

# ECON2547

## Economic History

(15 credit)

### 2019–2020

### Module Handbook

revision: 2<sup>nd</sup> Sept 2019

#### Module leader

John Powell

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<b>Assessment</b>	<b>Coursework 1</b>	<b>Exam</b>
<i>weighting</i>	50%	50%
<i>Type / length</i>	Reflective journal (6 x 200 words) – 40% In-class participation & engagement – 10%	One hour closed book
<i>submission</i>	17/3/20	Exam period
<i>returned</i>	17/4/20	n/a

Note: all coursework must be submitted electronically via Turnitin, unless otherwise specified. If you are unable to submit by the deadline you must apply for mitigating circumstances - forms are available from the Student Advice Centre. Information on penalties and late submissions can be found at: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/deferral-of-assessments.aspx>

The Faculty is committed to a 20 day turnaround time for the marking and return of coursework. The turnaround time does not include weekends, bank holidays or university closure days. Please consult Blackboard for the most up-to-date information on assessment deadlines and return dates.

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## Leicester Castle Business School

Our Mission	Our Vision	Our Values
<p><b>To transform lives</b> in our global community of students, staff and partners through outstanding education and research</p> <p><b>To go beyond business as usual</b> by fostering creative, distinctive and pioneering solutions to real-world problems</p> <p><b>To promote the public good</b> through critical analysis of the purpose of business and through active engagement in initiatives aimed at tackling business, social and community challenges</p>	<p>Through our unsurpassed commitment to the public good and transformational scholarship, we will position ourselves as the definition of a 21st century global Business School</p>	<p><b>LEADERSHIP:</b> Confidence and courage to shape a better future</p> <p><b>INTEGRITY:</b> Taking personal pride in our work</p> <p><b>CREATIVITY:</b> Thinking beyond the usual and embracing ideas</p> <p><b>GLOBAL MINDEDNESS:</b> Finding opportunities in our diversity</p> <p><b>COMMUNITY:</b> Realising the purpose and power of business</p>

## Staff details

**Module leader:** John Powell  
*Associate Professor,  
Dept of Strategic Management and Marketing*

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[ext 6275 within university]

Advice and  
Feedback hours: Wednesdays 11am – 1pm  
– teaching weeks only.  
Outside of teaching weeks, appointments may be  
arranged individually by email.

Module website: [www.economicstoolbox.com](http://www.economicstoolbox.com) / **Blackboard**

## Module Aims

The module draws on the foundation of economic principles established in Level 4 but represents an application of economic ideas to the past, in order to understand how and why economies change, and how economic thought develops and is influenced by its historical context.

Given the potential chronological and geographical scope the module could address, it is necessary to limit the focus to a range of significant periods. The primary country of interest is the UK, but some aspects necessarily requires a broader geographical scope at points. There is a general chronological progression to the module's content, but with focus on some specific periods and aspects.

## Learning Outcomes

Successful completion of the module should allow students to:

1. Explain relevant concepts and models in economic history
2. Discuss and analyse key themes and events in economic history, utilising suitable analytical tools and concepts
3. Critically assess the relevance of economic history to current institutions, policy and events
4. Develop understanding of the development of economic thought in relation to economic history
5. Critically survey published literature from a variety of sources and engage effectively with online (re)search tools

## How it's going to be taught

Weekly lecture sessions provide a framework for exploring the four main topic areas of the module, establishing core concepts and ideas, identifying key thinkers and authors and exploring issues and applications, through examples, cases, thought problems and discussions. The seminar programme is built around exploring a series of case studies, requiring students to prepare materials beforehand and then to develop responses with peers and undertake informal presentations to the group.

## How this module relates to your programme of study

The module builds on students' understanding of the mainstream economic ideas in micro and macroeconomics established in the level 4 core modules. The understanding of past economic events, policies and how

economic ideas have emerged will provide a good context within which to place the matters that other level 5 and 6 modules will pursue.

### **How this module enhances your employability**

Employers within the field have highlighted the need for graduates in Economics to have a grasp of economics history, reflecting past policy and economic events. The seminar activities develop soft skills like group working and presentation delivery.

DMU has great ambitions for its students and alumni and we want you to have opportunities that match your ambitions. We offer a wide range of work experiences and now we want to make these even better.

#DMUworks is our fresh new programme to fit around what students, alumni and employers need, focusing on work experience opportunities that may be short, long, based in the UK or abroad – with options to suit different circumstances and aspirations. You can find out and sign up for #DMUworks opportunities on [MyGateway](#).

You can also find out further information about our projects by visiting the following webpage: <https://www.dmu.ac.uk/dmu-students/careers-and-employability/careers-and-employability.aspx>

