Unit Outline*

ECON2202

Britain and the Industrial Revolution

Semester 2, 2011
Campus: Crawley

Unit Coordinator
Mr. Mel Davies

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
Welcome to ECON2202, Britain and the Industrial Revolution. You should find this to be a stimulating unit, as it describes the forces that led to, and the aftermath, of probably the most important event in history in terms of impact on the economy and social structure of society. While the society of the early 18th century would have been intelligible to anyone born in the previous couple of thousand years, the world by the mid nineteenth-century would have been unrecognisable to anyone living before that time. In this unit, the forces that caused this dynamic shift, including the all-important changes in attitude from that of fatalism to achievement orientation, will be discussed. Your lecturer and tutor is Mel Davies, who as an economic historian has had over 40 years of teaching and research experience in universities.

Unit content
The course examines the shift of Britain from a relatively undeveloped/static society to a modern industrial nation – the first country in the world to achieve this status. The unit can be roughly divided into four parts:

• A brief description of the undeveloped nature of the old economy and society followed by a discussion on how that system broke down so as to provide a launch pad for the Industrial Revolution. This involves examination of such influences as the Renaissance and Reformation upon changing attitudes in society that led to an achievement oriented society, and the shift from Mercantilistic ideas to those encompassing Laissez-faire and free market ideas.

• Analysis of the shift to a more technologically advanced society, the importance of agricultural developments, proto-industrialisation, changes in the infrastructure including the rise of financial institutions and communication developments, and a brief examination of a few of the more dynamic industries.

• An examination of structural changes that took place in the latter part of the 19th century, looking at sectoral shifts, the Gold Standard, the central role of British finance and trade in the world economy and signs by the end of the century of a relative weakening of Britain’s dominant position in the world. A look at the impact of the First World War.

• A look at the impact of the First World, the causes of the Depression of the 1930s and shift off the Gold Standard.

Tutorials
Each student will present a researched topic allocated during the week 1 tutorial. An essay, no longer than 2,500 words, must be handed in to the tutor at the beginning of the appointed class and an oral presentation made. In all probability the presentation will involve more than one student and in such cases the students should confer before class on the areas they intend to cover so as to avoid duplication. Preparations should be timed for about 15 minutes in duration. It is usual for each student to prepare a short summary that can be distributed to class members (about 20 students). Present your essay in Times 12 or equivalent with one-and-a-half spacing to allow for comments.

The goal of the unit
The unit sets out to make students aware that economic change over the last two centuries has involved not only a huge shift in the ability to produce goods and satisfy demands but that it has also involved quite dynamic changes in the way that people act and think. This, in particular, to the way that people have related to ideas on wealth and production, and control over their own material destinies. During the period covered in this unit, society moved from relative stagnation and poverty to a society that was dynamic and affluent. By the end of the unit students should be able to
appreciate the forces that caused the changes that had impact not only on British society but which embraced the world. The unit should also make people realize why history gives us a greater understanding on how economic ideas work today.

Learning outcomes

On completion of this unit, you should be able to:

• To understand that the process of industrialisation is associated with more than just technological change and the application of capital. Those social attitudes are fundamental in explaining both economic and technological change. That religious, social, economic, demographic, legal and political forces interplay to cause change.

• To question accepted wisdom and to be able to read and think critically and to realize that issues should seldom if ever be seen in black and white but rather in shades of grey.

• To be able to present findings logically and concisely, and to structure written work so that it flows smoothly to a conclusion.

• To work independently and to learn from the wisdom and mistakes of others.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

In this unit tutorials have a vital role to play in giving you an understanding of the issues. These will invariably help fill in blanks associated with the information provided in lectures. During the semester each student will be given one research essay (and oral presentation at the tutorial) that will require deep and extensive reading. Here you will hopefully show your analytical skills through picking out the salient arguments and opinions that range around each topic. The same applies to the sight-seen test that will be set for the latter part of the semester, where you will be expected to read and prepare answers to two or more topics, one of which you will be asked to answer in class. This is not a subject where you can answer questions through intuition or guesswork – the emphasis will be on reading and interpreting the evidence.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Mel Davies</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:mel.davies@uwa.edu.au">mel.davies@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 2939</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Mondays and Wednesdays 2:15pm – 6:00pm</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Tuesday 12:00pm – 12:45pm: Thursday 12:00pm - 12:45pm</td>
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<tr>
<td><strong>Lecture venue:</strong></td>
<td>Room BUSN: 101</td>
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<tr>
<td><strong>Tutorials:</strong></td>
<td>Tuesday 2:00-2:45pm. Myers St Building 2.05, Case Study Room 2</td>
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<tr>
<td></td>
<td>Thursday: 3:00-3:45pm. Social Sciences G.210 – Ground Floor</td>
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TEXTBOOK(S) AND RESOURCES

Unit website

Some lecture notes, handouts, etc. will be available from WebCT. You can access your WebCT from http://www.webct.uwa.edu.au.

