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# Unit Outline\*

**ECON3310**

**History of Economic Ideas**

**Semester I, 2011  
Campus: Crawley**

**Unit Coordinator  
Professor Michael McLure**



**Business School**

[www.business.uwa.edu.au](http://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>

ECON3310/Crawley/MM/10.12.10.

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# UNIT DESCRIPTION

## Introduction

The *History of Economic Ideas* investigates important episodes in the evolution of economic theory. It provides insight into intellectual history and is intended for historically minded students of economics.

## Unit content

The unit overviews major pre-classical contributions to economic thought, provides an in-depth study of classical political economy and investigates the Lausanne School within the neoclassical tradition of economics. Pre-classical writers considered include Thomas Mun, the influential mercantilist, and William Petty. Classical political economy is considered with reference to the major contributions of François Quesnay, A R J Turgot, Adam Smith, David Ricardo, T R Malthus and J S Mill and Karl Marx. The Lausanne School is examined with reference to the works of Léon Walras and Vilfredo Pareto.

## The goal of the unit

This unit helps students to acquire a critical appreciation of the development of economic theory between the classical and the neoclassical periods. Students are also introduced to different approaches to intellectual history, which facilitate the development of a deeper understanding of the insights and limitations of economic theory.

## Learning outcomes

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

- Identify and discuss the major themes of European economic thought prior to Adam Smith, with particular reference to work undertaken within the Mercantilist tradition;
- Distinguish between the ‘surplus’ and the ‘exchange’ interpretations of the history of classical economic thought – as associated with the works of François Quesnay, A R J Turgot, Adam Smith, David Ricardo, T R Malthus and J S Mill and Karl Marx – and with particular reference to:
  - the theories of value, distribution and economic growth; and
  - theories of prices and markets, for both domestic and international exchanges.
- Critically comment on the respective roles of the individual and the State within classical political economy, with consideration being given to material self interest, moral sentiments, individual liberty and social conflict;
- Appraise the distinction between Classical and Neo-classical economic thought, explaining why some scholars de-emphasised the distinction altogether while others regard it as an absolutely fundamental shift in the character of economic theorising;
- Set the Lausanne School within the broader neoclassical tradition;
- Examine Walras’ theory of general equilibrium in the context of his methodology, commenting on the supposed normative bias in this approach;
- Contrast Pareto’s contribution to economics with that of Walras, focusing on methodology, welfare, choice and the relationship between economics and sociology;
- Identify and discuss issues that need to be considered when debating whether the Lausanne approach to economics represents a genuine school of thought;
- Explain the meaning of the term ‘historiography’ as it applies to studies in the history of economic thought.

## **Educational principles and graduate attributes**

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- enhance your disciplinary and interdisciplinary knowledge and skills by reflecting critically on debates in intellectual history;
- further develop your oral communication skills by making a class presentation, responding to questions that arise during tutorial discussions and participating in group work within tutorials; and
- improve your written communication skills by writing a clear, effective and appropriate research essay on a specified topic in intellectual history.

## **TEACHING AND LEARNING RESPONSIBILITIES**

### **Teaching and learning strategies**

The history of economic ideas is a branch of intellectual history. New ideas are typically expressed and disseminated through written text. Given the importance of text to the basic subject matter of intellectual history, learning in this unit places strong emphasis on students reading scholarly works to complement lectures and to prepare for tutorial classes.

Tutorial classes are designed to assist learning by encouraging students to actively engage in discussion. To that end, each student is required to prepare for tutorials.

### **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. It is therefore 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.

The contact details and consultation hours for the unit coordinator, as well as the lecture/tutorial times and venue, are listed in the table below:

|                                  |  |
|----------------------------------|--|
| <b>Unit coordinator/lecturer</b> |  |
| <b>Name:</b>                     | Michael McLure   |
| <b>Email:</b>                    | michael.mclure@uwa.edu.au                                  |
| <b>Phone:</b>                    | 6488 2921  |
| <b>Consultation hours:</b>       | Thursday 5:00pm – 6:00pm<br>Thursday 4:00pm - 6:00pm       |
| <b>Lecture times:</b>            | Tuesday 2:00pm – 2:45pm<br>Tuesday 4:00pm – 4:45pm         |
| <b>Tutorial times:</b>           | Tuesday 3:00pm – 3:45pm                                    |
| <b>Lecture/tutorial venue:</b>   | UWA Business School: G.42 - Michael Chaney Case Study Room |

## TEXTBOOK(S) AND RESOURCES

### Unit website

<http://www.webct.uwa.edu.au>

### Recommended/required text(s)

Vaggi, G, & Groenewegen, P 2006, *A Concise History of Economic Thought: From Mercantilism to Monetarism*, Palgrave Macmillan, UK.