## Teaching and assessment strategies

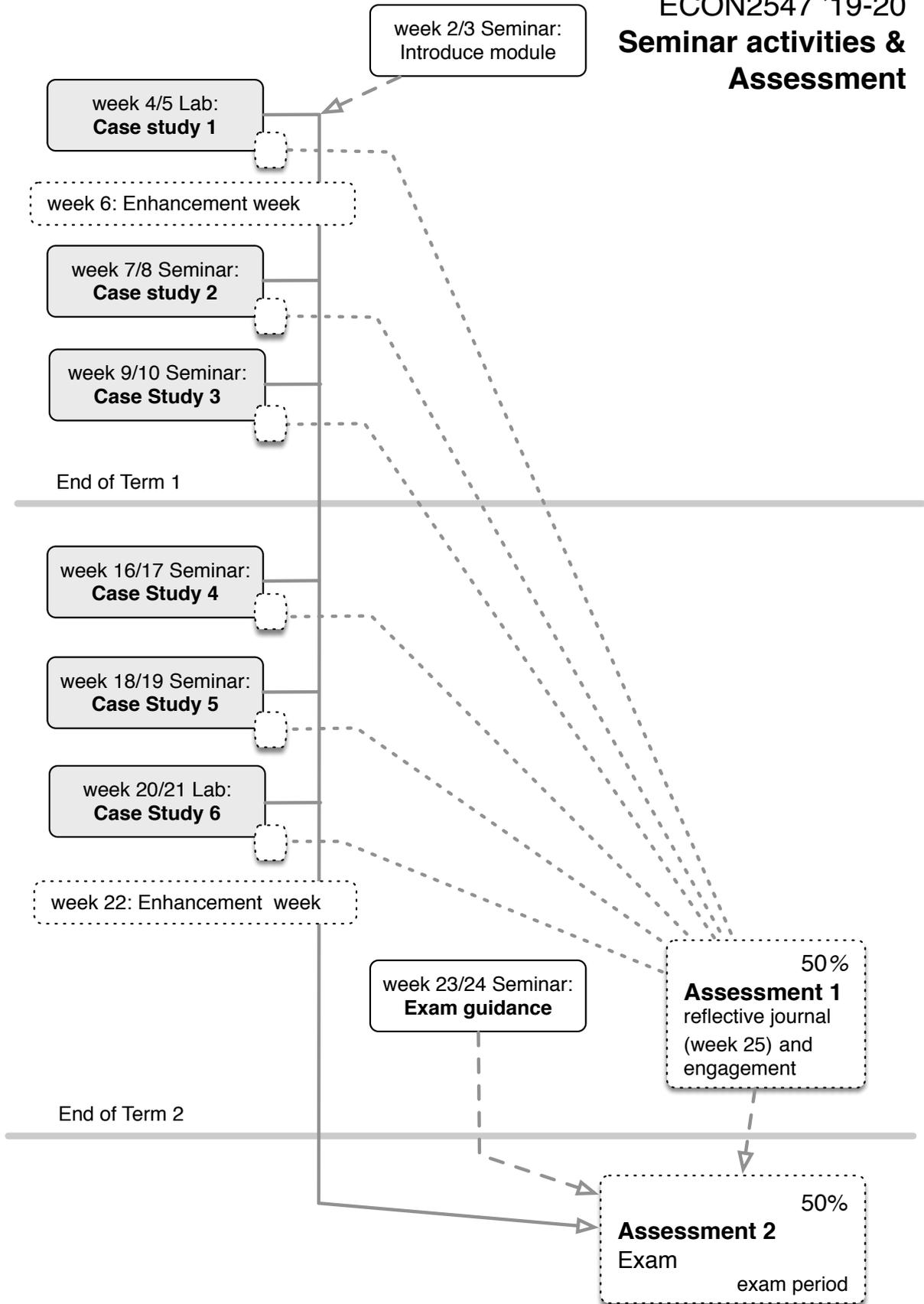
### Assessment Strategy

weight	component	due
50%	<b>coursework</b>	
	40% – Reflective journal	17 <sup>th</sup> March 2020 (w25)
	10% – In-class participation and engagement	Seminars w4-21
50%	<b>Individual exam</b>	exam period

The **coursework** is built around the seminar case study activities. Each of the four case study seminars requires preparation beforehand (the two lab sessions do not) and all have in-class activity (which contribute to a participation and engagement component worth 10% of the overall mark). Each case study will also have a reflective question which will require students to produce a brief commentary on that case study, building up a reflective journal covering the six cases. Although the final submission is in week 25, the coursework is effectively spread throughout the first and second terms and is directly related to the work that students must prepare for seminars and that has been explored in the labs.

The **exam** will take place in the usual exam period and will require students to answer short answer questions and an essay question (in one hour). The questions will cover the syllabus and will expect students to demonstrate a suitable grasp of the historical economic environment, debates and issues within the field and make use of economic models and tools of analysis where appropriate.

# ECON2547 '19-20 Seminar activities & Assessment



## Reassessment

A student failing the module will be given the opportunity to be reassessed in the component(s) failed, in accordance with current DMU regulations. Re-assessment will require resubmission of the failed component(s). If the **exam** is the failed component, students will re-sit the exam during the conventional re-sit period in August. An **overall failure of coursework** will require completion of a comparably weighted piece of coursework over the summer period, which will encompass *both* the individual essay and the seminar activities.

### In-course reassessment

Current faculty policy is that where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note - Students **MUST** have attempted the assignment in order to benefit from in-course recovery.

If a student misses their case study seminar – and have notified their tutor of their non-attendance (eg due to illness, interviews etc) within 24 hours of the missed session – they may recoup all the participation and engagement marks by attending a different seminar group for that case study or, if no further groups are available, by attending a non-timetabled viva session with their tutor.

If a student has failed to attend and has not notified their tutor of their absence within this time, or attempt to attend without preparation, they may recoup the preparation marks only (40%) by submission of their completed worksheet for that case, normally within 14 days of the missed seminar.

## Faculty processes and policy

### Assessment criteria

Assessment criteria are identified separately for each of the assignment components and are identified in the respective assignment briefs (see below in the handbook).

In general terms, the grades are awarded for assessment on the following basis:

Mark Range	Criteria
90-100%	Indicates that <b>no fault can be found</b> with the work other than <i>very minor</i> errors, for example typographical, or perhaps failure to satisfy the most challenging and exacting demands of the assessment.
80-89%	Indicates a <b>very high level of understanding</b> evidenced by an ability to engage <b>critically</b> and <b>analytically</b> with source material. Likely to exhibit independent lines of argument. Only minor errors or omissions.
70-79%	Judged to be <b>very good, yet not outstanding</b> . May contain <i>minor errors or omissions</i> . A well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.
60-69%	Indicates a <b>sound understanding</b> of basic points and principles but with some failure to express or to apply them properly. Hence the answer is essentially correct, has <i>some errors or omissions</i> , and is not seriously flawed.
50-59%	Indicates a <b>more limited understanding</b> of basic points and principles, with <i>significant errors and omissions</i> . These errors and omissions, however, do not cast doubt on the basic level of understanding.
40-49%	Indicates <b>questionable understanding</b> of basic points and principles yet sufficient to show that learning outcomes have been achieved at a rudimentary level.

