

Mayville State University

Economics 423 Global Economic History

Instructor: John M. Pederson, Ph.D.

Spring 2024

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Office Hours: MWF 10:30 – Noon; T/Th 8:30 – 11:00 AM; and by appointment.

Instruction Mode: Face-to-face

Semester Hours: 3 Credits

Meeting Time and Location: 2:00 – 3:15 PM, Tuesdays and Thursdays, CB 105

Required Texts

Philip Coggan, *More: A History of the World Economy from the Iron Age to the Information Age*
Daniel Yergin, *The Prize*.

Course Description

This course examines the economic history of the world with an emphasis on the past two centuries. Through two different major topics, it utilizes history to examine the world's economic development to better understand the world's current economic situation. The first considers why some nations are rich and others are not, the second considers the history of oil, primarily in the twentieth century.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

The student will be able to:

This course seeks to develop content knowledge and transferable skills. Students will develop and demonstrate the ability to:

- Read and comprehend material
- Explain orally material they have read
- Summarize material accurately
- Write concisely.

Students will also understand and be able to explain:

- The factors that lead to Europe's economic expansion from the 1500s
- The causes and consequences of the Industrial Revolution
- The development of European Empires
- Why some parts of the world lagged behind Europe while others did not
- The traits of countries that are economically prosperous
- The development of the oil industry

The economic impact of oil in the 19th and 20th Centuries
The military importance of oil during the World Wars
The importance and consequences of the Suez Crisis
The development of OPEC
The cyclical concerns in the oil industry about supply and demand
The emergence of banking, finance, and insurance
The role of competition, property, science, medicine, consumerism, and the work ethic in the world's economic development.

Standards Alignment (Social Science Education Program Approval Standards-ND ESPB):

- 15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

Student Learning Outcomes

For the Social Science and Social Science Education majors, this course seeks to develop SLO #1: Students will **explain and demonstrate content knowledge** in various formats.

Learning Experiences and Instructional Strategies

Students are to come to class having completed assigned readings and having prepared sentences based upon those readings that they share in class as the basis for discussion of the day's reading. The students will also be writing three papers and making one formal presentation. In addition to the two required textbooks, this course will utilize Niall Ferguson, Civilization: The West and the Rest. The BBC created a documentary based on the book and we will view it during class time.

Method of Evaluation/Grading

Your score on the following components determines your grade:

First Essay	20 %	Sentences	30 %
Second Essay	20 %	Discussion	20 %
	Final Project Presentation		10 %

Grading Scale. Final letter grades are assigned according to the following scale:

A = 90 % or higher; B = 80 % to < 90 %; C = 70 % to < 80 %;
D = 60 % to < 70 %; F = < 60 %.

Sentences. For each class period with a reading assignment, the student is to prepare three sentences summarizing the content of each chapter. You will submit your sentences prior to class via Blackboard. You will also write three sentences for each viewing of *Civilization*. Those sentences are to be written in class after viewing the video. A rubric explaining the criteria for grading the sentences will be posted on Blackboard. Your lowest three daily scores will be dropped from your reading assignments.

Class Discussion. The student will receive a subjective grade based upon the quality and quantity of her or his contribution to class discussions. This includes listening to and responding to classmates as well as the instructor.

Topic Papers. For each of the books the student will write a paper. The specific expectations and focus of each paper will be provided at least three weeks prior to the respective due date. These papers serve as take home exams.

Final Project Presentation. If you are an education major, you will create two lessons plans based upon course material for use in middle school or high school. You will share a portion of one of them for 12 – 15 minutes during the final test period. If you are a non-education major, you will share advice on the “What is the basis of economic prosperity?” explaining the keys to economic prosperity in the past, how the past is similar to or different from the present, and your recommendations for the future, in a six-to-eight-minute presentation utilizing PowerPoint during the final test period. Each student is expected to present at the officially scheduled final time.

Make-up Policy. Papers are due when assigned in Blackboard. If you are unable to complete the paper by the due date, you need to arrange with the instructor if alternative arrangements are possible, including reduced points for a late submission. Sentences are to be submitted by the due date even if you are not attending class. If you submit sentences late, you need to explain to the instructor why. Depending on the reasons, late work might be accepted for partial or full credit.