Recommended/required text(s)

There is no ONE text. Readings will differ from topic to topic but the following present a good selection for general reading. Possibly the text by Christine Rider covers much of the material in the course and Peter Mathis’s text gives good coverage of the Industrial Revolution.


**As a rule of thumb** for your tutorial reading (unless you are tackling your own allocated topic, where more reading will be expected), read **two or three of the texts** (usually chapters or pages are identified in the tutorial reading lists), and any given **journal articles**. The latter will tend to zoom in on the subject matter. This should give you sufficient information for you to understand and contribute to the discussion.
<table>
<thead>
<tr>
<th>Lect. No.</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday 2/8</td>
<td>Discussion of Britain’s place in the process of development. A full tutorial and reading list will be distributed in class.</td>
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<tr>
<td>2</td>
<td>Thursday 4/8</td>
<td>Setting the scene - The stagnant society - The Just Price</td>
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<tr>
<td>5</td>
<td>Tuesday 16/8</td>
<td>Early Mercantilism &amp; rise of English merchant groups.</td>
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<tr>
<td>6</td>
<td>Thursday 18/8</td>
<td>Wars/Crusades – Wool &amp; cloth – Putting-out and primitive capitalism and changes in the ethos of society – the Renaissance.</td>
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<tr>
<td>7</td>
<td>Tuesday 23/8</td>
<td>Reformation and the Protestant Work ethic.</td>
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<td>8</td>
<td>Thursday 25/8</td>
<td>Science, technology and questioning. The Reconnaissance.</td>
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<tr>
<td>10</td>
<td>Thursday 1/9</td>
<td>Proto-Industrialisation – Human capital – Disciplining the working classes.</td>
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<tr>
<td>11</td>
<td>Tuesday 6/9</td>
<td>Role of capital – Financing the I.R. – Sectoral changes.</td>
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<tr>
<td>13</td>
<td>Tuesday 13/9</td>
<td>Mechanical/Chemical developments, Capital &amp; Entrepreneurship.</td>
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<td>14</td>
<td>Thursday 15/9</td>
<td>Service sector/ Education and making of an industrial.</td>
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<td>15</td>
<td>Tuesday 20/9</td>
<td>Adam Smith &amp; Laissez-faire.</td>
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<tr>
<td>16</td>
<td>Thursday 22/9</td>
<td>Malthus and Ricardo.</td>
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<tr>
<td>26–30</td>
<td>26–30 September</td>
<td>Study Break</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday 4/10</td>
<td>The impact of laissez-faire.</td>
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<tr>
<td>18</td>
<td>Thursday 6/10</td>
<td>Internal and overseas demand – Transport developments.</td>
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<tr>
<td>19</td>
<td>Tuesday 11/10</td>
<td>Investment and role of international trade – 1873-1914.</td>
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<tr>
<td>20</td>
<td>Thursday 13/10</td>
<td>Sight Seen Essay Test</td>
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<tr>
<td>21</td>
<td>Tuesday 18/10</td>
<td>Social/medical changes urbanisation, and new.</td>
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<tr>
<td>22</td>
<td>Thursday 20/10</td>
<td>The retardation debate.</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday 25/10</td>
<td>1st World War and after effects – Britain 1918-1939.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>24 Thursday 27/10</td>
<td>Between the Wars – the Depression &amp; shift off gold.</td>
<td></td>
</tr>
<tr>
<td>25 Tuesday 1/11</td>
<td>Between the wars – Rise of the New Industries.</td>
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<tr>
<td>7-11 November</td>
<td>Pre-examination Break</td>
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<tr>
<td>27 November</td>
<td>Final examinations begin</td>
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**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

**Assessment mechanism summary**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Tutorial Paper</td>
<td>20%</td>
<td>Each student will orally present the main points associated with their allotted essay at the date allocated in class.</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>You will be presented with two topics that are to be researched. One of these topics will be chosen during the allotted lecture period and you will be expected to write a 40-minute essay answer.</td>
</tr>
<tr>
<td>Final Examination</td>
<td>60%</td>
<td>2 hours, essay-type questions, answer 3 out of 18 (one question from each of 3 sections)</td>
</tr>
</tbody>
</table>

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

**Note 3:** It is not acceptable to submit late assignments. As a time schedule, when preparing a tutorial essay project you should take at least a week to research the topic, a week to write up a rough draft, and a week to tighten and polish the presentation.