<b>30-39%</b>	Indicates an answer that shows only weakly developed elements of understanding. The learning outcomes have been insufficiently realised.
<b>20-29%</b>	Very little knowledge has been demonstrated and the presentation shows little coherence of material or argument.
<b>0-19%</b>	Only isolated or no knowledge displayed.

0% will be awarded if a student hands in work 14 or more actual days after the *agreed* submission date (see below).

## Plagiarism and poor academic practice

**Plagiarism and inadequate referencing (poor academic practice) will be specifically penalised.**

- **Suspicion of plagiarism** will be investigated in accordance with University regulations. Proven evidence of plagiarism may result in failure of this module and may result in additional disciplinary action by the University, including expulsion, dependent on circumstances.
- The University has subscribed to the Turnitin **plagiarism detection service** and **all** written assignments will be processed by it. *"Papers submitted ... are compared against billions of Internet documents, an archived copy of the Internet, our local databases of submitted student papers, and the ProQuest commercial database. Any matching text we find is detailed in an Originality Report"* (JISC, 2005).
- It is a requirement of this module that written assignments are submitted to the Turnitin service via Blackboard. This is now the **only** means of submission (from the 17/18 academic year onwards). **Failure to do so may result in a zero score.**
- **Poor academic practice** – by which is meant any deficiencies in referencing and attribution of sources – can lead to penalties being deducted (typically up to 10 marks) or failure of an entire assignment.

Students should adequately reference all submitted work, using the standard **Harvard** referencing style (see end of this module guide or the module website for further details).

### **Self-plagiarism**

All coursework submitted for assessment must be **original** and **must**

**not have been submitted or used (in whole or in part) for any other level or module of study** at De Montfort University or other educational establishment.

If you use/quote any parts of a previously submitted piece of ***your own work***, you must reference this in exactly the same way as you would any other source of information and you are advised to keep such quoted material to a minimum.

## Attendance

Attendance and engagement in all learning activities is expected in all Faculty of Business and Law modules. For absences due to illness, lasting up to six consecutive calendar days, students must ***inform tutors*** whose classes they are missing of the reasons for their absence. For absences of seven consecutive days or more due to illness a ***medical certificate must be submitted*** to the Faculty Student Advice Centre. Students who wish the illness to be taken into account in relation to an assessment of work must follow the procedures relating to deferral (see below).

**You are expected to attend all timetabled sessions.** In order to register your attendance, it is important that you sign the register in class or swipe your student card against the reader (in rooms fitted with card readers). Fraudulent use of student cards for attendance monitoring ie swiping in other students who are not in attendance or asking other students to swipe your card when you are not in attendance, will not be tolerated. If you are caught doing this, you will be asked to attend a meeting with the Associate Dean Academic and if found in breach of university regulations, this may be recorded on your student record. Please note that you will be recorded as absent if your attendance is not recorded at your timetabled activities. Your attendance will be monitored weekly; if you miss classes you will be contacted by the Faculty, initially by email (to your University email address) and thereafter, if you fail to respond and/or you continue to miss classes, by post to your term-time and permanent address. Monitoring your attendance allows us to identify and assist students who are experiencing difficulties. You will be expected to respond promptly to any correspondence we send you; failure to do so could result in termination of your student registration.

## Turnitin availability

What to do in the event that Turnitin is not available:

- Check the module site on Blackboard for any announcements regarding assignment submission.

- If there are no announcements, notify your tutor, particularly if you experience problems within 24 hours of the assessment deadline. Wherever possible, do so using your DMU email account.
- If the problems occurred during or after you submitted your work, keep the submission receipt (and receipt number) for the Turnitin submission. Also record any possible error messages displayed. If you are able to do so, take a picture or a screen-grab of the error message. Please include these in your email notification to the tutor.
- If you are unable to upload your assignment due to Turnitin failure, please submit your work via email to the Module Leader **to meet the original deadline**.

Students will not be penalised for the late submission of work if there is a general technical failure in the mechanism for submission (ie unavailability of Blackboard and/or Turnitin). If necessary, an alternative method of submission will be made available and a new deadline set.

### Late submission

- **Work submitted late without authorisation** (see below) will be **subject to the standard penalties** applied across the Faculty. Extensions to deadlines will be granted **only**
  - (a) in exceptional circumstances and
  - (b) with the prior consent of the Module Leader.

Students are reminded, however, that we seek to encourage **business-like and professional behaviour**. Work submitted late will consequently be the subject of a penalty.

#### **Policy for the unauthorised late submission of work:**

If an assessment is submitted later than the deadline without an approved extension or deferral the mark received will be capped. If an assessment is submitted 1-14 calendar days late the mark for the work will be capped at the pass mark of 40% for undergraduate modules. If an assessment is submitted beyond 14 calendar days late the work will receive a mark of zero.

- The definition of **'late'** in the Business School encompasses any submission made after the assignment deadline, whether in-class (time of scheduled class) or via submission to Turnitin (after 12 noon on submission day).
- **Extensions and deferrals** will only be given for situations which can be described as 'crises' which could not **reasonably** be anticipated and which are of sufficient severity and duration to interfere with the production of assessed work. Examples which *may* result in an

extension include illness of the student or the illness of a close relative.