Instructor/Student Communication: Students are accountable for all communication sent to their Mayville State University e-mail address. My preferred method of communication is face-to-face, before or after class, or during office hours. Speaking by telephone during office hours or e-mail are my preferred alternatives. If you contact me via e-mail or voice mail, you should expect a response within 24 hours, Monday – Friday.

Expectations and Student Responsibilities

Students are to attend each class on time, having completed the reading assignment for that day and have prepared three sentences for each assigned chapter. Student participation is expected during discussion of course readings. Write course papers in MLA format. Roll will be taken throughout the semester. If an absence is necessary, please notify the instructor in advance. Behavior that disrupts instruction and/or learning in the class will not be tolerated, nor will academic dishonesty.

Coronavirus (COVID-19) Information for On-Campus Courses

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include utilization of Zoom and Blackboard.

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Academic Honesty: Given the importance of daily work in this course, doing your own work is imperative. Academic dishonesty will not be tolerated. If two or more students submit work that is determined not to be arrived at by individual effort, all students will be regarded as equally responsible and liable.

Consequences of academic dishonesty: When a student commits academic dishonesty, he/she may be answerable to one or more of the following consequences:

1. receive an "F" for the assignment with no opportunity to redo it
2. receive an "F" for the course
3. referral of the Vice President for Academic Affairs for further disciplinary action

Semester Schedule

The following schedule remains subject to change at the instructor's discretion.

WEEK	DATE	READING	TOPIC
JANUARY			
1	T – 9	Course introduction	<i>Civilization: Competition</i>
	Th – 11	Coggan, xi-xiii, 1 – 38	Introduction, the Ancient Economy
2	T – 16	Coggan, 39 – 78	Agriculture; Asia; Europe Energy
	Th – 18	Coggan, 79 – 114	Energy; Change 1500 – 1820
3	T – 23	Coggan, 115 – 158	Manufacturing, Globalization
	Th – 25	Coggan, 159 – 201	Immigration, Wars & Depression

WEEK	DATE	READING	TOPIC
4	T – 30	Coggan, 203 – 248	Britain & Europe
FEBRUARY			
	Th – 1	Coggan, 249 – 282	Transport; Wonder Years
5	T – 6	Coggan, 283 – 318	Government; Global Economy
	Th – 8	Coggan, 319 – 362	Technology; 2007 Crisis
6	T – 13	Class Video	<i>Civilization: Science</i>
	Th – 15	Class Video	<i>Civilization: Property</i>
	• Essay 1 Due		
7	T – 20	Yergin, Prologue, Chs. 1 & 2	The Founders: Rockefeller
	Th – 22	Yergin, Chs. 3 & 4	Britain, Russia, and the Dutch
8	T – 27	Yergin, Chs. 5 – 7	Oil Wars and Persia
	Th – 29	Yergin, Chs. 8 & 9	World War I
MARCH			
9	4 – 8	SPRING BREAK	
10	T – 12	Yergin, Chs. 10 & 11	The Middle East, Oil Surpluses
	Th – 14	Yergin, Chs. 12 & 13	The Interwar Period
11	T – 19	Yergin, Chs. 14 & 15	Collusion, Saudi Arabia
	Th – 21	Yergin, Chs. 16 & 17	World War II: Japan & Germany
12	T – 26	Yergin, Chs. 18 & 19	World War II: Japan & the Allies
	Th – 28	Yergin, Chs. 20 & 21	Postwar Changes
APRIL			
13	T – 2	Yergin, Chs. 22 & 23	Iran
	Th – 4	Yergin, Chs. 24 & 25	The Suez Crisis & Elephants
14	T – 9	Yergin, Chs. 26 & 27	The Oil Age
	Th – 11	Yergin, Chs. 28 & 29	Countries vs. Companies ¹
15	T – 16	Yergin, Chs. 30 & 31	OPEC's Imperium
	Th – 18	Yergin, Chs. 32 & 33	Adjusting to OPEC's Power
16	T – 23	Yergin, Chs. 34 & 35	The Iranian Hostage Crisis, 1980s
	Th – 25	Yergin, Ch. 36 - Epilogue	The 1980s – to Gulf War I
17	T – 30	Class Vote: <i>Civilization: Medicine or Consumerism</i>	
MAY			
	Th – 2	<i>Civilization: Work</i>	
	Essay 2 Due		
	W – 8	<i>Final Project Presentation</i>	

¹ Class vote. The class will vote on whether to continue with the reading assignment or view the program scheduled for April 30 and push the subsequent reading assignments back one day.