



# ÇANKAYA UNIVERSITY

## Faculty of Economics and Administrative Sciences

### Course Definition Form

#### Part I. Basic Course Information

<b>Department Name</b>	Economics	<b>Dept. Numeric Code</b>	3 1
<b>Course Code</b>	E C O N 2 0 4	<b>Number of Weekly Lecture Hours</b>	3
		<b>Number of Weekly Lab/Tutorial Hours</b>	0
<b>Course Web Site</b>	http:// econ204.cankaya.edu.tr	<b>Number of Credit Hours</b>	3
		<b>ECTS Credit</b>	0 5

#### Course Name and Other Course Information

*This information will appear in the printed catalogs and on the web online catalog.*

<b>English Name</b>	Economic history
<b>Turkish Name</b>	Iktisat tarihi
<b>Mode of Delivery</b>	Face to face
<b>Language of Instruction</b>	English

#### Course Description

*Provide a brief overview of what is covered during the semester. This information will appear in the printed catalogs and on the web online catalog. Maximum 60 words.*

This course is an introduction to global economic history. Topics include ancient economies, medieval economic formations and commercial networks, institutions and their historical roles in the economy, the evolution of commerce and industry, the industrial revolution, globalization(s), economic aspects of wars, modern financial and economic crises.

<b>Prerequisites</b> (if any) <i>Give course codes and check all that are applicable.</i>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	<input type="checkbox"/> Consent of the Instructor	<input type="checkbox"/> Senior Standing	<input type="checkbox"/> Give others, if any.	
<b>Co-requisites</b> (if any)	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Course Type</b> <i>Check all that are applicable</i>	<input type="checkbox"/> Must course for dept. <input type="checkbox"/> Must course for other dept.(s) <input checked="" type="checkbox"/> Elective course for dept. <input type="checkbox"/> Elective course for other dept.(s)			

**Part II. Detailed Course Information****Course Objectives***Maximum 100 words.*

The objective of this course are:

1. Having a basic understanding of global economic history.
2. Learning how to assess current events and institutions in their economic historical contexts.
3. Questioning our preconceptions about the world and its economic history.
4. Developing critical thinking and writing skills.

**Learning Outcomes***Explain the learning outcomes of the course. Maximum 10 items.*

After the completion of the course, the students will:

- learn how economies evolved from ancient times to our age,
- see how socioeconomic dynamics of an era have implications on the following ages,
- understand the historical evolution of current economic developments and institutions,
- evaluate the distinction between “East and West” in economic history,
- learn the medieval period and interpret whether it was a “Dark Age” in human history,
- learn about the Islamic Empires and if they have forbid scientific innovation and charging interest on loans,
- interpret whether industrial revolution was a natural consequence of a linearly unfolding history
- understand whether poor societies are poor because they are lazy or because they ignored the importance of the industrial revolution,
- learn how to evaluate the strengths and weaknesses of arguments, and you will improve your analytical writing and argument development skills.

**Textbook(s)***List the textbook(s), if any, and other related main course material.*

Author(s)	Title	Publisher	Publication Year	ISBN
Tignor, Robert, Jeremy Adelman, et al	<i>Worlds Together, Worlds Apart: A History of the World: 600 to 1850</i>	W. W. Norton & Company	2010, 3 <sup>rd</sup> ed.	978-0393922110
Cameron, Rondo E, and Larry Neal.	<i>A Concise Economic History of the World: From Paleolithic Times to the Present</i>	New York: Oxford University Press	2003, 3 <sup>rd</sup> ed.	978-0199989768
Coatsworth, John, Juan Cole, et al	<i>Global Connections: Volume 2, Since 1500: Politics, Exchange, and Social Life in World History</i>	Cambridge University Press	2015	9780521145190

**Reference Books***List, if any, other reference books to be used as supplementary material.*

Author(s)	Title	Publisher	Publication Year	ISBN

**Teaching Policy***Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)*

Instructor will give lectures on major concepts and issues. Students are expected to engage in discussion during lectures. Most in-depth learning takes place when students actively engage themselves in discussions thought presenting and sharing their ideas. Instructor holds weekly consultation hours to answer students' questions.