- **Extensions** to relevant deadlines are only granted where there is a satisfactory explanation provided in advance. Module leaders may be able to grant a short extension of up to 14 days or they can, if appropriate or practical, make alternative arrangements for the assessment. Remember it may not always be possible to make alternative arrangements. *In exceptional circumstances extensions beyond 14 days can be granted by the Associate Dean Academic or their nominee.* You may apply for an extension by completing an extension request form available from the Student Advice Centre. This form requires you to negotiate the period of extension with the Module Leader – *before* the hand-in deadline – and also submit (where appropriate) **documentary evidence**, such as a Doctor's Certificate.
- **Remember:** all applications for extension of submission date of assignments must be made in writing to the Module leader for authorisation, using the appropriate University form. ***Any late submissions not authorised in writing by the Module leader will incur the penalties outlined above.***
- If your circumstances are such that an extension of 14 days would not be sufficient, or if you feel that, despite being granted an extension of up to 14 days, your performance in a piece of coursework has been seriously impaired, you may apply formally to your faculty panel for a **deferral of assessment of coursework**. You will have to fill in the appropriate form that is obtainable from the Faculty Student Advice Centre and supply supporting evidence. Forms should be submitted to the Faculty Student Advice Centre. Further information on the deferrals policy can be consulted at: <http://dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/deferral-of-assessments.aspx>. The application (and supporting documentation) for deferral will be considered by a Faculty Panel. Where deferrals are agreed, the coursework will then be submitted at an agreed date, during the Summer Vacation.
- Extensions and deferrals cannot be given for anticipated events such as house moves, holidays, or increases in workload. In addition, problems with the use of information technology (loss of data, printer failure, etc) will not be accepted as justification for an extension.
- It is essential that all students get into good and 'safe' habits with regards to computing equipment and ensure that they **take regular back-ups** of work on one (or more) usb flash drives or other media, and/or online backups like Dropbox etc at regular intervals. Do not

leave printing or submission to Turnitin until the last moment. Losing files or not getting your essay uploaded in time are *avoidable* outcomes.

- 'Extension to Coursework' and 'Deferral of Coursework Forms' are obtainable from the Student Advice Centre in Hugh Aston.

### Return of submitted work

- All students will be informed via a Blackboard announcement when their assessment is marked. You are strongly encouraged to discuss your written or in some cases audio feedback with your module leader if you have any questions or concerns. Modules assessed wholly or in part by examination may have generic feedback on examination performance made available via Blackboard.
- All marks on assessed work are provisional marks only and they will not be confirmed until the Assessment Board meets. Marks and feedback on assessed work will be available within 20 days. The turnaround time does not include weekends, bank holidays or university closure days.
- The full Assessment and Feedback policy can be consulted at: <http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx>

### Good academic conduct and discipline

All students are expected to adhere to the University's regulations in relation to expected standards of behaviour.

- Information on student regulations can be viewed at: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx>

### Seminar group changes

- The seminar sessions for this module have been carefully designed and it is important that all seminar group sizes remain balanced. Therefore **any request for a transfer of seminar must be made in writing to the module leader** (using the appropriate form that may be obtained from the Student Advice centre). **Only the module leader may authorise any change of seminar**, and will only do so where resources allow such a change.
- **No seminar changes will be authorised after week 2.**

## Student Feedback and Representation

At De Montfort University the feedback that we receive from you is essential to ensure that we provide every student with the best possible education.

We obtain feedback from students through a variety of channels. These include:

- Feedback forms such as module level feedback
- Surveys such as the National Student Survey
- Face-to-face feedback such as ask the expert forums, student forums, personal contacts, school representative coordinators, and course representatives

### Module Level Feedback

The Module Level Feedback (MLF) survey is one way we gather student feedback on your teaching and learning experience. The feedback you give us via the MLF helps us to meet your needs at module level as well as programme level. It lets us know what kind of enhancements will mean the most to you during your time here. This survey is confidential and administered online; you will be invited to complete this before the end of your module. The questions ask you to evaluate your teaching and learning experience for each module you take on a five-point scale from 'Definitely Agree' to 'Definitely Disagree'. Questions cover the following topics (you can see the full list of questions at <https://www.dmu.ac.uk/current-students/student-experience/lets-talk/mlf.aspx>):

- Teaching
- The learning environment
- Learning outcomes
- Assessment and feedback
- Organisation and management
- Learning resources
- Overall learning / educational experience

You will also have the opportunity to tell us about the module's best aspects, what can be improved or what should be changed.

## National Student Survey

The National Student Survey is taken by **final-year** undergraduate students at universities across the UK. The feedback that you provide in the survey is used by the University and De Montfort Students Union to evaluate the student experience and to see how we can make further improvements. The survey typically runs from February through to April annually and is administered by Ipsos Mori, which is an independent research agency. The feedback provided by students remains anonymous at all times. The NSS includes all full-time and part-time UK, EU and international final year students studying at DMU in Leicester. The NSS excludes incoming visiting or incoming exchange students in their final year.

## Face-to-face feedback

Under the leadership of the Pro Vice-Chancellor Academic, the University regularly organises 'Ask the Expert' forums. These are small, informal sessions that offer students the opportunity to meet with and ask questions to a wide range of academic staff on topics that are of importance to the student community.

Various academic departments and schools within the University run focus groups and student voice cafes to gain face-to-face feedback from students. You may receive email invites from staff or see opportunities to take part in these activities on noticeboards.

You will also have the opportunity to provide feedback to staff members which include personal tutors, staff working in student advice centres, and academic tutors.

Feedback can also be provided through course representatives and School Representative Coordinators. Elections for these roles are organised by De Montfort Students Union.

## Your commitments as a student

### DMU Student Charter



#### Your responsibility

Students are expected to attend and participate in all timetabled activities, including lectures, seminars, workshops, and practical sessions. Students are also encouraged to fully participate in the academic and cultural life of the Faculty and University, including guest lectures, seminars, public debates and external visits.

#### As students, your responsibilities are:

**Preparation:** Complete the required readings before coming to each timetabled session on this module and to undertake the required follow-up work.

