

<b>DEREE COLLEGE SYLLABUS FOR: EC 2011 ECONOMIC HISTORY OF EUROPE</b>	
(Updated Fall 2021)	<b>UK LEVEL: 4</b> <b>UK CREDITS: 15</b> <b>US CREDITS: 3/0/3</b>
<b>PREREQUISITES:</b>	None
<b>CATALOG DESCRIPTION:</b>	Economic development of Europe from the early Middle Ages to the early 20 <sup>th</sup> century. Emergence of institutions attempting to solve problems associated with allocation of scarce resources. The relationship between economic events and cultural, political, social, religious and demographic trends and between economic events and economic thought.
<b>RATIONALE:</b>	This course puts in historical perspective the various stages of the economic development of Europe. In this way, modern economies are understood as products of the evolution of institutions and trends, rather than as autonomous phenomena. The history of economic events, as it unfolds among rising and falling institutions, or modes of production and exchange, helps to clarify and organize the development of different schools of economic thought. Moreover, the connection and juxtaposition of economic events to religious, political and philosophic trends render economic theory more relevant and comprehensible.
<b>LEARNING OUTCOMES:</b>	As a result of taking this course, students should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of methodological and conceptual issues in economic history.</li> <li>2. Describe the major historical processes that led to the emergence of market economies and eventually commercial capitalism and discuss the interplay between history, society, ideology, philosophy and economy with reference to this transition.</li> <li>3. List and discuss the nexus of issues that relate to the emergence of the industrial revolution and the establishment of industrial capitalism since the 18<sup>th</sup> century.</li> <li>4. Evaluate both the significance of economic institutions for the evolution of society and the significance of social and political institutions for the development of the economy.</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the learning and teaching strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>➤ Classes consist of lectures and class discussions.</li> <li>➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</li> <li>➤ Use of Blackboard, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</li> </ul>

<p><b>ASSESSMENT:</b></p>	<p><b>Summative:</b></p> <table border="1" data-bbox="521 239 1313 411"> <tr> <td>1<sup>st</sup> assessment: In class written examination (1-hour, closed book, essay questions)</td> <td><b>40%</b></td> </tr> <tr> <td>Final assessment: In class written examination (2-hour, closed book, essay questions, comprehensive)</td> <td><b>60%</b></td> </tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="521 478 1313 516"> <tr> <td>Formative assessment</td> <td><b>0%</b></td> </tr> </table> <p>The formative assessment prepares students for the examinations and ensures that students are actively engaged during the term.</p> <p>The 1<sup>st</sup> assessment tests Learning Outcomes 1 and 2. The final assessment exam tests Learning Outcomes 1, 2, 3, and 4, with emphasis on Learning Outcomes 3 and 4.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>	1 <sup>st</sup> assessment: In class written examination (1-hour, closed book, essay questions)	<b>40%</b>	Final assessment: In class written examination (2-hour, closed book, essay questions, comprehensive)	<b>60%</b>	Formative assessment	<b>0%</b>
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Final assessment: In class written examination (2-hour, closed book, essay questions, comprehensive)	<b>60%</b>						
Formative assessment	<b>0%</b>						
<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b></p> <p>Rondo, C. and Neal, L., A Concise Economic History of the World, Oxford University Press, latest edition.</p> <p>Journal articles, accessible through the Library, as assigned by the instructor.</p> <p><b>RECOMMENDED READING:</b></p> <p>Braudel, F., A History of Civilizations, New York, NY: Penguin, 1995.</p> <p>Clough, S.B. and Rapp, R.T., European Economic History, London: McGraw-Hill, 1975 (ch. 3 to 17).</p> <p>Chown, J.F., A History of Money: From AD800, London; New York, NY: Routledge, 1994.</p> <p>Dalby, A., Dangerous Tastes: The Story of Spices, London: British Museum Press, 2000.</p> <p>Day, J. Money and Finance in the Age of Merchant Capitalism, Oxford, UK; Malden, MA: Blackwell, 1999.</p> <p>Ferguson, N., The Ascent of Money, London: Penguin, 2009.</p>						

	<p>Ferguson, N., Civilization: The West and the Rest, London: Allen Lane, 2011.</p> <p>Heilbroner R. L., The Making of Economic Society, Englewood Cliffs, NJ: Prentice Hall, 1989.</p> <p>Massimo, L.V. The Population of Europe: A History, Oxford, UK; Malden, MA: Blackwell, 2000.</p> <p>The New Palgrave Dictionary of Economics (in the Reference Section of the Library).</p> <p>Persson, K. and Sharp, P., An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present, Cambridge: Cambridge University Press, 2015).</p>
<p><b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)</p>	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b> N/A</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Use of appropriate academic conventions as applicable in oral and written communications.</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Word</p>
<p><b>WWW RESOURCES:</b></p>	<p>The following websites specialize in Economic History and provide a multitude of information, resources, data and references:</p> <p>Economic History network at <a href="http://www.eh.net">http://www.eh.net/</a></p> <p>The www Virtual Library in Economics: WebEc Economic History: <a href="http://www.helsinki.fi/WebEc/framen.html">http://www.helsinki.fi/WebEc/framen.html</a></p> <p>For working papers and academic articles in economics see <a href="http://www.repec.org">http://www.repec.org</a></p> <p>The Economist at <a href="http://www.economist.com">www.economist.com</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Middle Ages (500-1500) <ol style="list-style-type: none"> <li>1.1. Feudalism (600-1000)</li> <li>1.2. Medieval age (1000-1400)</li> </ol> </li> <li>2. Commercial Revolution (1600-1700) <ol style="list-style-type: none"> <li>2.1. Exploration and discoveries</li> <li>2.2. Trade overseas</li> <li>2.3. Humanism</li> <li>2.4. Science and technology</li> <li>2.5. Protestant ethic</li> <li>2.6. Rise of nationalism</li> </ol> </li> </ol>

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|  | <ul style="list-style-type: none"><li>3. Industrial Revolution (1750-1875)<ul style="list-style-type: none"><li>3.1. Industrialization</li><li>3.2. Agrarian revolution</li><li>3.3. Commerce and transport</li><li>3.4. Money, banking and credit</li><li>3.5. Social impact and the labor movement</li><li>3.6. Patterns of thought and culture in the 18th century</li></ul></li><li>4. Capitalism: Modern Times (1875-1930)<ul style="list-style-type: none"><li>4.1. Market mechanism and crises</li><li>4.2. Economic trends and the organization of industry and business</li><li>4.3. Great Depression</li><li>4.4. World War I</li><li>4.5. Great Crash (1929)</li></ul></li></ul> |
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