**Note 4:** Tutorial essays must be properly referenced with footnotes and a bibliography (see instructions). If insufficient footnote references are provided your essay will be returned for fulfilment of this proviso. Quotations should be limited to only the vital and should be contained in quotation marks “…”, and referenced.

**Note 5:** You are advised that it is your responsibility to keep a copy of all work submitted for continuous assessment (in our case, essays and tutorial papers).
Tutorial information

Tutorials are designed to complement lectures, to allow an opportunity to question the material and premises raised and to provide a deeper insight into the subject. The tutor is present, basically, to guide discussion, to direct students in their approach to the subject but not to control the group to the extent that discussion and contributions from other members of the group are stifled. Alternatively students should not expect the tutor to “spoon feed”, and in order to gain maximum benefit from a tutorial it is essential for every member of the group to contribute towards the discussion. It makes sense when realised that if everyone contributes, this in effect lightens the load on the individual, to the mutual benefit of all. To encourage participation and to help with your understanding of the subject, the format to be initially adopted in tutorials will be as follows:

(i) During the year, you will be expected to present one tutorial paper. You should research the given topic deeply and should look for and present what you consider to be the most important arguments and points relevant to the subject. As well as an oral presentation you will also hand in an essay not exceeding 2,500 words, and will furnish a list of books and articles consulted for that essay. The work should also be well-footnoted (see instructions below). It is strongly recommended that you read all the journal articles on the tutorial reading list plus a selection of texts. For your oral presentation it is recommended that you use a brief synopsis as an outline so as to present the main points. The verbatim reading of your essay in the tutorial will be discouraged.

(ii) For all tutorials (general discussions and those presented by fellow students) you will be expected to have done sufficient reading to contribute to the class discussion and to have a general background on the subject in hand.

General instructions for essay presentation

1. Essays should be written or typed on one side of the paper and presented in Times 12 or equivalent, with 1.5 spacing.
2. A wide margin (about 3.5cms) should be provided on the left-hand side of the page. This will provide room for comments by the marker. Do not line this area with plastic stripping!
3. Before handing in your essay, attach a separate sheet of paper to the essay containing your name, the course title, the full title of the essay, and tutorial time. Or, obtain an Assignment Cover sheet from the Business School Current Students web page http://www.business.uwa.edu.au/students/assessments
4. Bibliography
A bibliography giving full details of relevant articles and books referred to in your research must be listed at the end of your essay (see following instructions).
5. References
References in your essay must appear as numbered footnotes at the bottom of the same page as the passages to which they refer. For the method of citing sources see the following instructions and examine the sample page (see pp. 12-14).
6. Length
Essays should not exceed 2,500 words, excluding tables and references. Grossly over length essays will be returned for resubmission at the correct length. Remember that part of the discipline of essay writing involves synthesis.
7. Happy Hints
Students who use the work of fellow students for revision purposes should first check that the work is of a satisfactory standard. It pays to ask your classmates for a copy of the paper bearing a mark and comments, rather than to rely on the pre-marked work. You have been warned!
To improve your study and essay writing abilities see, Gordon Taylor, *The Student's Writing Guide for the Arts and Social Sciences* (Cambridge Univ. Press, 1989).

8. Environmental
   **Do not** submit essays in plastic or cardboard covers. All that is required is a staple or paper clip.

9. Enjoyment!
   Try to enjoy the course. ‘An **educated** student is not one who works only to pass an examination but one who strives to broaden the mind, to increase understanding of the subject and to place the knowledge gained into a wider schema’. Paper qualification collectors tend to be tunnel visioned, put in minimal effort and usually find the work boring!

**Essay preparation**

a) You will need to read critically and with discrimination from a wide range of material. You must learn to question your sources, no matter how eminent the authors. Not all you read can be accepted merely because it is in a book. Even where there is no dispute about facts, authors may quite legitimately come to different conclusions about what the facts mean. Where there are two interpretations of evidence, it is best at this level of study to report the two sides of the argument in your submitted work.

b) Make a plan before writing your first draft. It should have an introduction, a few headings giving the main arguments, and a conclusion and/or summary.

c) You will probably have to rewrite your essay a number of times before a satisfactory result is obtained. As you proceed, tighten your arguments and structure. Cut down on unnecessary verbiage, and polish your style and grammar. **Note:** Use clear and concise language. The simplest words and constructions are often best. Short ‘pithy’ sentences will often give a clearer picture than long, involved sentences. **Do not** present your final work in note form and **do not** use abbreviations.

