

Faculty Senate Curriculum Committee

Approval Form



Proposal Title: World Economic History

Sponsor(s): Professor Benjamin Hitchner Dept.: Economics

Check one: Course Specialization Concentration Achievement Certificate
 Certification Program Major Program Minor Change (please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

Step 1 (Department)
 Approved April 19, 1985
 Not Approved
Dept. CC Chairperson _____
 Reviewed _____
Stewart J. Hansen
Chairperson, Dept.

Step 2 (Receipt)
SCC# 84-85-21
Proposal Received 11/07/85
Brenda A. Bolay
Chairperson, SCC

Step 3 (School CC)
Reviewed 2/27/86
 Approved
 Not Approved
Comments:
Some punctuation & grammar "polish" see attached
P.E. Lymbgh
Chairperson, School Curr. Comm.

Step 4 (Academic Dean) Comments:
Reviewed 3/10/86
Lee A. Diannock
Signature, Dean of School

Step 5 (SCC)
Open Hearing 4/15/86 Approved by Senate Curriculum Committee _____
 Returned to sponsor(s) for the following reasons:
Type errors - p. 2
clean corrected copy

Step 6 (Faculty Senate)
Presented to Faculty Senate : _____
Notification to Vice-President Academic Affairs _____
 Approved Not Approved
David J. ...
Signature, SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Received 5/15/86
Date

Approved Yes No

If no, reasons are as follows:

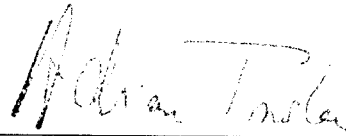
Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 9/16/86
Date

Signature



Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature _____
Registrar

Date

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

COURSE PROPOSAL

Details

- a. Course Title: World Economic History
- b. Sponsor: Dr. Benjamin Hitchner, Assistant Professor, Department of Economics
- c. Course Level: Undergraduate: Sophomore Level (2204.204 is the proposed hegis number) but open to Juniors as well as Seniors.
- d. Curricular Effect: Primarily an elective for economic majors, but appropriate for other liberal arts, business, and education majors desiring an elective in the social sciences.
- e. Prerequisites: 2204.101 and 2204.102 or instructor's permission.
- f. Implementation: Spring, 1986, Fall, 1986, Spring, 1987 or whenever feasible. One section to be offered every other year.
- g. Adequacy of Resources: Dr. Hitchner has a background and a deep interest in the content material of this course, and will assume responsibility to teach the course. During the past several years, Dr. Hitchner has ordered essential works for this course, and judges Savitz's holdings of needed and relevant bibliographic works to be good to excellent.

Short-Term Evaluations: Dr. Hitchner has taught two short-term courses relating to some of the material in the proposed course: Galbraith's, "Age of Uncertainty" and Bronowski's "Ascent of Man". Written student evaluations of both courses were highly favorable and frequently suggested follow-up courses on the theme of economic development in historical perspective.

Rationale

Recently, there has been an increased emphasis in curriculum change toward professional and technical studies, for example, computer science, management, and professional education. This increased curriculum emphasis on technical studies needs to be balanced with some work in the humanities and social sciences with broad perspectives. More than ever before, professional and technically trained students now require broad perspectives which foster discrimination on the appropriate use of technological advances and the application of professional expertise. This is the promulgated view of Mr. William Bennett, Chief, U.S. Department of Education as well as other leading American intellectuals. The successful Harvard University Core curriculum includes historical studies, "They must choose a content course that examines the long term origins of major aspect of the modern world" (New York Times, March 19, 1985, C11). The proposed course, "World Economic History," is an excellent example of a course developing an important long term origin theme, that is, the history of man's economic development. Economic growth and development poses critical choices in today's world and a study of its origins is important.

The proposed course is consistent with G.S.C.'s present goals. Glassboro State College is presently strengthening its competitive stance with out-of-State institutions. Generally, only prestigious larger universities have offerings of studies in topics of economic history, and better students are attracted to them for this study opportunity. "World Economic History" would enhance the ^{School} Division of Liberal Arts because it replicates the classical historical approach to the study of economics which was the methodology of prestigious European universities during the last half of the nineteenth century. A number of important economists such as Dr. Robert Heilbroner, Dr. Kenneth Galbraith, Dr. Kenneth Boulding, and Dr. Dudley Dillard are advocating increased course work in economic history. Their rationale concerns an order of balance because of the great emphasis of twentieth century economics on analysis. For example, both macroeconomics and microeconomics

are concerned with the analysis of the firm and economics systems, respectively. Our consultant for the economics major, Dr. Dudley Dillard, made a particular point of advocating options for our majors in historical studies. "World Economic History" would offer GSC students an option for six semester hours study in economic history as we now have only one other course, American Economic History.

