



ÇANKAYA UNIVERSITY

Faculty of Economics and Administrative Sciences

Course Definition Form

Part I. Basic Course Information

Department Name	Economics	Dept. Numeric Code	3 1
Course Code	E C O N 2 1 4	Number of Weekly Lecture Hours	3
		Number of Weekly Lab/Tutorial Hours	0
Course Web Site	http:// econ214.cankaya.edu.tr	Number of Credit Hours	3
		ECTS Credit	0 4

Course Name and Other Course Information

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

English Name	History of Economic Thought
Turkish Name	Iktisadi Düşünce Tarihi
Mode of Delivery	Face to face
Language of Instruction	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.

The course develops a history of the development of economic ideas and theories: mercantalism, physiocrats, the classical school (Adam Smith to Ricardo), Marxian school, marginal revolution, Keynesian revolution, and various responses to Keynesian macroeconomics to date.

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

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

The course aims at introducing students to the major figures and currents of economic thought throughout human history, starting from the philosophers of Ancient Greece and scholastics of the Middle Ages up to the 21st century. The ideas of a wide range of thinkers, along with a large diversity of schools of thought will be examined and discussed as concisely as possible.

- Some prominent figures, key concepts and phenomena that we aim to cover in about the first two-thirds of the semester include Xenophon, Plato, Aristotle, St Augustine, Ibn Rushd (Averroes), Ibn Khaldun, Albertus Magnus, Thomas Aquinas, Nicole Oresme, the Renaissance and the Reformation, European nation state, mercantilism, price revolution, the school of Salamanca, Thomas Mun, absolutism and the Enlightenment, economic liberalism, Richard Cantillon, Physiocracy, Adam Smith, David Ricardo, Thomas Malthus, utilitarianism, John Stuart Mill, social democracy and radical leftism, Karl Marx, the marginal revolution, Alfred Marshall, Thorstein Veblen, and John Maynard Keynes.
- In about the remaining one-third of the semester, major 'modern' (i.e., post-Smithian) schools of economic thought will be further examined and discussed: The classical school, neoclassical school, Marxist school, developmentalist tradition, Austrian school, Schumpeterian school, Keynesian school, institutionalist school, and behaviouralist school.

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

After the completion of the course, the students will:

- improve their analytical abilities and interpretative skills in terms of reading, observing, understanding and assessing contemporary debates and developments in both economics and the world economy,
- learn the major 'modern' (i.e., post-Smithian) schools of economic thought,
- acquire an in-depth knowledge of the evolution of economic thought from the 4th century BC to the 21st century,

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

Author(s)	Title	Publisher	Publication Year	ISBN
Roger E. Backhouse	The Penguin History of Economics	Penguin Books	2002	
Bo Sandelin, Hans-Michael Trautwein, and Richard Wundrak	A Short History of Economic Thought	SNS Förlag	2002	

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	The Ancient World
2	The Middle Ages
3	The Emergence of the Modern World View – the Sixteenth Century
4	Science, Politics and Trade in Seventeenth-Century England
5	Absolutism and Enlightenment in Eighteenth-Century France
6	The Scottish Enlightenment of the Eighteenth Century
7	Midterm Exam
8	Classical Political Economy, 1790-1870
9	The Split between History and Theory in Europe, 1870-1914
10	The Rise of American Economics, 1870-1939
11	Money and the Business Cycle, 1898-1939
12	Econometrics and Mathematical Economics, 1930 to the Present
13	Welfare Economics and Socialism, 1870 to the Present
14	Economists and Policy, 1939 to the Present Expanding the Discipline, 1960 to the Present

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	1	45%						
Final exam	1	55%						

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	2	2
Self study of relevant material (<i>weekly basis</i>)	14	1	14
Take-home assignments	-	-	-
Preparation for quizzes	-	-	-
Preparation for mid-term exams (<i>including the duration of the exams</i>)	1	16	16
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 (including the duration of the exam)	1	18	18
TOTAL WORKLOAD / 25			106/25
ECTS Credit			4

Program Qualifications vs. Learning Outcomes 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