**Laboratory/Studio Work***Give the number of laboratory/studio hours required per week, if any, to do supervised laboratory/studio work and list the names of the laboratories/studios in which these sessions will be conducted.*

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**Computer Usage***Briefly describe the computer usage and the hardware/software requirements for the course.*

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**Course Outline**

List the weekly topics to be covered.

Week	Topic(s)
1	Introduction
2	What is Economic History, and Why do We Study it?
3	The Deep History
4	Ancient Economies and Markets
5	"Dark" Ages?-The Medieval Economic History I: Europe, Americas, Africa, and Asia
6	Review
7	Midterm Exam
8	"Dark" Ages?-The Medieval Economic History II: The Middle East
9	Exploration, Commerce, Colonization, and the Global Reshuffling of Power
10	The Rise of Modernity: Enlightenment, the Scientific, and Industrial Revolutions
11	The Long Nineteenth Century I: The Rise of Global Capitalism and the Nineteenth Century as an Axial Age
12	The Long Nineteenth Century II: Globalization, the Second Industrial Revolution, and La belle époque
13	The Short Twentieth Century: Crises, Wars, Capitalism, and Socialism
14	Review

**Grading Policy**

List the assessment tools and their percentages that may give an idea about their relative importance to the end-of-semester grade.

Assessment Tool	Quantity	Percentage	Assessment Tool	Quantity	Percentage	Assessment Tool	Quantity	Percentage
Mid-term exam	2	%30						
Final exam	1	%40						

**ECTS Workload**

List all the activities considered under the ECTS.

Activity	Quantity	Duration (hours)	Total Workload (hours)
Attending Lectures ( <i>weekly basis</i> )	14	3	42
Attending Labs/Recitations ( <i>weekly basis</i> )	-	-	-
Compilation and finalization of course/lecture notes ( <i>weekly basis</i> )	14	1	14
Collection and selection of relevant material ( <i>once</i> )	1	3	3
Self study of relevant material ( <i>weekly basis</i> )	14	2	28
Take-home assignments	-	-	-
Preparation for quizzes	-	-	-
Preparation for mid-term exams ( <i>including the duration of the exams</i> )	2	10	20
Preparation of term paper/case-study report ( <i>including oral presentation</i> )	-	-	-
Preparation of term project/field study report ( <i>including oral presentation</i> )	-	-	-
Preparation for final exam ( <i>including the duration of the exam</i> )	1	18	18
<b>TOTAL WORKLOAD / 25</b>			<b>125/25</b>

<b>ECTS Credit</b>	<b>5</b>
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<b>Program Qualifications vs. Learning Outcomes</b> Consider the program qualifications given below as determined in terms of learning outcomes and acquisition of capabilities for all the courses in the curriculum. Look at the learning outcomes of this course given above. Relate these two using the Likert Scale by marking with X in one of the five choices at the right.						
No	Program Qualifications	Contribution				
		0	1	2	3	4
1	To relate the knowledge gained through education to the cultural and historical characteristics of the society.				X	
2	To know the quantitative and qualitative methods and computer skills necessary for testing hypotheses derived from economic theories for the purpose of contributing towards the solution of economic problems.	X				
3	To acquire the necessary knowledge for gathering and processing data, and for building up the scientific research capacity to guide economic policy.			X		
4	To specialize in some of the sub-disciplines of economics, and to gain interdisciplinary analytical skills by making connections between those sub-disciplines and other social sciences.					X
5	To have the ability to question, interpret, and analyze the findings of economic studies.				X	
6	To develop the ability to present in writing as a report and verbally as a presentation the knowledge acquired through education			X		
7	To be able to work in teams, and when necessary to rise up to the challenge individually.		X			
8	To gain life-long learning and critical-thinking skills.					X
9	To be able to assess one's need for advanced study and to make plans accordingly by using the critical and analytical thinking skills gained during undergraduate studies				X	
10	To gain the ability to use a language at least at the Level B1 of the European Language Portfolio to follow economic news and developments, and to communicate with colleagues.		X			
11	To maintain scientific, social, and ethical standards when collecting, interpreting, and disseminating economic information, and in application of economic ideas.					X
12	To be conscious of social and environmental needs.					X
13	To develop an open-minded attitude towards new ideas and developments.					X
14	To relate the knowledge gained through education to the cultural and historical characteristics of the society.					X

Scale for contribution to a qualification: 0-none, 1-little, 2-moderate, 3-considerable, 4-highest