Objectives in Terms of Student Outcomes

Understandings

- to understand the roots and development of the market system as an approach to Scarcity
- to understand that economic change always has an opportunity cost
- to understand the role of the West in the economic development of the East; and to understand the economic role of the East in the development of the West
- to understand the interaction, historically among the factors of production in the economic development of the West
- to understand the role of entrepreneurship in economic development
- to understand how economic systems are an outcome from historical antecedents
- to understand that historical determinism offers only one paradigm of explanation in economic development
- to understand the role of tradition in economic change
- to understand the primary role of savings and capital investment in the attainment of higher standard of living

Skills

- to be able to research topics in economic history
- to be able to structure major developments in the economic life of man
- to be able to identify major economic historians and scholarly works
- to be able to recall from memory the major primary works in economic history
- to be able to use induction for economic knowledge

Attitudes

to respect the attitudes of traditional peoples toward capital growth and development

to value the contributions of the world's major cultures toward economic life, Chinese, Indian, Middle Eastern, African, Greek, Roman, and European

to respect different approaches to the economic systemization of the factors of production

to respect the intensive economic activity of the West in the Modern world

Topic Outline, Abstracted

I. Emergence of Economic Transactions, Tribal to Archaic

A. Status and Contract

B. Communal Solidarity in Archaic

C. Justice, Law and Freedom in Primitive Societies

D. The Emergence of the Catallactic Triad, Trade, Money and Markets.

1. Trade in the Archaic World

2. Origin of Money

3. Origin of Markets

II. Trade, Money, and Markets in Ancient Greece

A. Hesoidic Age, the Iron Age

B. Political Economy of the Polis and Agora

C. Public Administration of Trade and Grain Imports

D. Levels of Trade, Coinage and Consumption

III. Capitalistic Modes in Antiquity

A. Egyptian

B. Hellenic

C. Roman

- IV. The Economy of the Roman World
 - A. Economic Aspects of war and Slavery
 - B. Empire Trade, Industry and Living Conditions
 - C. Money and Inflation
 - D. Economic Causes of Collapse
- V. The Economy of China in Antiquity
 - A. Metaphysical Principles of Economic Life
 - B. Agriculture, Trade, Industry, Trade and coinage of the Empire 200 B.C. to 600 A.D.
 - C. The Invention Spirit and Its Economic Significanc for the West
 - D. The Economy of China's Golden Age, 600 A.D. to 1200 A.D.
- VI. The Economic Organization of the Dark Ages in the West
 - A. The Manorial Economy
 - B. Feudalism, Serfdom, and Private property
 - C. The Benedictine Source of the Subsequent Market System in the West
- VII. The Emergence of the Market System
 - A. The High Middle Ages and the Primary Change in Focus on Economic Life
 - 1. The decline of tradition, the Thomistic Reconciliation, theology and Aristotlianism
 - 2. Economic significance of Islamic technology to Western technological change
 - B. Crusades, Fairs, Trade, itinerant merchants, Urbanization and the origin of the Public Sector
 - C. Freedom, Enclosures, Contract and the Emergence of the Factors of Production
- VIII. The Village Economy of South Asia in the Modern World
 - A. Tradition and the Lack of a Material Metaphysics
 - B. Village Craft Production and Ecological balance
 - C. Tradition and No-growth Economic Systems

- IX. The South West Asian Source of the Industrial Revolution: Islamic Metaphysics, Science and Technology
 - A. The Passage of Greek Science and Economic Thought to the Arabs.
 - B. Aristotlian and Neoplatonic Sources of Islamic Scholasticism, and its Impact on the Decline of Tradition in the West during the Renaissance
 - C. The Economic Contributions of the Moghul Empire to Economic Life in the West.
 - D. The Economic Importance of Asia Minor at the Time of the Western Renaissance

- X. The Industrial Revolution
 - A. The Newtonian Background to Mechanistic Metaphysics
 - B. The Seventeenth Century Scientific Revolution and its Impact on Economic Life.
 - C. Steam Power and Economic Growth
 - D. New World Resources, The Entrepreneur, Savings and Investment, Capital and Productivity, and the Work Ethic and Urbanization.
 - E. The Industrial Revolution and Economic Growth
 - 1. The Process, Comparison and Contrast, in England, France, Germany, Russia and Eastern Europe