### Additional resources and reading material

See *Course Materials on Line* for a list of books on reserve and journals that may be accessed electronically to retrieve articles related to tutorials . Another useful reference is *The History of Economic Thought Website* at: <http://homepage.newschool.edu/het//home.htm>

## UNIT SCHEDULE

| Week# | Topic                          | Lecture   | Tutorials                                  |
|-------|--------------------------------|---|--|
| 1     | Introduction                   | (i) Early mercantile era<br>(ii) Historiography                 |  |
| 2     | Significant mercantile thought | (i) Thomas Mun<br>(ii) William Petty<br>(iii) Richard Cantillon | (i) Using the Textbook<br>(ii) Just price  |
| 3     | Classical political economy    | (i) François Quesnay & A. R. J Turgot<br>(ii) Adam Smith        | (i) Thomas Mun<br>(ii) Petty and Cantillon |
| 4     | Classical political economy    | (i) Adam Smith – continued<br>(ii) TR Malthus                   | Quesnay, Turgot and Smith                  |
| 5     | Classical political economy    | David Ricardo   | Smith, Malthus and Ricardo                 |
| 6     | Classical political economy    | John Stuart Mill  | Ricardo                                    |
| 7     | Classical political economy    | Karl Marx   | J. S. Mill                                 |
| 8     | Revision and mid-semester exam | (i) Revision<br>(ii) Mid-semester exam                          | Marx                                       |
| 9     | The Lausanne tradition         | (i) Neo-classical schools<br>(ii) Léon Walras                   | Review of Midsemester exam                 |
| 10    | The Lausanne tradition         | (i) Léon Walras   | Walras / Tâtonnement                       |
| 11    | The Lausanne tradition         | (i) Vilfredo Pareto   | Walras                                     |
| 12    | The Lausanne tradition         | (i) Vilfredo Pareto<br>(ii) Lausanne tradition                  | Pareto                                     |
| 13    | Revision                       | (i) Revision  | Lausanne School?                           |

## Lecture topics

### Introduction to the History of Economic Ideas

#### Week 1:

1. General Overview of the History of Economics  
Interpretive Perspectives and Historiography  
Schools of thought, 'Classical Political Economy' and 'Neoclassical Economics'  
Early Mercantilism - General overview
2. Pre-classical Political Economy  
Very early mercantile ideas  
Restrict imports, but early signs of quantity theory of money  
Interpreting the history of economic ideas  
Science / policy, relativism / absolutism, historical / rational

#### Week 2:

3. Mercantilism in the 17th Century  
Thomas Mun  
1664: England's Treasure by Forraign Trade  
Critics of mercantilism: North and Locke
4. Pre-classical 'Surplus Approach' to economic theory  
William Petty  
'Labour and land' theory of value  
A step towards 'political economy' based on surplus  
Richard Cantillon

### Classical Political Economy

#### Week 3:

5. Physiocratic and post Physiocratic Thought in France  
Francois Quesnay and Physiocracy  
Tableau économique and the Zig-Zag diagram  
Sterile activities, productive activities and Surplus  
Anne Robert Jacques Turgot  
Reaction against some physiocratic notions
6. Adam Smith  
Context: Some Enlightenment figures  
Brief biography of Smith  
Major works and the 'Das Adam Smith' Problem  
Wealth of Nations  
The Division of Labour and the extent of the market

#### Week 4:

7. Adam Smith  
Value theory  
Profits and Classes  
Wealth and the general welfare  
Summary of Adam Smith's achievements

8. Thomas Robert Malthus  
T R Malthus - Biography  
Theory of population  
Under-consumption  
Malthus on Smith's notion of unproductive Labour

**Week 5:**

9. David Ricardo  
David Ricardo: Biography  
Ricardo's Views on Malthus & the theory of rent  
Corn theory of Profits – leavings of wages
10. David Ricardo  
Labour theory of value - complication of capital  
Distribution and growth  
Trade theory  
Substitution of machinery for labour

**Week 6:**

11. John Stuart Mill  
Dynamic economic progress and profits  
Methodology  
Liberty and laissez faire in Classical Political Economy.  
Biography
12. John Stuart Mill  
Theory of value  
Static theories of distribution  
The wages fund, profits and rents – dynamic and long run

**Week 7:**

13. Karl Marx  
Biography  
Labour theory of value and distribution  
exploitation and alienation  
Historic Materialism.
14. Karl Marx  
Schemes of expanded reproduction and crisis  
Economic growth and profits.  
Laws of motion of capitalist society  
The exchange interpretation.

**Week 8:**

15. Revision of Classical Political Economy  
The legacy of Classical Political Economy  
Revision for Mid-semester exam
16. No Lecture  
Mid-semester exam in normal class time



## **The Lausanne Tradition**

### **Week 9:**

17. First Generation of Neoclassical Theory outside Lausanne  
Precursors to neoclassical value theory  
Jevons  
Menger
18. Léon Walras  
Biography  
Founder of general equilibrium economics  
General equilibrium  
Tâtonnement - introduction

### **Week 10:**

19. Léon Walras  
Exchange, Production, Capital formation  
Methodology and the scope of economics  
Scientific socialism and justice
20. Léon Walras  
The quantity theory of money  
Demand for real cash balances  
Pareto's and Schumpeter's assessments of Walras

### **Week 11:**

21. Vilfredo Pareto  
Biography  
Pareto's methodology and the scope of economics  
Equilibrium and successive approximations  
Three phases in the development of Paretian thought
22. Vilfredo Pareto  
Three phases in the development of Paretian thought (con't)  
Pareto optimality and collective welfare  
Choice theory: cardinalism v ordinalism

### **Week 12:**

23. Vilfredo Pareto  
The distribution of income and Pareto's Law  
Experimental Economics  
The 'Paretiani'
24. The Lausanne Tradition  
The "Lausanne School" or the "Lausanne Tradition"?  
Walras' and Pareto's 20th Century legacy

## **Revision**

### **Week 13:**

25. Revision I  
The Lausanne tradition
26. Revision II  
Mercantile thought and classical political economy

## Tutorials and research essay topics

Tutorials commence in Week 2.

In weeks 2 and 3, all students are to attend the tutorial class with written answers to the following tutorial discussion questions.

### Week 2: Our Textbook and Medieval Theory of Just Price

Questions for class discussion: Developing a Critical Appreciation of the Textbook

1. Clarify the way that Vaggi and Groenewegen interpret 'classical economics' and name the key issues they associate with classical economic thought (p. xi).
2. What respective issues were, in the assessment of Vaggi and Groenewegen, considered by
  - i. Smith,
  - ii. Quesnay,
  - iii. Ricardo and
  - iv. Marx? (p.xi).
3. The process by which classical political economy was formed is described in the text as 'the development of theories of surplus'. What way was surplus considered by the 'mercantilists', the 'post mercantilists', the 'physiocrats' and the late members of the classical school? (p. xvi)
4. As the classical approach was gradually abandoned, what aspects of the economic phenomena were receiving greater emphasis? (p. xiii).
5. What is the 'interpretative perspective' implied by the above sequence?
6. What 'historiography' is implicitly adopted by our textbook?

#### Reference

Text Book: Prologue, pages xi to xvi

Questions for class discussion: The notion of "Just price"

7. Distinguish between Canon / Roman law approach to prices and the Scholastics approach to prices.
8. According to Thomas Aquinas, what determines 'just price'? What is the relationship between the 'intrinsic value' of a commodity and its value to a seller? Does this have implications for the 'normative' rules of 'bargaining'?
9. What is the relationship between intrinsic price and modern price theory?
10. Is there any evidence to suggest that medieval writers were concerned about deliberate attempts to create monopoly?
11. What is the relevance of *laesio enormis* for the economic explanation of 'just price'?
12. Explain the relationship between just price and usury.
13. Reflect on the 'normative' and 'positive' elements of the 'just' price notion when considered as an 'arbitrated solution to the bargaining problem'.
14. What type of historiography is best suited to a serious study of 'just price'?

#### Reference

In Defence of Thomas Aquinas and the Just Price, by David Friedman, *History of Political Economy*, 1980, Vol. 12 Issue 2, p 234 - 242, 9p.

Available electronically from the library.

### **Week 3: Thomas Mun, William Petty and Richard Cantillon**

Questions for class discussion:

Thomas Mun (1571-1641)

1. What is natural wealth and how is it different from artificial wealth?
2. What is meant by the phrase “profit upon alienation”?
3. Is Mun’s work on the relationship between wealth, raw materials and the balance of trade always clear? Explain.
4. Comment on the ways that Mun’s association with the East India Company may have been important to the development of his ideas.
5. Mercantilist generally thought of wealth as a “stock” concept. What are the advantages and disadvantages of this approach? Did Mun break with the mercantile tradition on the meaning of wealth?

