

IE-HUMANITIES

IE University

Professor: **JAVIER CAPAPÉ AGUILAR**

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Academic year: 21-22

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

HISTORY OF ECONOMIC THOUGHT: BACK TO THE FUTURE

The course provides an introduction to the history of economic thought. It will follow a chronological order, analyzing key economic thinkers. The course will start with Plato and Aristotle, and continue with Adam Smith, Karl Marx, or Paul Samuelson.

It will review concepts in its historical context: money, markets, trade, natural resources, or the role of governments in the economy will be analyzed.

Importantly, the course will link all these fabulous economic thinkers and concepts with current economic issues, such as cryptocurrencies, natural resources, climate change, regulation, or tech-based startups.

The course will challenge the students' pre-assumptions on economic concepts and guide them towards deep and agile critical and creative thinking.

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- A comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

The History of Economic Thought: Back to the Future (HET) course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions, and individual inquiry and discovery. Synchronous Interaction is learning that happens live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Each session has an attached text or resource (film, documentary, podcast) that each student should comprehend individually. A short memo for each reading should be written and upload to Campus Ultra before each session commences.

The live session will include a discussion of the readings. This real-time interaction implies the key concepts, historical context, repercussions, of the text/resource analyzed will be discussed with the class. During the session, students will reflect on the relevance of each of these topics, and will argue on their importance in current economic global, regional and local matters (cryptocurrencies to inflation, global value chains to venture capital investing).

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction, Course Guidelines, Motivation of the Course

SESSION 2 (LIVE IN-PERSON)

Trade, money, and household management in Aristotle

Pre-History of Economics

Book Chapters: Politics - Book 1, 1256a-1259a

SESSION 3 (LIVE ONLINE)

The origin of capitalism: The Salamanca School of Thought.

SESSION 4 (ASYNCHRONOUS)

Physiocrats and Mercantilists to understand Adam Smith

Book Chapters: The Wealth of Ideas A History of Economic Thought - Chapter 2.6

Book Chapters: The Wealth of Ideas A History of Economic Thought - Chapter 4.6

SESSIONS 5 - 6 (LIVE IN-PERSON)

Adam Smith: Disentangling the Invisible Hand

Book Chapters: An Inquiry into the Nature and Causes of the Wealth of Nations - Book 4, part 1 & 2

Book Chapters: An Inquiry into the Nature and Causes of the Wealth of Nations - Book 4, part 2

SESSIONS 7 - 8 (LIVE IN-PERSON)

David Ricardo: Trade as Economic Value

Book Chapters: On the Principles of Political Economy and Taxation - Chapter 7

SESSION 9 (ASYNCHRONOUS)

TBD

SESSIONS 10 - 11 (LIVE IN-PERSON)

VISIT to ICEX/ICO

SESSIONS 12 - 13 (LIVE IN-PERSON)

Marx and Marxism - What is up in the 21st Century?

Book Chapters: Economic and Philosophic Manuscripts of 1844

Book Chapters: The Capital - Chapter 32

SESSION 14 (ASYNCHRONOUS)

TBD

SESSION 15 (LIVE ONLINE)

MIDTERM EVALUATION

SESSIONS 16 - 17 (LIVE IN-PERSON)

John Maynard Keynes: The demand side influence

Book Chapters: The General Theory of Employment, Interest and Money - Chapter 3

Book Chapters: The General Theory of Employment, Interest and Money - Chapter 10

SESSIONS 18 - 19 (LIVE IN-PERSON)

Hayek: Austrian Economics

Book Chapters: Road to Serfdom - Condensed Version

SESSION 20 (ASYNCHRONOUS)

A beautiful mind (A movie by Ron Howard)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Nash: Game Theory and bomb decisions

SESSIONS 23 - 24 (LIVE IN-PERSON)

Schumpeter and the Uberization of the economy

Book Chapters: Capitalism, Socialism and Democracy - Chapter 7 & 11

SESSION 25 (ASYNCHRONOUS)

The Big Short (A movie by Adam McKay)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Milton Friedman: The purpose of the firm

Article: The Social Responsibility Of Business Is to Increase Its Profits

SESSIONS 28 - 29 (LIVE IN-PERSON)

Paul Samuelson: Public Goods

SESSION 30 (LIVE ONLINE)

FINAL DEBATE

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm Evaluation	20 %	
Final Evaluation	30 %	
Continous assessment/evaluation	30 %	

The midterm and final evaluation will consist of a group debate followed by an individual written reflection on the key learning outcomes.

The continuous evaluation includes essays, questions short quizzes, in-class debates.

Students will be writing 300-500 word essays to demonstrate their own understanding of the readings provided in the live sessions.

Late work will be penalized and not allowed after a grace period to be detailed in the first session.

PROFESSOR BIO

Professor: **JAVIER CAPAPÉ AGUILAR**

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Javier Capapé (Ph.D.) is an Economist (B.A., Universidad Autónoma de Madrid) who earned his Ph.D. from ESADE Business School and the University of Illinois (USA). He has published in top academic journals such as the Academy of Management Perspectives and Oxford University Press. Adjunct Professor at IE University since 2015, Capapé teaches Public Economics, Industrial Organization and Strategy, and History of Economic Thought. Also, Dr. Capapé is the Director of the Sovereign Wealth Research program at the IE Center for the Governance of Change. He has been a Consultant at the United Nations Environment Program on Sovereign Wealth Funds and Sustainable Development Goals. Since 2012, he is SovereignNET Research Affiliate at The Fletcher School (Tufts University) and Co-Editor of the Sovereign Wealth Funds Reports series, an initiative backed by ICEX. Capapé also works advising on sovereign wealth strategies to institutional clients including governments, sovereign funds, corporations, tech-based startups, real estate managers, intelligence companies, or venture capital, and private equity fund managers. His research has been regularly cited in international media (including The Financial Times, The Economist, The Wall Street Journal, Reuters, etc.)

OTHER INFORMATION

A) About the Spanish grading system, which is the one used at IE:

Grade description and equivalents:

- Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspenso: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspenso: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

B) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.
- The retake evaluation will require students to submit all the work they did not turn in or failed during the course.

C) About the Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- co-operation or collaboration.
- with official documents, including electronic records.
- The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- Plagiarizing is not committing “word for word” copying. “Thought for thought” is also a form of plagiarism.

Other violations of academic ethics include:

- Not acknowledging that the students’ work or any part thereof has been submitted for credit elsewhere.
- Misleading or false statements regarding work completed.
- Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student’s Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student’s views and pass them on to the Bachelor’s program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is the first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director’s report, the case is serious enough, the case will be redirected to the university’s Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)