d) Do not waste time and space by dealing with irrelevancies. A common fault is that of ‘talking around’ a subject. Example: if the question asks you to describe the economy between 1800 and 1900, it is pointless spending half your essay describing the economy before 1800 - in this case a small paragraph of two or three sentences will probably be sufficient.

e) Try to separate **cause** from **effect** (this is particularly important in economic history essays). Example, do improved road conditions lead to an increase in trade, or do increasing trade opportunities lead to an effort to improve roads? You would have to determine this on the evidence available.

f) It is important to read the question carefully. If you don’t read the question properly, you cannot expect to answer it properly - the result - few or no marks. The number of facts that you have managed to digest is less important than your understanding and interpretation of those facts. One art in essay writing is to twist your knowledge to enable you to answer the question. This will come only with practice. Remember that an essay is not just a list of facts - facts have to be linked to the question in hand and the relevance has to be explained.

g) Your paper must be in the form of an **argument**. You must learn to express the argument in your own words. Essays and tutorial papers are primarily an exercise in presenting a rounded argument within prescribed limits, and in producing sufficient evidence to support that argument. The argument should be **consistent**. All parts of the essay should hang together and should not contradict each other.

h) **WARNING**
   Beware of **plagiarism** (presenting an author’s or another student’s work, especially reporting it word-for-word, without acknowledging the original source). This is considered one of the
worst sins of academia and will not be tolerated in this institution. Many students have suffered heavy penalties for this offence in the past. Always remember that your tutor will have a far greater awareness of the literature than you have and that stylistic differences stick out like a sore thumb. Beware too of paraphrasing - taken to the extreme this is as bad as plagiarism. Therefore always acknowledge the sources of your information and place all directly reported points in quotation marks. Do not overdo the use of quotations. Try to present points in your own words if possible.

This School’s policy is to ensure that no student profits from plagiarism or other forms of cheating. Generally, a failure will be recorded for the subject if cheating has occurred. Serious cases are referred to the University’s Board of Discipline. Please note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

The importance and preparation of essays and tutorial papers

Essay and tutorial preparation represents the practical work of students of Economic History. It corresponds to “Lab.” work in Science. Essays and tutorial papers are an integral part of the learning process and the more effort you put into such work then the greater will be your understanding of the subject. However, while effort is to be commended, you must also conduct such effort systematically, otherwise you will discover that the workload will become onerous and frustrating. The brief notes below might allow you to tackle your research and essay writing with more efficiency and success.

Note taking

It is desirable to exercise care and economy in taking notes as source material for your work. Try to scan the reading material and when you have digested the content pick out the vital or relevant material. You might wish to copy directly from the text, however, either at this stage of your research or in the subsequent stage, you should attempt to paraphrase the content in your own words. It is argued that this helps you to absorb material more deeply.

When taking notes it will also be necessary to take precise references to books and articles. The practice will soon become automatic (this practice might also be useful for revision purposes should you wish at a later date to follow up specific points).

a) Before you commence note taking, write the full details of your source at the head of your notepaper (author, full title, and publication details. For journals, note the inclusive pages containing the article).

b) Note the page numbers of information copied in your left-hand margin as you proceed with your notes.

c) Place directly reported material in quotation marks as it will be essential at a later stage to distinguish your version of what an author says from the author’s own words.

d) If you have not been given specific chapters or pages to read then you will need to economise your time by examining the chapter index at the beginning of a text and/or the key word index at the end of the book. Also note the comment made earlier about “scanning”. This is a technique that you should try to acquire for such literary subjects as Economic History.

e) This might seem obvious but it is surprising just how many people need to take notice of the next comment - read the question carefully before starting your research. It is very frustrating to realise that a minute of care might have saved you days of wasted effort in the event of recording inappropriate material.

f) As you will find that various authorities interpret the same points in different ways, then all such opinions should be recorded and commented upon in your final paper. Following the first stage of note taking, you should then collate the material by compartmentalising the information gleaned. By synthesising your work you give more power to your argument, allow
for a smoother reading of the work, and economise on verbiage (the latter being very important in a paper where you will be limited to a strict word limit).

g) Remember that the object of most written work at this level is to show that you understand and can interpret the literature. Some students when coming across two contrasting opinions will attempt to take sides by ignoring the opinion that they believe to be incorrect. This practice should be avoided as it is necessary to be objective in your work, and the chances are that at this stage of development you will not have the background information, nor the skills to sit as judge! In this situation, therefore, juxtapose the arguments (You may of course wish to weigh up the merits or demerits of the arguments, but this must be done by backing your views with evidence).

h) You might note the booklet by Geoffrey Cooper, *Learning at The University of Western Australia*. See also further comments on essays at the end of this course outline.

**What is expected by the lecturer for your essay assessment**

A common question asked by students is “what do I have to do to get a good mark in this course?” Obviously the harder you work, the better you should perform, but that is perhaps too facile an answer. While some students are happy to just sail along with a pass or credit, others will strive for excellence by aiming to get distinctions or higher distinctions. But whatever your aims and abilities, it is important to recognise what is expected of you by the marker in your written work. In addition, if the marking criteria are recognised at the beginning of the course, this might well lead to an improvement in your writing skills and a better performance on your part. It will therefore pay to read the following points carefully.

a) **Bad Fail**
   The answer is incoherent, or of so short a length, or so devoid of content that it contains little or no evidence of having followed classes or of having read sufficiently on the subject. It contains glaring misunderstandings of the work done in the unit. Footnoting, spelling, syntax and other aspects of presentation are poor and show a cavalier or over-hurried approach to the exercise. The work may rely on a narrow range of sources that are paraphrased, or may merely regurgitate lecture notes. No attempt is made to collate materials from the various sources.

b) **Marginal Fail**
   The answer is weak in content and may be poorly structured and presented but it contains evidence that classes have been followed or reading done though without sufficient understanding or effort to meet the standards of a Pass. It will generally be the case that recommended texts have been largely ignored or/and that there has been a significant misunderstanding of the basic ideas put forward in lectures or in the texts.

c) **Pass**
   The work demonstrates that at least some points of the question have been understood and that sufficient study has been undertaken to answer some of the main issues raised in the question. The answer may be poorly structured and presented but not so badly that it merits failure. The answer may also contain superfluous material that is largely irrelevant to answering the question. Referencing may not be up to the expected standard and there may not be a clear relationship between the parts of the argument and the final conclusion, or in recognising some of the implications to be derived from the evidence. It may also be evident that only a very limited number of sources have been accessed.

d) **Credit**
   There will be no gross deficiencies in writing and presentation and referencing will be consistent and presented in the form as instructed in the course outline. There will be evidence that the writer can distinguish between arguments presented in the various texts and present these in a systematic and coherent fashion.

e) **Distinction**
   Distinction answers will show greater attention to detail than contained in a ‘credit’ piece of work. The student will show an understanding and ability to present the complexities raised by
the question. The presentation will show that there is an ability to analyse the question into its constituent parts and to answer each part adequately. Written expression will be clear and other forms of non-verbal representation such as graphs and tables will be relevant to the question. There will be evidence of extensive reading and of the ability to discriminate between ideas expressed in the various sources. Essays should show some analytical ability and some critical analysis.

f) Higher Distinction
This will contain all the strengths of a good distinction essay. In addition it will contain evidence of extensive readings and the ability to integrate arguments from this material into the essay. The overall quality will be very high and the essay will show imagination and an originality or flair that provides an added element of analysis and erudition. Such an essay will often contain elements that surprise the marker for their originality and insight.

*Acknowledgement for the above information is made to the article by H.M. Boot, 'Some developments in teaching practice in the department of Economic History at the Australian National University', Australian Economic History Review, Vol. 37, No. 3, November 1998, pp. 282-97.

Bibliography and footnotes

Books
When listing books in the bibliography, or when footnoting a reference from a book for the first time, you should provide the following information (it is usual to copy the relevant details from the inside cover of the title page): Author’s name; the full title (which should be either underlined or produced in italics); the editor (if there is one); publication details (to be set in round brackets) including the publisher’s name, place of publication, the number of volumes and the actual one referred to (if appropriate). Page numbers referred to should also be noted.


Articles
Articles cited should contain the name of the author(s); the full title of the article (in quotation marks); the name of the journal (underlined or in italics); the volume number; the year of publication; the inclusive pages occupied (for the bibliography), or; the actual pages cited for footnotes.

Example

Footnotes
Footnotes can also be used to qualify, amplify or to make incidental comments on discussion in the text of the paper. Thus, worthwhile material may be included which might otherwise disrupt the flow of the argument if introduced into the text. Note: this should be done sparingly. Footnotes should not contain argument that properly belongs in the body of the text; nor should they be used as a device to overcome the difficulty of stating your argument in a prescribed length (this is a device used by students which is all too familiar to the reader and is a practice that will be penalised).

Abbreviations
When footnoting it is common practice to use abbreviations when a second or subsequent citing is made (note all terms are underlined or placed in italics). You can either use this method or you can repeat the same work using an abbreviated title (Example from above – Barton, Essays, Vol. 1, p. 60; Snooks, Hume Enterprises’, p. 42).