**Participation:** Participation in class is based on participation in class lectures/seminars, as well as group activities in class. To assist your engagement in class you should come prepared by writing down ideas, quotes, or concepts from the reading list that you find interesting as well as thought provoking. You should come prepared so that you can fully engage in class discussions and activities. If you are late to class, then please take the first available seat and settle yourself as quietly as possible.

**Respect:** Throughout your studies it is important that you treat other students with respect as well as engaging in a respectful manner with academic staff. It is imperative that you listen to others and treat their contributions with respect, even if you disagree with them. In particular it is important that:

- You are respectful of your peers' learning and resist talking through seminars, workshops and lectures.
- You do not answer your phone unless it is an emergency.
- If you are late, then please take the first available seat and settle yourself as quietly as possible.

The student charter sets out commitments from the university to students, from students to the university, and from the Students' Union to students. You can consult it at:

<http://www.dmu.ac.uk/dmu-students/student-resources/student-charter/student-charter.aspx>

The module teaching and assessment team will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.

## Module outline (overview)

### Lecture schedule

See: [www.economicstoolbox.com](http://www.economicstoolbox.com) / Blackboard

Lecture materials, readings and other resources are regularly updated on this part of the module website (which can also be accessed through the module's Blackboard presence). Check the relevant lecture's web page before the lecture in question. There will be detailed guidance for reading for each lecture topic.

There is a single one-hour lecture session per week, though these will be used in a variety of ways, including some priming for case study seminars.

#### **Autumn Term**

(weeks 1-11) – *employability week: w6*

- Introduction to module
- Philosophy and methods in Economic History
- The pre-industrial world
- Britain's industrial revolution
- Technological change
- The emergence of political economy
- Financial system and banking

#### **Spring Term**

(weeks 15-27) – *employability week: w22*

- The 20<sup>th</sup> century economy
- Inter-war theory and policy
- Post-war institutions
- The public sector
- Inequality
- Deindustrialisation
- Privatisation
- Exam revision

#### **Summer Term**

(weeks 31–) – no teaching

*Exam period*

## Seminar schedule

### Overview

The seminar programme is driven by a number of case studies and by sessions related to assessments. The former will require students to contribute to informal presentations and discussions regarding these case study-based issues, often in small group contexts (but also requiring individual activity).

Case studies and other resources are provided through the module website. **Preparation for seminars is vital.** Make sure you check the relevant seminar's web resources and read the case study material provided on the site **before you attend the seminar.** You are expected to make a contribution to the seminar.

A proportion of the coursework grade will be determined by your engagement and participation in seminars. Note too that the cases typically form the basis for some of the **exam** content and will define aspects of the reflective commentaries coursework set for the module.

See: [www.economicstoolbox.com](http://www.economicstoolbox.com) / **Blackboard**

### Autumn Term

Week 2-3	Introductory session: establish seminar practice; introduce individual assignment
Week 4-5	Computer labs – Maddison project: data exploration
Week 6	<b>Enhancement week</b> – no scheduled teaching
Week 7-8	Case study 2: Causal factors in the Industrial revolution
Week 9-10	Case study 3: Technological change

**Spring Term**

Week 16-17 Case study 4: Financial crises

Week 18-19 Case study 5: Inter-war economic thought and policy

Week 20-21 Computer labs: Piketty inequality data

Week 22 **Enhancement week** – no scheduled teaching

Week 23-24 Exam guidance

**Summer term**

No teaching

## Module reading list

See: [www.economicstoolbox.com](http://www.economicstoolbox.com) / Blackboard

Additionally, check *each* lecture's page on the web site as additional journal articles and other sources will be identified. It is recommended that you follow up all primary sources identified for each lecture. New books and sources are likely to be identified over the course of delivering the material.

New books and sources are likely to be identified over the course of delivering the material, as this is a new module.

### Core texts

Floud, R, Humphries, J and Johnson, J (eds) (2014a), *The Cambridge Economic History of Modern Britain vol 1 1700-1870*, Cambridge: CUP

Floud, R, Humphries, J and Johnson, J (eds) (2014b), *The Cambridge Economic History of Modern Britain vol 2 1870 to the present*, Cambridge: CUP

Backhouse, RE (2002), *The Penguin History of Economics*, London: Penguin books

### Other selected texts

Alford, BWE (1996), *Britain in the World Economy since 1880*, London: Longman

\* Allen, RC (2009), *The British Industrial Revolution in Global Perspective*, Cambridge: CUP

Berg, M (1994), *The Age of Manufactures 1700-1820 (2<sup>nd</sup> ed)*, London: Routledge

\* Chang, Ha-Joon (2014), *Economics: The User's Guide*, London: Pelican books

Edgerton, D (2008), *The shock of the old – technology and global history since 1900*, London: Profile Books

Galbraith, JK (1992), *The Great Crash 1929*, London: Penguin Books

Hobsbawm, E (1999), *Industry and Empire (2nd ed)*, London: Penguin books

Hobsbawm, E (1988), *The Age of Revolution 1789-1848 (new ed)*, London: Abacus

Hobsbawm, E (1988), *The Age of Capital 1848-1875* (new ed), London: Abacus

Hobsbawm, E (1989), *The Age of Empire 1875-1914* (new ed), London: Abacus

Hobsbawm, E (1994), *Age of Extremes 1914-1991*, London: Michael Joseph

Mokyr, J (2009), *The Enlightened Economy*, London: Penguin books

Ormerod, P (2005), *Why most things fail... and how to avoid it*, London: Faber & Faber

\* Piketty, T (2014), *Capital in the Twenty-First Century*, Cambridge, Mass: Belknap Press of Harvard University Press

Standage, T (1999), *The Victorian Internet*, London: Phoenix

## **Journals**

- Journal of Economic History
- The Economic History Review
- European Review of Economic History
- Explorations in Economic History

## Online resources

Important information relating to this module can be found on Blackboard. This includes all communications and announcements, the procedure for submitting assignments via TurnitinUK as well as information on the module, lecture and seminar materials. The lecture, seminar, assessment and module information is also directly available through a module site: [www.economicstoolbox.com](http://www.economicstoolbox.com).

