This course offers at least two clearly stated goals for students to achieve over this ten-week term. If not before, at least by Week 10 of this course, enrolled students would have raised their levels of proficiency and knowledge of a wide range of contributors to Economic Science, and their specific contributions to economic doctrine that also has led to the emergence of schools of thought in Economic Science. The second goal that registers as equally important: if not before Week 11 of this course, enrolled students would have raised their proficiencies for absorbing and thinking through high-level ideas, and then writing up their own synthetic ideas artfully and in a manner that makes use of a sophisticated approach toward and style for developing a perspective by citing the literature of major thinkers.

To wit, this course is designed to teach students about the origins of western economic thinking, and to trace the developments found in this tradition of ideas over the course of the last 2,400 years. I offer this course so that students have the opportunity to ‘stand on the shoulders of giants’ when exploring the world of social sciences and economics. Most of the contributors whose doctrines we consider in this course would certainly be considered as ‘giants’.

History of Economic Thought provides students with foundations in economic literacy and culture. In recent decades programs have tended to de-emphasize this course, and students can complete the BA, BS, MA, MS and Ph.D degrees without considering the wide range of contributions to economic theory. But I think that it would be difficult for someone to make a substantial contribution to economic theory or policy without a thorough exposure to this field of “History of Economic Thought.” One could note that the high brow economists that dominate the profession have studied this subject, and the low brow technicians -- destined to remain on the scientific periphery, staring at their computer screens, left in-charge of data bases, those limited toward operating spreadsheets, and running econometric models on command – probably never took the opportunity.

Economic inquiry exhibits no signs of a smooth and graceful development, as a discipline in social science. To wit, our discipline is fraught with contradictions and inconsistencies: that also generate debates and schools of thought, and these tendencies go all of the way back to Aristotle, who pointed out curious contradictions that still plague this field of inquiry today.

In this course we shall be learning about the important contributors to doctrine (often noted for their copious amounts of hair), their historical contexts, while also assessing some of the effects their ideas have had in building our rich legacy of economic thought that we draw from today.
Learning opportunities will be offered for achieving your final grade.

All students start with a zero which is an “F.”
Writing a midterm could count for as much as 50 points, but is still a low “F.”
Writing the first draft of your term paper could count for as much as 25 points. This could possibly stretch your grade to 75 points, yielding a decent “C.”
Turning in the second draft of your paper could count for as much as 25 points, potentially yielding a whopping 100 points -- a super strong A.
Presenting your research findings is wholly optional, but could serve to raise your final grade by five additional points, assuming it done earnestly and completely.

Failure to turn in or perform any of the assignments on time would result in Zero (0) points for that assignment. Or, I could take off five points for each day the assignment is turned in late.
When the course ends in early June, grades will be calculated and turned in on time. One’s final grade would be based on the accumulated points set against the standard PSU grading scale, plus considering whether research was presented. I do not plan to offer any incompletes, that is, “I” grades.

Assignments have to be handed in as paper documents (no electronically transferred documents will be accepted). Assignments are to be typed, double spaced, normal margins, and with a 12 point font easy on my eyes, then **print out on fronts of pages only**. I like staples in the upper left hand corner. Papers are to be referenced according to the style established in the *Cambridge Journal of Economics* “Notes to Contributors,” with variations that will be explained in detail in class lectures.

One exam will be issued for you to complete outside of class time as a take-home. This “Learning Opportunity 1” is due by 5:00 pm on Friday 04 May. Then, you will be required to consider “Learning Opportunities 2 and 3.” The 2nd Learning Opportunity involves writing up a first draft for a 2,850 word, or about 10 or eleven pages term paper. This first draft is due on Friday, 1st June at 5:00 pm. Learning Opportunity 3 involves refining Draft one and creating and handing in as a second and final draft that is due by 5:00 pm on the day of PSU officially scheduled final exam (Exam Week is 11-15). Guidelines will be presented regarding the writing and referencing format for the exam and term paper.

Attendance will not be taken as the logistics are too difficult. However, material and information will be presented during classes and students will be obliged to respond. If classes are being missed, then shortcomings should show up in the quality of your writing assignments, that will be graded as if each student made perfect attendance.
Our text is Robert Heilbroner’s *Teachings from the Worldly Philosophy*. New York: W. W. Norton, 1996. The other readings are not mandatory. Some will be offered as pdf files, others you are left to find on your own.