Ibid. used when reference to the same book follows consecutively (it means “the same”)
op.cit. used when later references do not follow consecutively (means “previously cited”)
Give author’s name, op.cit., and page numbers. Thus, Mathias, op.cit., p.20.
loc.cit. usually used when you are footnoting a reference that mentions the source in the text.
passim is used if the information you refer to is of a general nature and is scattered throughout the source. Thus Mathias, passim.

**Note:** If an author is cited in more than one text or article you must give full details for each item in a first citation, and for a second or subsequent citation, you must provide the author’s name and an abbreviated title.

**Quotations**
If you cite information **directly** from a source you should set the information in quotation marks, thus “...”.
If you leave any words out of the directly reported quotation, this should be signified with three dots, thus: ... If you wish to place any of your own words within the quotation, these should be placed within square brackets, thus [...].

Most of the points made above appear in the examples on the following page.

**Note:** The above footnoting method is used in Economic History. The Harvard or other methods are not acceptable.
According to Blainey, the majority of Australian Mineral discoveries in the nineteenth century were not accidental but were the results of deliberate prospecting activities. There were causal links between the level of economic activity and discoveries. Such discoveries coincided with ‘the trough and upswings of the business cycle’.  

Morrissey and Burt have rejected this hypothesis on the grounds that ‘a direct correlation between the number of prospectors [their emphasis] looking for minerals and the number of mineral discoveries...is not completely true...the discovery of minerals depends on the quality of prospectors [and]...variables other than fluctuations in the Australian economy’.

When evidence of the origin of South Australian mines is considered Blainey’s arguments appear closer to reality. A case in point is the Burra Burra Mine discovered in 1845 in the midst of a depression. The depression had many facets including the breakdown of the visionary Wakefieldian system. Political problems also hindered development, as did a drastic deflationary policy adopted by Governor Gawler. Business confidence declined so that labour and capital turned away from South Australia. Recovery came by 1845. Production in agriculture increased substantially and there was a resurgence of interest by British capital and labour. However, it was not agricultural development that captured the interest of the investor and worker but rather the emergence of minerals as a leading industry in the Colony.

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6 Butlin, op.cit., p.316 [or, Butlin, Foundations, p.316].
Assessment components

As noted on page 8, there are three assessment components:

1) **A tutorial essay and oral presentation worth 20%**. You will be allocated a specific essay topic in the first tutorial. The essay will be handed to the tutor on the due date and your findings should also be presented orally to the class. The word limit is 2,500 words – any excess will be penalised by 1 mark per 100 words over this limit. You may use overheads during your oral, but note that rather than pretty pictures, analysis is what is required. Do not read out long statements placed on your overheads – everyone can read and such presentations are pointless and boring. Best to put a few key words on the overhead and speak to these points. Your mark will be determined by a combination of the written essay and the oral presentation. As you will have weeks to prepare your essays there should be no excuse for late papers and if you have any difficulties approach the tutor well in advance.

2) **Sight-seen test worth 20%**. Two questions are presented towards the end of these pages. You will have to read and prepare 40-minute answers for these two topics. Only one question will be chosen by the lecturer during the test period on Thursday 13th October, and you will be asked to write out your answer. Do not make the mistake of preparing for just one of the two questions.

3) **The final exam worth 60%**. This will be based on the whole course. The duration of the exam will be 2hrs 10 mins, and you will be expected to prepare for the unit as a whole. The paper will be split into three sections covering the whole of the course, and you will be required to answer one question from each section.

To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.

Submission of assignments

As noted in the previous section, your essay assignment should be handed to the lecturer during the tutorial allocated for your presentation. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments).

Essay assignments will be returned a week after submission. Note that this does not apply to the sight-seen essays. Extensions will only be considered (although not necessarily approved) if supported in writing (if on medical grounds a medical certificate should be presented), and must be requested at least three University working days before the due date unless unavoidable reasons apply. Should work be submitted after the due date (which is at the tutorial you are presenting your oral report), it will be penalised at the rate of 20% of the awarded mark, per calendar day.

N.B. As your assignment essays and sight-seen questions are set out in this course booklet you will have been given ample time to prepare your work, which makes it even less likely that an extension will be granted.

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Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA ([refer](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).
Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).
TUTORIAL TOPICS

Tutorial 1 (2 & 4 August)

No Tutorial.

Tutorial 2 (9 & 11 August)

The first tutorial will be used as a forum where general questions can be raised and where the tutor can get to know students and vice versa. Your tutorial topic will be allocated during the class. Please read for the following question:

Question

Examine Rostow’s definition of a backward, under-developed society. Do the characteristics accord with English society in the Medieval period and if so, what were the major retarding influences on the possibility of economic development?

