



## Economic History Course Descriptor

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Course Title	Economic History	Faculty	Economics
Course Code	NCHEC433	Course Leader	
Credit Points	15	Teaching Period	Michaelmas
FHEQ Level	Level 4	Date Approved	June 2020
Compulsory/ Optional	Compulsory for Economics Major students		
Pre-requisites	None		
Co-requisites	None		

### COURSE SUMMARY

This course introduces students to elements of economic history from a variety of economic contexts. The objective of the course is to give context to the economic theory courses the students take throughout their degree, and to enable the creative and multifaceted analysis of economic events in the real world.

The course aims to train students in examining economic ideas and historical events sensitively and with consideration of different types of audiences and populations, and writing about ideas and events in ways suitable for both academic and non-academic consumption.

### COURSE AIMS

- Expose students to socio-economic and political economy challenges faced by different parts of the world in different time periods;
- Outline and evaluate ways in which these challenges have been addressed via domestic and international economic policy.

### LEARNING OUTCOMES

On successful completion of the course, students will be able to:

#### KNOWLEDGE AND UNDERSTANDING

- K1a appreciate the challenges, constraints and opportunities of different types of economic conditions in different time periods

- K2a understand some key debates in economic history, evaluate how these relate to their studies in Economics, and be able to form educated opinions on them

### **SUBJECT SPECIFIC SKILLS**

- S1a distinguish between different types of sources on historical events, and be able to appreciate the evolution of different views in the field

### **TRANSFERABLE AND PROFESSIONAL SKILLS**

- T1a apply their knowledge to real-world events, displaying both an understanding of the range of conditions at different points in economic history across a range of locations, as well as the requisite skill and sensitivity to communicate their analysis and views with relevant groups
- T2a tolerate ambiguity in decision-making, and be comfortable with identifying solutions (e.g. in policymaking) where unique correct answers may not exist

### **TEACHING AND LEARNING**

Students will have the opportunity to engage with:

- 1 x virtual learning environment (VLE)
- 15 large-group hours
- 10 x seminar hours
- 1.5 x tutorial hours (individual tutorial)
- Weekly office hours

Students are required to attend and participate in all timetabled sessions for this course and, with the ongoing support available, to manage their directed learning and independent study.

Total study hours for this course are: 150.

### **EMPLOYABILITY SKILLS**

- This course prepares students for writing concisely, at lengths appropriate to professional writing in Economics (under 1,000 words).
- This course trains students in writing with sensitivity for different types of audiences, and recognising the differences between audiences.
- This course manages student expectations in terms of the types of writing that are required in non-academic careers, to ensure students are maximally informed about the types of tasks required in early careers.

### **ASSESSMENT**

#### **FORMATIVE**

Students will be formatively assessed during the course by means of set assignments. These do not count towards the end of year results, but will provide students with developmental

feedback. Formative assessments in this course will normally be written pieces of work, but need not be academic essays, and should involve a requirement for concise writing (students should be asked to produce pieces of under 1,000 words).

**SUMMATIVE**

Assessment will be in one form:

AE:	Assessment Activity	Weighting (%)	Online submission	Duration	Length
1	Written Assignment	100%	Yes	N/A	1,500 words in total, one document split into at least 2 shorter sections

**FEEDBACK**

Students will receive formal feedback in a variety of ways: written (including via email correspondence); oral (within one-to-one tutorials or on an *ad hoc* basis) and indirectly through discussion during group tutorials. Student’s will also attend the formal meeting, Collections, at the end of Michaelmas and Hilary in which they will receive constructive and developmental feedback on their term’s performance.

Feedback is provided on written assignments (including essays, briefings and reports) and through generic internal examiners’ reports, both of which are posted on the College’s VLE.

**INDICATIVE READING**

Note: Comprehensive and current reading lists for courses are produced annually in the Course Syllabus or other documentation provided to students; the indicative reading list provided below is used as part of the approval/modification process only.

**BOOKS**

Backhouse, R. (2002) *The Penguin History of Economics*. Penguin.

Kishtainy, N. (2017) *A Little History of Economics*. Yale University Press.

**INDICATIVE TOPICS**

Students will study the following topics:

- An introduction to the concept of economic growth
- At least one topic involving major changes in economic policy or schools of thought (for example, the implications of JM Keynes’s ideas in economic policy)
- At least one topic involving the global infrastructure of economic management (for example, the role of the Bretton Woods institutions or the WTO)
- At least one economic/financial crisis, its origins and legacy (for example, the Global Economic Crisis)

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<b>Approved by: Academic Board</b>					
Version number	Date approved	Date published	Owner	Location	Proposed next review date
2.0	June 2021	June 2021	Marianna Koli	1 Academic Handbook > Course Descriptors 2 VLE	April 2025
1.0	June 2020	June 2020	Marianna Koli	1 Academic Handbook > Course Descriptors 2 VLE	April 2025
<b>Modifications (As per AQF4)</b>					
Version number	Date approved	Date published	Modification (including category number)		
2.0	June 2021	June 2021	Category 2: Change to 'Teaching and Learning Strategy'		