You can access Blackboard by going to: <https://vle.dmu.ac.uk>  
Log in using the same username and password that you have for access to the University's computer services.

Further information on Blackboard can be accessed from the Centre for Enhancing Learning through Technology (CELT):  
<http://celt.our.dmu.ac.uk/blackboard/>

If you have any difficulties logging into any computer on campus, then you should contact the Help Desk located on the 1st floor of the Kimberlin Library. In addition, you might contact the ITMS helpline ( +44 (0)116 250 6050) or send an email to [itmsservicedesk@dmu.ac.uk](mailto:itmsservicedesk@dmu.ac.uk) noting your name and degree programme).

## Assessment 1 (Coursework)

### A: Reflective journal (Individual assessment) [40%]

See: [www.economicstoolbox.com](http://www.economicstoolbox.com) / Blackboard

- 6 x 200 words
- represents 40% of final grade
- Submit whole journal (all six responses) by Tuesday 17<sup>th</sup> March 2020 – submit via Turnitin (by 12 noon).

Each case study seminar topic (in weeks 7-8, 9-10, 16-17, 18-19) has a set of questions that you will need to prepare for prior to the seminar. Each lab (in weeks 4-5, 20-21) will require in-class exploration of data sources. For each case study, a reflective commentary question related to that case study will be published at the end of the seminar (on Blackboard and the module site).

So, for **each** of the case studies you have done in class you will also need to write a brief response to an aspect of that case identified by the relevant question. Your reflective commentary for that case should:

- Build on the discussion and activity in class and your own preparation for the case study discussion
- Incorporate your reflection on the case issues
- Address the specific question set for that case's commentary.

You should ensure that you offer a coherent and suitably structured response to the question chosen and that there is appropriate analysis, drawing on relevant theoretical models where appropriate.

The reflective journal as a whole will comprise all six reflective commentaries. Please ensure that your document clearly identifies and separates the six different responses and presents them in the order that the case seminars have taken place. The most effective approach is likely to be to **write up your reflective response for each case within a relatively short period after that seminar**, so that the matters discussed are relatively fresh in your mind. Attempting to produce all six responses just before the submission deadline is unlikely to produce the best outcomes.

**Further research and reading beyond the case study materials is required**, as you are aiming to produce a deeper and more considered response that builds on the discussion in class. You may need **to add further examples, data or illustration of the issues** and draw on the base of established academic literature.

## Learning Outcomes

Assessments relate directly to the module's learning outcomes (below). The coursework's assessment criteria will reflect the following learning outcomes:

1. Explain relevant concepts and models in economic history
2. Discuss and analyse key themes and events in economic history, utilising suitable analytical tools and concepts
3. Critically assess the relevance of economic history to current institutions, policy and events
4. Develop understanding of the development of economic thought in relation to economic history
5. Critically survey published literature from a variety of sources and engage effectively with online (re)search tools

## Reflective commentary questions

The questions for each seminar topic's reflective commentary task will be released in the week that the seminar first runs, and will be updated on Blackboard and on the module site, so you'll need to check back every couple of weeks.

### **Week 4/5**

tbc

### **week 7/8**

tbc

### **week 9/10**

tbc

### **week 16/17**

tbc

### **week 18/19**

tbc

### **week 20/21**

*tbc*

## Reflective journal assessment criteria

Each commentary in the journal must:

- Respond explicitly to the reflective question set for that case.
- Show suitable reflection and development from the discussion in class for that case.
- Demonstrate a clear and concise writing style.
- Where required, provide evidence of suitably relevant reading and research (and reference work appropriately using the Harvard format).
- Where relevant, demonstrate the student's understanding of the theoretical concepts that the case addresses.

Additionally,

- Each commentary should be set in 12 point Arial or Helvetica (with **1.5 line spacing**) and follow an essay-style format
- The maximum word count is 200 words *per* case study. Commentaries should not be less than 180 words.
- Each journal entry should be on a separate page, with a single reference list for the entire document.
- It must be submitted in digital form to the **Turnitin** assignment drop-box on the module's Blackboard site. Digital submissions must be received by the assignment deadline. Don't assume instantaneous delivery.
- Good referencing and academic practice will be credited, as will good standards of written English.
- Any evidence of plagiarism will be dealt with severely in accordance with DMU regulations.
- Late submissions will be penalised.

## Reassessment opportunity

Non-submission of the commentaries (and thus a zero mark for that component) and/or non-attendance at seminars causing an overall fail in coursework will normally lead to the Faculty's standard referral process, with a reassessment in August.

## Assessment 1 (Coursework)

### ***B: Seminar participation and engagement [10%]***

Your engagement with the module's seminar and lab programme will be graded and will be aggregated into the coursework mark, accounting for 10% of the *overall mark* – but note that this represents 20% of the *coursework* mark (the remaining 80% of coursework marks will come from the reflective journal).

The net effect is that the extent to which you maintain on-going engagement with the module will have a ***significant effect*** on your coursework grade and thus on your overall grade for the module.

In seminars, marks will be accrued for:

- ***Demonstrating adequate preparation***  
(through bringing the relevant case study worksheet, with ***completed*** responses to ***all*** questions, as well as the case study's primary source material, either as hard copy or on a digital device)  
– up to 2 marks per case study seminar
- ***Demonstrating participation and contribution***  
(through your peer group discussions and informal group presentations to the rest of your seminar group or through engagement with set tasks in labs)  
– up to 3 marks per case study seminar; up to 5 marks in labs

If you miss your seminar – **and have notified your tutor of your non-attendance** (eg due to illness, interviews etc) within 24 hours of the missed session – you may recoup *all* the missed seminar marks by attending a different seminar group for that case study or, if no further groups are available, by attending a non-timetabled individual session with your tutor. If no further lab groups are available, the completion of the set tasks for the lab and submission of the completed worksheet within an agreed timescale will compensate.

