Sanchit Shrivastava  
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University of Utah  
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**Lecture Hours:** Tuesday, 6:00 pm – 09:00 pm, Sandy 206.  
**Office Hours:** By appointment  

**Course Description/Objective:** This course traces the origins and subsequent evolution of various (often competing) schools of economic thought, their social and philosophical underpinnings and the associated policy outcomes. There are two underlying themes for this course, the historical evolution and logic of capitalism as a system (as reflected in the various schools of economic thought) and the origin of value.

On successful completion of this course, students should be able to describe the origins and evolution of various competing economic ideas, juxtapose their major methodological preconceptions and critically analyse the contributions of major economists.

**Teaching Method(s):** Regular Lectures, Case Studies and Discussions. Students are encouraged to attend classes regularly, take class notes and actively participate in classroom discussions.

**Recommended Textbook(s):** For this course we will use two textbooks. Older editions are acceptable.


2) *Adam’s Fallacy* by Duncan K Foley, 978-0674027299.

**CANVAS:** Additional articles, papers, readings and videos will be posted on CANVAS (under the **modules** tab).

**Grading and Exams:**

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<th>5% of the Grade</th>
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<td>Class Participation</td>
<td>5% of the Grade</td>
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<td>Reaction Piece(s)</td>
<td>25% of the Grade</td>
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<tr>
<td>Midterm Exam</td>
<td>30% of the Grade</td>
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<td>Final Exam</td>
<td>40% of the Grade</td>
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**Class Participation:** Each student should be prepared to contribute to the discussion in every class, ideally students should read the assigned readings beforehand and spend time reflecting on them. Then write down the major ideas, criticisms, and questions. You are encouraged ask questions in class and doubt everything the instructor tells you. I will keep a record of class participation; if however you’re not comfortable participating in class discussions then you may submit your notes at the beginning of every class.

**Reaction piece(s)/write-up(s):** Students will be asked to critically reflect on an idea or concept discussed in class. The reaction piece(s) will be posted on CANVAS and will be due (online) in 12 days. There will be five reaction pieces and I plan to drop the lowest score.

**Exam(s):** Both the midterm and the final exam are closed notes and in-class exams. The final exam will be a cumulative exam. The exams will include short-answer questions as well a longer essay-type question. I will provide study guides for both the Midterm and Final Exams.

**Make Up Policy:** There will be no make-up exams except in extreme cases. In such cases, appropriate documentation must be presented and the make-up exam time must be arranged with the instructor. Ideally, students should speak with me in advance to request special consideration of extenuating circumstances that prevent their taking an exam or submitting an assignment at the scheduled time.

**Grading Scale**

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<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>90% and above</td>
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<td>A-</td>
<td>85% to 89.99%</td>
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<td>B+</td>
<td>80% to 84.99%</td>
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<td>75% to 79.99%</td>
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<td>B-</td>
<td>70% to 74.99%</td>
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<td>C+</td>
<td>65% to 69.99%</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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<td>40% to 44.99%</td>
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<td>E</td>
<td>39.99% and below</td>
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**Tentative Course Schedule (Detailed schedule and reading list on CANVAS)**

Week 1 (8th of January)
Syllabus, textbook and course introduction

Week 2 (15th of January)
Rise of market Society and economic ideas before Adam Smith

Week 3 (22nd of January)
Adam Smith

Week 4 (29th of January)
Adam Smith (contd.)

Week 5 (5th of February)
Malthus and Ricardo

Week 6 (12th of February)
Malthus and Ricardo (contd.)

Week 7 (19th of February)
Review class

Week 8 (26th of February)
**Midterm Exam**

Week 9 (5th of March)
Karl Marx

Week 10 (12th of March)
**Spring Break**

Week 11 (19th of March)
Karl Marx (contd.)
Week 12 (26\textsuperscript{th} of March)
Marginalist Revolution

Week 13 (2\textsuperscript{nd} of April)
Keynes and the Great Depression

Week 14 (9\textsuperscript{th} of April)
Keynesian Synthesis and Monetarism

Week 15 (16\textsuperscript{th} of April)
Schumpeter

Week 16 (23\textsuperscript{rd} of April)
Review Class

Week 17 (30\textsuperscript{th} April)
Final Exam

Statement on Equal Access:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

Student Names and Personal Pronouns:

Class rosters are provided to the instructor with the students legal name as well as a “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor this preference by referring to you with the name and pronoun that feels best for you in class, reaction pieces and exams. Please advise me of any name of pronoun changes (and update CIS) so that I can help create a learning environment in which you will be respected.

Rights and responsibilities:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft,
etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

This syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification.