This course analyzes major economic, political, and social changes in the world economy over the course of the past two hundred and twenty years. These include factors contributing to increases in economic performance, changes in the form of government, technological change (including industrialization), and episodes of integration and disintegration of the global economy. Emphasis is on institutional changes in how societies organize economic, social and political activities; variation in development among geographic regions; and various ways of seeking to understand the economy and the human actor within the economy.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus (lecture, tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Completion of or current enrolment in ECON2101 Microeconomics and ECON2102 Macroeconomics (or ECON2111 and ECON2112)</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>ECHI2006, ECHI2016, or ECHI3019 The World Economic Since 1800 (H)</td>
</tr>
<tr>
<td>Convenor/Lecturer</td>
<td>Cameron Gordon, Arndt Room 2019</td>
</tr>
<tr>
<td>Phone</td>
<td>+61 2 612 54544</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Cameron.gordon@anu.edu.au">Cameron.gordon@anu.edu.au</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>TBA and by appointment</td>
</tr>
<tr>
<td>Research Interests</td>
<td>Economic history; economic methodology and history of thought; transport and infrastructure finance and economics; social and economic equity and justice in service delivery and pricing; economic evaluation methods; public health</td>
</tr>
<tr>
<td>Student Administrator</td>
<td>Nicole Millar</td>
</tr>
<tr>
<td>RSE Students Webpage</td>
<td><a href="https://www.rse.anu.edu/student">https://www.rse.anu.edu/student</a></td>
</tr>
</tbody>
</table>

SEMINAR IN ECONOMICS

http://programsandcourses.anu.edu.au/course/ECHI3009; and http://wattlecourses.anu.edu.au

COURSE OVERVIEW

Class Meetings (Room assignments subject to change. Check online schedule)

Lecture: Mondays, 14:00-16:00, Arndt Lecture Theatre 1
Tutorials: Thursdays, 09:00-10:00; 10:00-11:00, Haydon-Allen 1205
Learning Outcomes

Students who successfully complete the course requirements will be able to:

1. understand the various mechanisms by which economies develop;
2. apply economic theory and analysis to historical and contemporary episodes of economic growth;
3. read and critically assess original articles in economic history journals; and
4. write well-structured, coherent, and concise essays that synthesize and critically analyse economic ideas as presented in discussion, readings, and research materials.
5. present academic material individually and as part of a group in class, and discuss and answer questions extemporaneously.

Students are advised that this is a reading- and writing-intensive course, with assessment based primarily on written assignments and an in-class presentation.

Assessment Summary

Examination, essays, and course participation. Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes, and further elaborations, will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>20%</td>
<td>Throughout term</td>
</tr>
<tr>
<td>Group presentation</td>
<td>30%</td>
<td>Throughout term</td>
</tr>
<tr>
<td>Group feedback</td>
<td>10%</td>
<td>Throughout term</td>
</tr>
<tr>
<td>Online problem set</td>
<td>20%</td>
<td>Throughout term</td>
</tr>
<tr>
<td>Synthesis report</td>
<td>20%</td>
<td>Throughout term</td>
</tr>
</tbody>
</table>

Research-Led Teaching

This course incorporates seminal and contemporary research published in academic journals and working paper series, from which students will be exposed to economic data, statistical methodology, and research practices that can be applied to their own work throughout the semester and in their academic career.

Feedback

Staff Feedback

Students will be given feedback in the following forms in this course:

- marks and written comments on assessed materials
- verbal feedback during class, consultation, and individual meetings

Student Feedback

Students are able to provide feedback via online surveys administered through Wattle during the term as well as through interactions with the lecturer.

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/
Policies
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. These education policies and an explanatory glossary can be found at: http://policies.anu.edu.au/.

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Other key policies include:
- Academic Progress
- Assessment of Student Learning
- Assessment Review and Appeals
- Course Assessment: Consultation and Finalisation
- Student Feedback on Teaching and Learning

Note that this course has a zero-tolerance policy for plagiarism, and student work will be regularly checked for potential violation, including the use of TurnItIn software. Students engaging in dishonest practices will be prosecuted to the full extent of university disciplinary procedures.
Definitions and policies can be found at: http://academichonesty.anu.edu.au/

Required Resources
Commonwealth supported students and domestic full-fee paying students generally must be able to complete the requirements of their program of study without the imposition of fees that are additional to the student contribution amount or tuition fees.

Provided that its payment is in accordance with the Act, a fee is of a kind that is in any one or more of the following categories:
(a) It is a charge for a good or service that is not essential to the course of study.
(b) It is a charge for an alternative form, or alternative forms, of access to a good or service that is an essential component of the course of study but is otherwise made readily available at no additional fee by the higher education provider.
(c) It is a charge for an essential good or service that the student has the choice of acquiring from a supplier other than the higher education provider and is for:
   (i) equipment or items which become the physical property of the student and are not consumed during the course of study; or
   (ii) food, transport and accommodation costs associated with the provision of field trips that form part of the course of study.
(d) It is a fine or a penalty provided it is imposed principally as a disincentive and not in order to raise revenue or cover administrative costs.

Additional Course Costs
There are no additional course costs.

Examination Material or Equipment
N/A

Errata (Absences, Accommodation, Syllabus Changes)
Students needing accommodation for disabilities or observing religious holidays that conflict with classes are to notify me by the end of the second week. In addition, students are to provide documentation (e.g., medical) for all excusable absences in advance if possible and no later than one week after the absence. In case of emergencies, weather, or other unforeseen events, lectures may be canceled or rescheduled. This syllabus may be revised during the term, including rescheduled lectures/office hours and modified weekly topics and readings, with notice given in advance if possible.

COURSE SCHEDULE
This course is designed to accommodate a weekly two-hour lecture and one-hour discussion session (aka, tutorial). Students are expected to attend and participate in all class meetings, which may include assessable material that is not in assigned readings. Lectures will be recorded, but may not
be available immediately. There are strict specifications for the last day to change your schedule without permission and to drop this course without penalty. Important dates can be found at: http://www.anu.edu.au/directories/university-calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Understanding the 'economy' and the 'human animal' in history</td>
</tr>
<tr>
<td>2</td>
<td>“1800”: a tipping point into the Anthropocene and the Industrial Revolution</td>
</tr>
<tr>
<td>3</td>
<td>“Political Economy: development and growth as new concepts</td>
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<tr>
<td>4</td>
<td>“Human agency” -- culture, Institutions, sociality and the power of ideas</td>
</tr>
<tr>
<td>5</td>
<td>Technology and infrastructure</td>
</tr>
<tr>
<td>6</td>
<td>War, disease and demographics</td>
</tr>
<tr>
<td>7</td>
<td>Imperialism, Extraction, Exceptionalism</td>
</tr>
<tr>
<td>8</td>
<td>Modernity: “1914”, “1929”, Depression</td>
</tr>
<tr>
<td>9</td>
<td>LABOUR DAY HOLIDAY – NO LECTURE</td>
</tr>
<tr>
<td>10</td>
<td>“1945” – Cold War, decolonization and “Comparative Economic Systems”</td>
</tr>
<tr>
<td>11</td>
<td>“1989” – The End of Economic History…or the beginning?</td>
</tr>
<tr>
<td>12</td>
<td>Human Being and Machine: the Technocratic Age</td>
</tr>
</tbody>
</table>

**Workloads**

Students taking this course are expected to commit at least 10 hours a week to the course, including lectures, tutorials, private study, assignments, and Wattle activities.

**ASSESSMENT REQUIREMENTS**

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

As a further academic integrity control, students may be selected for a 15 minute individual oral examination of their written assessment submissions. Any student identified, either during the current semester or in retrospect, as having used ghost writing services will be investigated under the University's Academic Misconduct Rule.