William Petty (1623 – 1687) and Richard Cantillon (1697-1734)

6. Name Petty’s great works and indicate when they were published?
7. It is said that Petty was influenced by Francis Bacon’s approach to science, in which, fact, axiom and then law are developed from sequential inductive observation. In what way do you think Petty’s work reflected that ‘empirical’ approach? You might consider his notions of market and political prices when considering this issue.
8. To what extent was Petty’s contribution to economics inspired by his desire to reduce his tax obligations?
9. What role does the ‘division of labour’ play in Petty’s economic work? How does it relate to the notion of ‘surplus’.
10. Explain why Vaggi and Groenewegen head page 35 of the text book ‘Gold Strikes Back’.
11. Name Cantillon’s great publication and indicate when it was published. What is the obvious bibliographical parallel between Petty’s and Cantillon’s major works?
12. In what ways did Cantillon enhance Petty contribution to economic theory?

Reference

Textbook: Chapter 2, 4 and 6.

*From Week 4 onwards, all students are required to read the chapters from the text book that correspond to the tutorial topic. Individual students presenting the tutorial topic during these weeks are required to read all listed readings and undertake their own research on the topic.*

### **Week 4: François Quesnay, A. R. J. Turgot and Adam Smith**

A. “Research Essay” topics for student presentation:

1. In the History of Economic Analysis, Joseph Schumpeter (1954, p. 184) noted: “The fact is that The Wealth of Nations does not contain a single analytic idea, principle, or method that was entirely new in 1776.” To what extent was Adam Smith influenced by earlier scholars, such as Quesnay and Turgot, and are we correct to regard Smith as the founder of modern economics?
2. Discuss the diverse interpretations of Adam Smith on value theory and the role of markets and the State.

## References

Text Book: Chapter 7, 10 and 11, for topic (1) and Chapter 11 for topic (2).

“Chicago Smith” and “Kirkaldy Smith”: By: Evensky, Jerry. *History of Political Economy*, Summer 2005, Vol. 37 Issue 2, pp. 197-203.

“Making Sense of Adam Smith’s Invisible Hand” By: Khalil, Elias L. *Journal of the History of Economic Thought*, Mar 2000, Vol. 22 Issue 1, pp. 49-64.

B. Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (WN).

Read the ‘Introduction’ and ‘Chapter 1 - Division of Labour’ from ‘Book One’ of Adam Smith’s *Wealth of Nations*. This reading can be accessed via the ‘world wide web’ at.

<http://www.econlib.org/library/Smith/smWN.html>

Class discussion theme: Based on the abovementioned reading, what are the objectives of Smith’s great work and what role does the division of labour play?

## Week 5: T. R. Malthus

A. “Research Essay” topics for student presentation:

1. Comment also on why Malthus’ work represents an important episode in the history of economic ideas.
2. Critically assess Malthus’ theories of population and consumption. How do his views on these issues differ from those of Smith and Ricardo?

## Reference

Text Book: Chapters 13 and 14 and:

“Public Debt Policy and Public Extravagance: The Ricardo-Malthus Debate”. By: Churchman, Nancy. *History of Political Economy*, Winter 1999, Vol. 31 Issue 4, pp. 653-673.

“Money and General Gluts: The Analysis of Say, Malthus, and Ricardo” By: Eltis, Walter. *History of Political Economy*, Winter 2005, Vol. 37 Issue 4, pp. 661-688.

B. Discussion Topic: T.R. Malthus, *An Essay on the Principle of Population*.

Read Chapter 1 ‘Question stated’. This reading can be accessed via the web at:

<http://www.econlib.org/library/Malthus/malPop.html>

Class discussion theme: From the above reading, what are the logical and philosophical elements of Malthus’ Essay?

## **Week 6 David Ricardo**

### A. "Research Essay" topic for student presentation:

Explain Ricardo's theories of: (i) value and distribution; and (ii) comparative advantage. Comment on the relative merits of the 'new' and 'old' interpretative perspectives on Ricardo's approach to theory.

### Reference

Text Book: Chapter 14 and 15.

"Ricardo as a "Classical Economist": The "New View" Reexamined". By: Peach, Terry. *History of Political Economy*, Summer 2007, Vol. 39 Issue 2, pp. 293-306.

