

**Course Name: History of Economic Thought II**

**Course Code: Econ3142**

**1. The Neoclassical School**

- 1.1 The Neoclassical School- Pure competition: Alfred Marshall (Marshallian Economics, Marshall and the Cambridge school): Utility and Demand, Cost and Supply; Irving Fischer
- 1.2 The Neoclassical School – Departure from pure Competition: Piero – Sraffa, Edward Hastings Chamberlin, Jean Robinson
- 1.3 Sidge wick , Nicolson and the Cambridge school
- 1.4 Wick sell and the Stockholm school

**2. Heterodox Economic Thought**

- 2.1 Early Critics of Neoclassical Economics
  - 2.1.1 The Historical School
  - 2.1.2 The Old Institutional School
- 2.2 The development of Modern Heterodox school
  - 2.2.1 The New Institutional School
  - 2.2.2 Quasi- Institutionalists: Joseph Schumpeter, Gunnar Myrdal, John Kenneth Galbraith
  - 2.2.3 Post-Keynesians

**3. General Equilibrium and Welfare Economics**

- 3.1 Walrasian General Equilibrium
- 3.2 Approaches to welfare economics
  - 3.2.1 Early neoclassical approach to welfare economics
  - 3.2.2 New trends in welfare economics approach
- 3.3 Pareto efficiency in welfare and pre conditions of Pareto efficient conditions
- 3.4 Caldor and Hicks criterion of efficiency condition
- 3.5 For runners of the school

**4. THE KEYNESIAN ECONOMICS**

- 4.1 J.M Keynes
- 4.2 The general theory of employment
- 4.3 Interest and money
- 4.4 The concept of the multiplier
- 4.5 Theory of employment & price
- 4.6 classical economics Vs Keynesian economics
- 4.7 The policy implications of classical Vs the policy implications of Keynesians
- 4.8 Keynesian economics and underdeveloped countries

**5. THE POST KEYNESIAN DEVELOPMENT IN ECONOMIC THOUGHT**

- 5.1 Emergence of macro economics

- 5.2 The emergence of econometrics as the sister discipline of economics
- 5.3 Keynesians, neo-Walrasians, and monetarists
- 5.4 Can capitalism survive? The radical view
- 6. **The Development of Modern Microeconomic Theory**
  - 6.1 The Movement Away from Marshallian Economics
  - 6.2 The Monopolist Competition Revolution
  - 6.3 Milton Friedman and the Chicago approach to Microeconomics
  - 6.4 Topics in Modern Microeconomics
- 7. **The Development of Modern Macroeconomic Thought**
  - 7.1 Historical Forerunners of Modern Macroeconomics: Quantity Theory of Money, BC Theory, Neoclassical Macroeconomics
  - 7.2 Keynesian System: The Keynesian Revolution, .....
  - 7.3 **Topics in Modern Macroeconomics:** Monetarists, Problems with IS-LM Analysis, The Micro foundations of Macroeconomics, The Rise of New Classical Economics, Keynesian Responses to the New Classics
- 8. **The Development of Econometrics and Empirical Methods in Economics**

### **Recommended Text Books**

Colander, David C. and Landreth, Harry (1994) History of Economic Thought, 3<sup>rd</sup> ed.

(Boston: Houghton Mifflin.) or (2002) 4<sup>th</sup> edition

Rima, Ingrid Hahne (1986) Development of Economic Analysis, 4<sup>th</sup> ed. (Irwin: Homewood, Illinois)

Blaug, Mark (1996) Economic Theory in Retrospect 5<sup>th</sup> edition (Cambridge University Press)

Roll, Eric (1973) A History of Economic Thought, 4<sup>th</sup> ed. (London: Faber and Faber, Ltd.)

Bhatia H L (1989) History of Economic Thought, Vikas Publishing House Pvt. Ltd

Spiegle, H.W. (1991) The Growth of Economic Thought, 3<sup>rd</sup> ed. Duke University Press, London.

Hajela, T.N. (1967) History of Economic Thought

Heilbroner, Robert L., *The Worldly Philosophers: the lives, times, & ideas of the great economics thinkers*, 7<sup>th</sup> Edition, published by NY Simon & Schuster, 1999 or by Penguin Books, 2000.

Schumpeter, Joseph A., *History of Economic Analysis*, New York, Oxford University Press, 1954.

Students may refer to any other decent history of Economic thought books.

## Module Delivery Methods

The delivery method shall be student-centered. Students are highly expected to participate in class works at the middle and end of each session and in group discussions inside and outside of the class. Specifically the course will be delivered through the following methods:

- Lecture Method
- In-class problem solving
- Group Work
- Assignment

## Assessment Methods

Student evaluation in this module consist both formative and summative assessments including quizzes, test and final exam. Marks will be allocated according to the following grading schedule.

Assessment method	Weight
Assignment (Indiv/group)	20%
Quizzes/Tests(Max of 10 % each)	30%
Final Exam	50 %
<b>Total</b>	<b>100%</b>