University of Chicago Press, 1976.
- Robert Tucker, ed. The Marx-Engels Reader. Second ed. New York: Norton, 1978.
- Bruce Caldwell, Hayek’s Challenge: An Intellectual Biography of F.A. Hayek. Chicago: University of Chicago Press, 2004.