Readings


Note

• Any reading marked with an apteryx * should be read. Anything with two ** is Vital.

• Don’t leave your reading until the last minute, as it is possible that everyone else in your group is doing the same thing and it might therefore be impossible to obtain the material!

• As a rule of thumb for your tutorial reading (unless you are tackling your own allocated topic, where more reading will be expected), read two or three of the texts (usually chapters or pages are suggested), and any given journal articles. These will tend to zoom in on the subject matter. This should give you sufficient information for you to understand and contribute to the discussion.
Tutorial 3 (16 & 18 August)

Question

Describe the social and economic roles of the merchant and craft guilds in the Middle Ages. Why did their power decline? What part did women play in the guilds?

Readings


Tutorial 4 (23 & 25 August)

Question

Describe the 'Domestic' or 'Putting Out' system and explain how it functioned. What were some of the problems that faced the merchant putter-outers? Provide some detail on the changes in the types of domestic cloth produced from about 1400 to about 1700.

Readings

Tutorial 5 (30 August & 1 September)

Question

From the readings, explain how the Reformation may have affected the rise of capitalism. What arguments can be raised to cast doubts on the significance of the events that supposedly led to the rise of the ‘Protestant Ethic’ and capitalism?

Readings

Tutorial 6  (6 & 8 September)

Question
What pressures forced the search for a new fuel source in the 16th century? How did the substitution of coal in place of wood in England affect industrial technology and organization in that century and in the 17th century? Was it necessary for the iron industry to shift to coal and away from its traditional wood-fuel source in order to increase production and productivity in the period?

Readings
Tutorial 7 (13 & 15 September)

Question

Explain the process by which individual manufacturing firms grew in size during the period of the Industrial Revolution (1760-1830). What difficulties faced the industrialist when seeking funding in this period? What strategies were adopted when it came to wage payments?

Readings


7.* Peter Mathias, The First Industrial Nation, Methuen, London, 1983, Ch.5 esp. pp. 131-159. See also pp. 31-47. 330.941 1983 FIR.


Tutorial 8 (20 & 22 September)

Question

What were the overall economic objectives of the Mercantilists and what policies did they advocate to further their goals? Examine the Navigation Acts and comment as to how effective they proved in furthering the trading capacity of England (concentrate on their external policies regarding trade but you might also care to look at wider policies for the domestic economy and market).

Readings - see especially, items marked # for the domestic policies.


N.B. Copy in Business Reserve section of library.
Tutorial 9 (4 & 6 October)

Question

What major changes took place in Britain's internal transport system between 1700-1830? How did such changes affect economic development and how was the transport system financed? (N.B. ignore railways, they have impact only after 1830).

Readings

Tutorial 10 (11 & 13 October - No tutorial – Prepare for Sight Seen Test)

Tutorial 11 (18 & 20 October)

Question

Explain why Adam Smith believed that minimal government interference in the economy would lead to optimal benefits for humankind? Examining the points of view expressed by Brebner and Crouch (see items 2 & 5 on reading list) and examining some of the legislation passed in the period, would you agree or disagree with the view that \textit{laissez-faire} was adopted in all major areas of the economy in the period up to about 1870?

Readings


2. ** J.B.Brebner, ‘Laissez-faire and State Intervention in Nineteenth Century Britain’, \textit{Journal of Economic History}, 1948, pp.59-73. Note: this should be read after reading the Crouch article. The information is somewhat turgid without the background linked to the authors that Brebner quotes, but much should make sense after reading Crouch.


Tutorial 12 (25 – 27 October)

Question

What evidence is there to suggest that Britain failed miserably to anticipate the economic demands of the first World War on both the home and war fronts?

Readings


Tutorial 13 (1 & 3 November)

Question

What happened to Britain’s Industrial structure between 1918-1939? What was the effect of these changes upon the *average* standard of living? (In your answer, also take into account demographic changes).

Readings


Sign seem test and questions

When you sit the Sight Seen test in your lecture period on Thursday 13 October you will be presented with the following two questions. You will be given forty minutes to answer one of the questions. The question will be chosen at random by your lecturer, so prepare answers for both questions.

Note: Issues surrounding these questions will be covered in lectures and tutorials. It is up to you to read widely and deeply in order to produce a satisfactory answer. Do not expect your tutor to offer any advice on how to approach, structure or answer the questions. You will not be expected to quote texts & articles in your answer.