Week One

**Topics:** On the Importance of Economic Thought

Classical Thought and Its Challenges


Henri Pirenne, Economic and Social History of Europe, New York: Harcourt, Brace and World, 1937 (see PDF file)

Joseph Schumpeter, *History of Economic Analysis*, Chapter 1 “Graeco-Roman Economics”

Week Two

**Topic**

Classical Thought and Medieval Europe: The Moral Dilemmas


John of Salisbury, Thomas Acquinas


Early Modern Period


Thomas Hobbes *Leviathan*

John Locke, *Two Treaties on Government.*


Week Three

Heilbroner “Mandaville, Mun, Cantillon, Quesnay, Turgot”

The Rise and Fall of Political Arithmetic, Plus an Introduction to Physiocracy and Quesnay’s Tableau Economique

William Petty *The Economic Writing of Sir William Petty*

*Several Essays in Political Arithmetic*

*Observations upon the Cities of London*

*The History of the Survey of Ireland 1655-1656*

Quesnay, Francois. *Tableau Economique (The Economic Table)* read pages 21-94
Modern Classical Theory
Heilbroner, *Teachings* ... Part III “The Classical Economists”

Heilbroner,  *The Worldly Philosophers*,
Chapter Three "The Wonderful World of Adam Smith"
Chapter Four "The Gloomy Presentiments of Parson Malthus and David Ricardo"

The Essential Adam Smith, “The History of Astronomy.”
Also read contributions of Thomas Robert Malthus and David Ricardo.
Thomas Malthus, Principles of Political Economy
David Ricardo’s Principles of Political Economy and Taxation, Chapters One and Two.
John Stuart Mill

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Utopian Socialists and Historical Materialists

Week Four
Heilbroner,  *Worldly*... Chapter Five "The Visions of Utopian Socialists," Chapter Six "The Inexorable System of Karl Marx"

Heilbroner, *Teachings*... Part IV, “Karl Marx”
Marx, Karl  *Capital, Vol. I*, Section One, Chapters One through Four,
And especially, Chapter 10, “ The Working Day”
*The German Ideology*, (Thesis on Feuerbach)_

Week Five

The Marginalist Revolution, the Rise of Neoclassical Theory, and Perfectly Functioning Markets

Heilbroner, *Worldly*.... The Victorian World and the Underworld of Economics
Jeremy Bentham,  *The Chrestomathia  Economic Writings*.
Leon Walras  *Elements of Pure Economics*
Stanley Jevons  *The Theory of Political Economy*
Vilfredo Pareto  *Manual of Political Economy*, Chapter IV "Tastes"
Karl Menger, Principles of Economics and the  *Methodenstreit*
Alfred Marshall, Principles of Economics
Landreth and Colander, Chapter 14, “The Development of Modern Microeconomic Theory”

Weeks Six and Seven
Die Methodenstreit

See article in Blaug

Market Failures

Heilbroner, *Teachings...*

Joan Robinson, *Imperfect Competition*

John M. Keynes, *The Economic Consequences of the Peace*

*The General Theory of Employment, Interest and Money*, Chapters 1-4

Joseph Alois Schumpeter

Week Eight

Advanced Mainstream Theory

Landreth and Colander, Chapter 16 “The Development of Econometrics and Empirical Methods in Economics”

Debreu, Gerard, *Theory of Value, and Axiomatic Analysis of Economic Equilibrium*

Kenneth Arrow (see: Walther Heller) *Equilibrium Analysis*

Week Nine

Some Heterodox Contributions

Landreth and Colander, Chapter 17 “The Development of Modern Heterodox Economic Thought”


Joseph Schumpeter, *The Theory of Economic Development*


John Kenneth Galbraith, *The New Industrial State*

John R. Munkirs, *The Transformation of American Capitalism*

Week Ten

An Inquiry into the Post-Modern Economy


Michel Foucault, *Discipline and Punish: The Birth of the Prison*, Vintage

Part I, Torture, “The Body of the Condemned,” Part III, Discipline, Ch. 3 “Panopticism”


Ch. 1 “The Cultural Logic of Late Capitalism”

Ch. 8 “Post Modernism and the Market”
House Rules:

Please do not consume food of any form in our classroom.
Keep mobile phones completely out of my sight.
Please do not allow a telephone to ring.  Do not accept or send sms messages.
If your rely on a lap-top or notebook computer, best to lead me to believe that you are concentrated on the rich content of my course lecture.
During the ten-minute break, please exit the classroom door completely before engaging in telecommuting in its various forms.

If a student disturbs me by breaking my concentration the student could be asked to leave the course for that day.

Affirmative Action

Portland State University supports equal opportunity for all, regardless of age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual or gender identity, sexual orientation, veteran status, or any other basis in law.

Disability Resources at PSU

Students with accommodations approved through the Disability Resource Center are responsible for contacting the faculty member prior to, or during, the first week of term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval should contact the DRC immediately.

Academic Honesty

Academic honesty is expected and required of students enrolled in this course. Suspected academic dishonesty in this course will be handled according to the procedures set out in the Student Code of Conduct.