**Assessment Tasks**

1. **Essay (20% of total marks)**

   There is one major essay to be turned in over the course of the semester which will require consideration of the major themes covered in the class. Essay marking will reflect the student’s understanding of the material, effort, exposition, and creativity. Further details on the essay topic and assessment criteria will be posted on Wattle.

   Essays are to be no longer than 1500 words (including footnotes, excluding reference list). For legibility, please follow these guidelines: black ink, double-spaced, no less than 2 -cm margins, and 12 point font (Arial, Helvetica, and Times New Roman only). The first page should include the weekly topic question and word count as a header/title.

   References are to be listed on a separate page and should follow standard academic style (e.g. Harvard, Chicago, MLA, APA) and are to be consistent throughout the list, which is to be located at the end of the essay. The filename should be saved as "UID_WeekX.docx" (or .pdf, etc).

   Essays are to be saved as a Word document (DOC/DOCX), another text -editable format (RTF, TXT), or PDF and uploaded onto the Wattle course webpage as a TurnItln assignment. The ANU is using TurnItln to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. More information about TurnItln will be provided in class and are available at: http://online.anu.edu.au/turnitin
No submission of assessment tasks without an extension after the due date will be permitted. If an essay is not submitted by the due date, a mark of 0 will be awarded. Students are responsible for ensuring that the appropriate essay is correctly uploaded. This is not a collaborative activity—students may discuss material in groups, but each student must individually write his/her own essays, which will be checked for originality. Potential violations as identified by the instructor or TurnItIn will be subject to university policies on academic honesty and plagiarism; see the above section on Policies.

2. Group presentation (30% of total marks)
Students will be required to present as small group (3 or 4 people) on a particular topic during set tutorial periods to which they are assigned. Topics, membership of groups and timing will be assigned by the instructor, with further details posed on Wattle.

3. Group feedback (10% of total marks)
Students assigned to a particular tutorial group will be required to fill in feedback sheets of other student’s group presentations (excepting, of course, when they themselves are presenting). Feedback sheets and further details will be posted on Wattle.

4. Online problem set (20% of total marks)
There will be one online problem during the course of the semester, exact time-frame to be determined but likely somewhere between weeks 4 and 9. This will be open-book but must be completed within an hour once started and must be taken within a set period, to be determined. Further details will be posted on Wattle.

5. Synthesis report (20% of total marks)
A final report pulling together all the major ideas and historical events and putting them into a conceptual framework will be required. The overall length will be 1500 words (excluding references). More details will be provided on Wattle.

Scaling
Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Privacy Notice
The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor’s terms of service and/or privacy policy. Students should read these carefully.

In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU email address; and other information.

In cases where student end users are asked to submit ‘content’ to a database, such as an assignment or short answers, the database licensor may only use the student’s ‘content’ in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor.

Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy.

If any student chooses not to agree to the database licensor’s terms of service or privacy policy, the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.
Tutorial Seminar Registration

Tutorial signup for this course will be done via the Wattle website. Detailed information about signup times will be provided on Wattle or during your first lecture. When tutorials are available for enrolment, follow these steps:

1. Log on to Wattle, and go to the course site
2. Click on the link “Tutorial enrolment”
3. On the right of the screen, click on the tab “Become Member of…..” for the tutorial class you wish to enter
4. Confirm your choice

If you need to change your enrolment, you will be able to do so by clicking on the tab “Leave group…..” and then re-enrol in another group. You will not be able to enrol in groups that have reached their maximum number. Please note that enrolment in ISIS must be finalised for you to have access to Wattle.

SUPPORT FOR STUDENTS

The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/

Other Information

Building Access Hours

Both CBE and HW ARNDT are:
TEACHING PERIOD = Mon – Fri 07.45 to 21.15 and SAT, SUN and Public Holidays is not accessible by students.
Both CBE and HW ARNDT are:
NON TEACHING PERIOD = Mon – Fri 08.00 to 18.00 and SAT, SUN and Public Holidays is not accessible by students.