Question 1

What major changes took place in the organisation of cloth making during the Middle Ages? Who handled the wool and cloth export trades and under what sort of organization did the exporters function? Explain the benefits that accrued to the English economy as a result of development of both the wool and cloth industries in the period studied (to about 1550).

Readings (see also some of the readings under tutorial 4)

Question 2

How important were the railways in terms of contribution to economic development and employment in Britain from the 1840s to the 1870s? What were the social effects of the railways upon society and how did the railway companies organise and discipline their workers?

Readings


2. Articles by D. Baxter and L.F. Jenks in, E.M. Carus-Wilson (ed.), *Essays in Economic History*, (London, 1962, 3 Vols.), Vol. 3, pp. 29-67, 222-236. 330.9 1954 ESS v3. Note, the article by Baxter is a little long-winded but interesting, in that it was written in 1866 and therefore reflects the opinion of an observer when the railway age was only a few decades old. The article by Jenks is based on experience in the USA but his observations as to the impact of railways can be applied to the British experience.


10. ** Frank McKenna, ‘Victorian Railway Workers’, *History Workshop*, No.1, 1976, pp. 26-73 (this is a very interesting and informative account of railway employment and is essential reading for the last part of the question).


Comment on previous essay assignment

General comments
On the whole essays were ‘pedestrian’ and basic - there were few essays that reached out and fully explored the areas under discussion. Far too many students emphasised facts when a large part of the essay should have been devoted to debate and analysis. There were also those who failed to realise that there is a distinction between an essay and note taking. An essay should be written stylistically so that the language and ideas flow smoothly, coherently and logically from point to point. Essays presented in note fashion tend to be stylistically abrupt, disjointed and they jar the reader’s senses. Every essay should have a beginning and an end (!) - an introduction which tells the reader the areas which you intend to discuss and which usually provides some brief background material - and a conclusion which summarises the arguments and debates presented in the body of the essay and which also possibly indicates areas and points which warrant further investigation.

Essays therefore need to be carefully planned. To do this notes should be carefully compiled and organised - points of agreement or conflict between authorities considered and noted - and when determined which direction you intend to take, points should be expressed in your own words. Quotations should be kept to a minimum and any direct reportage should be acknowledged in the footnotes (as should all facts and figures which are not your own). An essay should not consist of large chunks of regurgitated verbiage taken directly from the texts and merely ‘stuck’ together (in some cases from one text).

Students who scored high marks had invariably read widely and had supplemented the recommended texts with additional material. They had also read the articles, which were recommended. Remember the usefulness of articles. They tend to zoom-in upon the topic under discussion (or on specific aspects) and will be invaluable in terms of providing useful insights and also examples, which can be used to qualify or illustrate relevant points. As articles are concise, they tend to avoid undue verbiage, a factor that should appeal to all hard-pressed students! Careful utilisation of Journal articles usually results in extra Brownie points from the marker, especially as the majority of students tend to quote from the same limited range of texts. There is nothing worse than the boredom associated with the same regurgitated and tired repetitions from the same small range of texts to drive the marker either mad or to sleep! (Incidentally, such regurgitation makes it extremely easy for the reader to spot plagiarism).

Regarding plagiarism, the marker may have failed to pick this up in a few cases but many were not so lucky. The need for heavy footnoting was stressed when the question was set. Remember when you next set out an essay that the reader will be quite capable of reading the original texts (and probably has) and has little desire to read the exact words of an author in your handwriting. There are many give-away clues, which help incriminate the plagiariser. For future reference remember the homily, “Avoid plagiarism like the Plague”.

On a slightly different note, there are many students who need to develop greater confidence in their own ability to synthesise their reading and to express ideas in their own words. On the positive side, the organisation in the majority of essays was tight and the standard of English was high. However, please, please, try to differentiate between ‘led’ (past tense) and ‘lead’ (the stuff that plumbers use). Also between ‘were’ and ‘where’, and ‘their’ and ‘there’.

Another point: you must read widely and deeply when tackling a major assignment. One or two texts lightly perused indicate that you still haven’t progressed from the High School stage of development. An assignment should test and develop your faculties to think and to express yourself - you won’t achieve unless you are prepared to devote some time and more than minimal effort towards such tasks. Shallow reading often leads to a shallow or even an incorrect answer - it’s no good getting only half the argument or a distorted view from inadequate reading.
A few final observations: Some students had problems because they got bogged down in detail. To avoid this always plan your work carefully. Write down your headings in plan form and make that plan follow a logical sequence. Read over your notes and try to get a broad overview of where you should be going. If you haven’t done too well and you would like additional feedback don’t hesitate to see your tutor to talk over any problems.