If you have failed to attend and have **not notified your tutor** of your absence within this time, or attempt to **attend without preparation**, you may recoup the preparation marks only (ie 2 marks per case, out of the maximum 5), by submission of your completed worksheet for that seminar case, normally within **14 days** of the missed seminar. For lab sessions, you must contact the tutor to obtain the worksheet for that lab and, again, a 40% mark only may be obtained by submission of the completed worksheet within 14 days of the missed lab.

**ECON2547 coursework: Reflective Journal + In-class assessment**

Name:

Marker: JP

## Comments

<b>Specific responses to all six case studies</b>									
<b>Evident reflection from seminar discussion and development</b>									
<b>Evidence of relevant reading and research</b>									
Learning outcome: 3, 5									
<b>Awareness of historical context</b>									
Learning outcome: 3, 4									
<b>Theoretical understanding and coherence</b>									
Learning outcome: 1, 2									
<b>Marks</b>	<b>1</b> w4/5	<b>2</b> w7/8	<b>3</b> w9/10	<b>4</b> w16/17	<b>5</b> w18/19	<b>6</b> w20/21	<b>Ave mark</b>	<b>XX/10</b>	
	X / 10	X / 10	X / 10	X / 10	X / 10	X / 10	<b>Sum 1-6</b>	<b>XX/60</b>	
<b>A: total Content mark (% of 70 marks)</b>			<b>XX%</b>				<b>XX Marks</b>		

<b>B: Presentation, structure, and style. [10 marks]</b>  <i>Marks will be awarded for conforming to the required presentation, structure, style, and submission specification.</i>	<b>Format criteria: Up to 10 marks may be awarded</b>						
	Meets criteria:			<b>Yes</b>	<b>No</b>	<b>Marks</b>	
	Typed, 1.5 line spacing, Arial or Helvetica font, type size 12, essay-style format, separate pages for each question			Y	N	2	
	Correct & adequate <b>Harvard referencing</b> in text			Y	N	2	
	Correct <b>reference list</b> Included			Y	N	2	
	<b>Word limit</b> – maximum 200 words per entry / minimum 180 words exc. title page, reference list			Y	N	2	
	<i>Standard of / Usage of <b>English</b></i>			<i>Good / Average / Poor</i>		2	
	<b>B: Format Marks awarded</b>			<b>XX / 10</b>			
<b>Comments</b>							
<b>C: Submission and academic practice</b>  <i>Submission to Turnitin is the sole means of submitting the assignment – failure to do so will cause the assignment as a whole to be failed.</i>	<b>Penalties</b>			<b>Yes</b>	<b>No</b>		
	Evidence of <b>Plagiarism / Poor Academic Practice</b>			Y	N		
	Turnitin Originality Score			XX%			
	<b>Assignment submitted to Turnitin</b>			Y			
	Unauthorised <b>late</b> submission (1 – 14 days) <b>Maximum mark 40%</b> .				N		
	Unauthorised <b>late</b> submission (over 14 days) <b>Maximum mark zero.</b>				N		
	<b>C: Total Penalties deducted</b>			<b>0</b>			
<b>D: Seminar engagement [% of 30 marks]</b>	<b>1</b> w4/5	<b>2</b> w7/8	<b>3</b> w9/10	<b>4</b> w16 /17	<b>5</b> w18 /19	<b>6</b> w20 /21	<b>XX %</b>
	X / 5	X / 5	X / 5	X / 5	X / 5	X / 5	xx/30
<b>D: Seminar engagement marks [20% weighted – ie % mark x 20]</b>							<b>XX</b>
<b>Final Mark = (A + B – C) + D</b> (This mark represents 50% of the overall module assessment)				<b>XX %</b>		<b>Date</b> XX/XX/XX	
<b>Moderated</b>						<b>Date</b>	

## Assessment 2

### *Exam*

See: module website and Blackboard

- Individual, closed book examination
- 1 hour duration
- represents 50% of final grade
- Takes place in normal examination period (typically during May).

The week 23/24 seminars will include a briefing session on the exam. You are advised to attend that session, as general advice about how to address the exam will be provided, as well as specific guidance on topics.

Past papers are made available on the module's Blackboard presence, as ExamNet has proved to be unreliable for access to ECON papers in the past.

### Learning Outcomes

Assessments relate directly to the module's learning outcomes (below). The exam assessment will reflect the following learning outcomes:

1. Explain relevant concepts and models in economic history
2. Discuss and analyse key themes and events in economic history, utilising suitable analytical tools and concepts
3. Critically assess the relevance of economic history to current institutions, policy and events
4. Develop understanding of the development of economic thought in relation to economic history
5. Critically survey published literature from a variety of sources and engage effectively with online (re)search tools.

## Referencing and academic practice

### Plagiarism and bad academic practice

De Montfort University's Academic Regulations describe **plagiarism** as: *“the significant use of other people's work and the submission of it as though it were one's own in assessed coursework (such as dissertations, essays, experiments etc)”*.

#### This includes

- Copying from another student's work
- Copying text from sources such as books or journals without acknowledgement
- Downloading information and/or text from the Internet and using it without acknowledgement
- Submitting work which you claim to be your own when it has been produced by a group
- Submitting group work without acknowledging all contributors.

De Montfort University describes **bad academic practice** as:

- Low level duplication without citation for example errors made through carelessness or misunderstanding  
*or*
- Passing off ideas, data or other information as if originally discovered by the student.

Information on academic offences can be found at:

<http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/academic-offences.aspx>

Further advice on academic offences can be obtained by emailing

[acasupportoffice@dmu.ac.uk](mailto:acasupportoffice@dmu.ac.uk).