RSE has a Frequently Asked Questions page where you can find relevant policies and information on a broad range of topics, the onus is on the student to familiarise themselves with this page and the information available. https://www.rse.anu.edu.au/students/students/frequently-asked-questions/

READING LIST/MATERIALS AND CLASS TOPICS

Two textbooks may be consulted if desired. Neither is required for the course.


Additional materials can be found online or at the ANU library's course reserve/electronic book depository. Except for the first lecture, students are to complete readings prior to the given week's lecture; subsets of these materials will also form the basis for the essay and the problem set. Students will be asked about reading material in class meetings as part of their participation assessment. All required materials or accessible web links to materials will be posted on Wattle.

This class is organized around a large number of academic articles, with a broad but obviously far from comprehensive focus given the potential breadth of the material at hand. The key to approaching this calls is to know what to focus on, both over all the articles and the key points within a particular article. There will be some guidance offered on how to do both early on in this class. The following links might also be helpful:

https://writingcenter.gmu.edu-guides/readacreadic-academic-articles
http://blog.elfpsa.org/2013/02/28/how-to-read-and-get-the-most-out-of-a-journal-article/
Week 1 (23 July): Understanding the ‘economy’ and the ‘human animal’ in history

A few key economic sub-disciplines


Historiographical and economic methods


Broad views of economic history and their critics


A quirky parable about data


Week 2 (30 July): “1800”: a tipping point the Industrial Revolution and the Anthropocene

The “First Industrial Revolution” in Britain, and its interpretations


**The “Great Divergence” and some of its elements**


**Week 3 (6 August): “Political Economy: development and growth as new concepts”**

*The Classical Economists and the birth of ‘Political Economy’*


**Political economy in action: the process of industrialization over time**


**Week 4 (13 August): “Human agency”: culture, institutions, sociality and the power of ideas “Civilization”, culture and “values”**


**Revolution, social movements and “sociality”**


**A few influential ideas and their manifestations**


**Institutions and their development**


**Week 5 (20 August): Technology and infrastructure**

The "Transportation Revolution"- economic and some social aspects


• Bogart, D. (2012). The transport revolution in industrializing Britain: A survey. *University Of California, Irvine, manuscript*


**Infrastructure: a very long view**


**Social aspects of technology and “technological determinism”**


**Technological ‘revolutions’ prior to the Great Divergence**


Week 6: (27 August): War, disease and demographics

The process and consequences of modern war


War finance in the modern era


The economics of war


Migrations, mortality and morbidity


Mid-semester break (4-15 September)

Week 7 (17 September): Imperialism, Extraction, Exceptionalism

European colonisations and their consequences


Imperialism and economic underdevelopment: the Latin American case


American exceptionalism


• Turner, F. J. (1893). “The Significance of the Frontier in American History”


**Postcolonial development dilemmas**


**Week 8 (24 September): Modernity: “1914”, “1929”, Depression**

*The pre-war financial, economic and political order*


*The “Great War” and its aftermath in the interwar period*


**The Great Depression**


**Week 9 (1 October): LABOUR HOLIDAY – NO LECTURE**

**Week 10 (8 October): “1945” and its aftermath: Cold War, decolonization and “Comparative Economic Systems”**

**The economic consequences of World War 2**


**Marxian economics, Leninism and Stalinism**


**A divided world and its economic consequences in the West**

Comparative economic systems analysis


Week 11 (15 October): “1989” – The End of Economic History…or the beginning?

End of the Cold War in Russia and the West


Standard projections of the future long-run economy


The “post-industrial society”


The “End of History”?


Week 12 (22 October): Human Being and Machine: the Technocratic Age

Institutional complexity


Technological utopianism and its roots


The computerization productivity puzzle

“Consumptionism”

*The spiritual dimension of humanity*