- XI. The Transformation of Markets to a World Economy Characterized by a Market System
 - A. Nineteenth Century Technological Changes and its Effect on Supply of Goods and Services.
 - B. Nineteenth Century Trade Patterns and Colonial Development
 - C. The Competitive Economy and its Trend Toward Oligopoly
 - D. Mergers, Trusts, Imperialism, and Finance Capitalism
 - E. THE Gold Standard, Capital Flows, and the International Monetary Mechanism, Pre-World War I.
 - F. Microeconomic Analysis of New Industries: Textiles, Steel, Transportation, and Agricultural Mechanization

- XII. The Emerging Global Economy in the Twentieth Century
- A. The Economic Changes Wrought From World War I.
 1. The Emergence of a Full Socialism
 - B. The World Depression of the 1930's
 - C. The Post World War II World Economic System
 1. The Monetary System of Bretton Woods
 2. The World Pattern of Economies, Developed and Underdeveloped.
 3. New Patterns of World Trade and Debt
 4. The Economic Cost of the World's Arms Race
 5. The Economic Denial from Environmental Degradation
 - D. The Fourth Quarter of the Twentieth Century: the Question and Quest for Economic Growth and Development

Representative Samples of Bibliographic References Available in Savitz

Ashley, W.	<u>English Economic History</u>
Ashton, T.	<u>Iron and Steel in the Industrial Revolution</u>
Bath, S.	<u>The Agrarian History of Europe, 500-1850</u>
Braudel, F.	<u>Civilization and Capitalism, three volumes</u>
Clark G.	<u>Prehistoric Europe: The Economic Basis</u>
Cardwell, D.	<u>Steam Power in the Eighteenth Century</u>
	<u>Cambridge Economic History, seven volumes</u>
Crouzet, F.	<u>Capital Formation in the Industrial Revolution</u>
De Roover, R.	<u>The Rise and Decline of the Medici Bank, 1397-1494</u>
Fitzgerald, D.	<u>Economic History of China</u>
Gershenkron, A.	<u>The Economic Progress of Backward Areas</u>
Harrison, H.	<u>Pots and Pans</u>
Heaton, H.	<u>Economic History of Europe</u>
Hicks, Jr.	<u>A Theory of Economic History</u>

Landes, D.	<u>Unbound Prometheus</u>
Laslett, P.	<u>The World We Have Lost: England Before the Industrial Revolution</u>
Myradal, G.	<u>Asian Drama, three volumes</u>
Nasr, S.	<u>Science, Economy and Civilization in Islam</u>
Perkins, D.	<u>China's Economy in Historical Perspective</u>
Polanyi, K.	<u>Primitive, Archaic and Modern Economies</u> <u>The Great Transformation</u>
Quinnell, M.	<u>Everyday Life in Anglo Saxon, Viking and Norman Times</u>
Singer, C.	<u>A History of Technology, five volumes</u>
Toynbee, A.	<u>The Industrial Revolution</u>
Wickens, P.	<u>An Economic History of Africa</u>

Student Evaluation

Students will receive a grade commensurate with performance on three criteria: (1) two written essay examinations, (2) evidence from classroom discussion concerning the reading of assigned material, (3) a research paper.

Course Evaluation

After course implementation, it is suggested that the Department of Economics determine how an evaluation should be made. This could be done by a written student evaluation and other means of program review.

Catalogue Description

World Economic History surveys the long-term development of the world's major economic institutions such as the market system. The central theme of the course is man's quest for economic growth and development. The historical matrix of antecedents to today's economic systems is analyzed.



University of Delaware

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December 21, 1984

Professor Benjamin Hitchner
Center for Economic Education
Department of Economics
Glassboro State College
Glassboro, NJ 08028

Dear Professor Hitchner:

I understand you are proposing a new course in World Economic History. There have been many recent research developments that make this a promising vehicle for transmitting economic knowledge. There is, of course, the extensive developments in applying economic principles to historical phenomena, the work of Fogel, Engerman, North, and Hughes and Olson come to mind as prominent exponents and expositors.

Olson has written a particularly useful volume. The Rise and Decline of Nations, and Dennis Mueller has edited a volume of critical essays on Olson's hypothesis. Works like these offer an opportunity to show how modern economic analysis can be applied to a surprising array of historical topics and settings.

Best wishes for the Holiday Season.

Sincerely,

Bertram F. Levin
Associate Professor of Economics

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