Full details can be found in the University regulations:

<http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/student-regulations.aspx>

Students are reminded that module assessment results are provisional until ratified by the programme management boards and that results released to students can be revised or redacted if there are concerns regarding academic practices.

### Proofreading

If you do use a third party to proof read your work or a professional proof reading service you must discuss this with your tutor and declare this in a written statement accompanying your work when you submit it for assessment.

## Harvard referencing

**The information below is a general commentary on the preparation of written work, which supplements the Faculty guide to referencing. If unsure, always check with the module leader regarding the requirements for referencing and presentation of written work.**

You should note that tutors will **check** references. I have been known to get books out of the library (even the reference library in town) to check sources and I follow up online sources and journal articles that may be claimed to be cited. On top of this, Turnitin applies to all written coursework. Make your own life easier (and ours) by referencing your work properly.

**The Faculty Guide to Referencing for Business students**, (<https://libguides.library.dmu.ac.uk/business/referencing>) is a necessary guide – please ensure you follow its guidance.

DMU's Library has also produced a study guide on Harvard referencing: <http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>

## Referencing your written work

### Why ?

It's about your academic credibility. When presenting any serious piece of academic work such as an essay, a report, a dissertation or a presentation, you must be able to show that you have used appropriate sources of information and considered relevant theories and debates within the field. To be able to do this you must be able to show where you have got your information and your ideas from. If you do not indicate your sources clearly then, at best, your work will be regarded as being of inferior quality and, at worst, you may lay yourself open to a charge of plagiarism.

- There is a **very basic rule for referencing**: if you are offering **any** concept, idea, fact or information that does not originate in your head then you must identify an appropriate source for it.

If you do not identify the source (whether by accident or design) then you have *effectively* **plagiarised** that source. This is deemed to be **poor academic practice**. If you have deliberately copied others' work and this is proven (ie evidence of plagiarism), this will result in failure of this module and may result in additional disciplinary action by the University, including expulsion, dependent on circumstances.

All written assignments for this module will be submitted to the Turnitin plagiarism detection service. The outcome from Turnitin is that if you

engage in poor academic practice, it will be identified – and **you will be penalised** for it.

### Citing from online sources

If you are planning to refer to material you have found on the Internet in your assignment, presentation or dissertation, you must provide enough information so that, in theory at least, any reader can trace your references back to where they appeared originally. Note that I will often do this ...

The standard for electronic references has emerged by practice, but follows the same principles as for books or journals, with some specific amendments to reflect the nature of the media.

See:

University of Sheffield (2010), Citing electronic sources of information (HSL-DVC2), University of Sheffield Library [online]. Available from: <http://librarysupport.shef.ac.uk/hsl-dvc2.pdf> [Accessed on 31<sup>st</sup> August 2016]

### What should an online reference include?

Broadly, the Harvard format for a web reference in your **reference list** is:



**In the text**, this source would be formatted as Sweney and Wray (2008), **not** as Guardian or guardian.co.uk and definitely not with the URL.

**All** in-text references = Author, Year [with page details if relevant]

## Detailed guidance on electronic references

Information needed for a complete and accurate reference should normally include:

- **Author's name and initials** (if more than one, list them). Much information is put up on the Internet by organisations without citing a specific author. In such cases, use the *smallest identifiable organisational unit* as the author eg BBC, Economist. Some guides may suggest using 'Anon' – this is not very useful so try and **avoid** it. If you can't identify an author or a publishing organisation for an article, then what does this say about the credibility of the source ?
- **Year of publication.** Only write [No date] or [n.d.] when the electronic publication date is not available. It is often harder to find the date of an Internet resource, and this is important to consider when assessing its usefulness as an information source. However, you can check page info in most browsers which will identify when the page was last modified and therefore last published (see **Page Info** in the browser). If you use several pages from the same author or site that will otherwise have identical author/year citations, then you need to differentiate between them. This is done by adding a lower case letter after the year eg 2008a, 2008b etc.
- **Title of the document being cited.** The title of a web page will normally be the main heading or article title on the page, or in the strip at the top of the browser. The title of messages/postings is the subject line.
- **Publisher** The term publisher is used here to cover both the traditional idea of a publisher of printed sources, as well as organisations responsible for maintaining sites on the Internet, such as the BBC or De Montfort University. It may reflect the domain name of the web address or the organisation that 'owns' the domain.
- **Medium or Type of resource** – to show that this is not a printed book or article. The rules of citation are based around the assumption that everything is paper-based – unless you say it isn't. For web resources, this is usually expressed as [online] or [www].
- **Location** – URL, ftp address, etc. – wherever the user has to go to in order to locate the document in question. Note that some sites may produce dynamic URLs that reflect your log in identity and/or sessions. These URLs are usually not much use to anybody else – look for permalinks / permanent URLs. Note too that **many of the resources one might get from ProQuest or EBSCO, for instance, are not actually online sources.** The databases merely provide a convenient mechanism for accessing previously published (ie in hard copy) work. The original reference details (journal/publication details) are the appropriate ones to

use, not the database URL. A Google URL is NOT generally a suitable reference.

- **Date accessed** – essential if a document is likely to change or move; for e-mails or newsgroups use posting date, to allow tracing of message through archives. The ‘accessed date’ is the date on which you viewed or downloaded the document. This allows for any subsequent modifications to the document common with this medium of communication.

Note that this formatting **applies only to the reference *list***, as your in-text references will still contain only author and year, even if they are from electronic sources. **Don’t put URLs (web addresses) in the text** as a reference source.

## Getting organized

You will have noticed that you need to supply a lot of information about your sources; author, title, date and place of publication, volume and part numbers in the case of journals, and very often page numbers. This means that when you are reading and note-taking you should start by making a note of all these details so that you can refer to them when finalising your work. It is easy to forget this and very time-consuming to have to go checking back if you do, so be methodical in your approach to note-taking. **Always** write down the full details of the source that you are taking notes from when you start. It will save a lot of time and effort later on.