"Ricardo as a "Classical Economist": The "New View" Reexamined - A Reply to Dr. Peach." By: Hollander, Samuel. *History of Political Economy*, Summer 2007, Vol. 39 Issue 2, pp. 307-312.

### B. Discussion Topic: David Ricardo, *On the Principles of Political Economy and Taxation*

Read section I from Chapter I 'On Value' of Ricardo's *Principles*. This reading can be accessed via the web at:

<http://www.econlib.org/library/Ricardo/ricP.html>

Class discussion theme: From the above reading, what is the relationship between labour and value?

## **Week 7: John Stuart Mill**

### A. "Research Essay" topic for student presentation:

Critically examine J. S. Mill's views on liberty, economic progress and the methodology of economics. Did the wages fund doctrine play a large role in Mill's system of thought?

### Reference

Text Book: Chapter 18.

"John Stuart Mill's Method in Principle and Practice: A Review of the Evidence". By: Hollander, Samuel; Peart, Sandra. *Journal of the History of Economic Thought*, Dec 1999, Vol. 21 Issue 4, pp. 369-398.

"Mill's Recantation of the Wages-Fund Doctrine: Was Mill Right, after All?". By: Kurer, Oskar. *History of Political Economy*, Fall 1998, Vol. 30 Issue 3, pp. 515-536.

### B. Discussion topic: J. S. Mill Principle of Political Economy

Read 'Chapter 6 Summary of the Theory of Value' from 'Book 3: Distribution' of Mill's *Principles*. This can be accessed via the web at:

<http://www.econlib.org/library/Mill/mlP.html>

Class discussion theme: From the above reading, how does Mill's approach to value differ from that of Ricardo?

### **Week 8: Karl Marx**

A. "Research Essay" topic for student presentation:

Critically evaluate Marx's theory of capital accumulation, crisis and the falling rate of profit. What role does 'money' play in this system of analysis?

Reference

Text Book: Chapter 16.

"Money, interest and capital accumulation in Karl Marx's economics: a monetary interpretation and some similarities to post-Keynesian approaches". By Eckhard Hein, *European Journal of the History of Economic Thought*, 2006, vol. 13, issue 1, pp. 113-140.

"Zirkel vicieux" or Trend Fall? The Course of the Profit Rate in Marx's Capital III". By: Reuten, Geert. *History of Political Economy*, Spring 2004, Vol. 36 Issue 1, pp. 163-186.

B. Discussion Topic: Karl Marx Capital

Read "the twofold character of the labour embodied in commodities" from Section 2 of Chapter 1, of Marx's Capital volume I). This can be accessed via the web at:

<http://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S2>

Class discussion theme: From the above reading, how does Marx's approach to value differ from that of Ricardo?

### **Week 9:**

Review mid-semester exam in tutorial class.

### **Week 10: Léon Walras I**

"Research Essay" topic for student presentation:

Assess the significance of 'Tâtonnement' in Walras' system of general equilibrium.

Reference

Text Book: Chapter 21.

"Equilibrium and Disequilibrium in Walrasian and Neo-walrasian Economics". By: De Vroey, Michel. *Journal of the History of Economic Thought*, Dec 2002, Vol. 24 Issue 4, pp. 405-426.

"Yet another look at Léon Walras's theory of tâtonnement". By: Bridel, Pascal; Huck, Elisabeth. *European Journal of the History of Economic Thought*, Winter 2002, Vol. 9 Issue 4, pp. 513-540.

### **Week 11: Léon Walras II**

“Research Essay” topic for student presentation:

Critically examine the following two short topics:

- To what extent is Walras’ system a logical extension of Ricardo’s analysis?
- To what extent is there a ‘normative’ bias in Walras methodology?

Reference

“One Theory or Two? Walras's Critique of Ricardo”. By: Kurz, Heinz D.; Salvadori, Neri. *History of Political Economy*, Summer 2002, Vol. 34 Issue 2, p365-398, 34p.

"To Be" Or "Ought To Be": The Questions of Empirical Content and Normative Bias in Léon Walras's Methodology.” By: Debs, Alexandre. *Journal of the History of Economic Thought*, Dec. 2004, Vol. 26 Issue 4, pp. 479-492.

### **Week 12: Vilfredo Pareto**

“Research Essay” topic for student presentation:

- Review and comment on Pareto’s approach to the issues of collective welfare and choice theory.

Reference

Text Book: Chapter 30

“The Pareto-Scorza Polemic on Collective Economic Welfare”. By: McLure, Michael. *Australian Economic Papers*, Sep. 2000, Vol. 39 Issue 3, pp. 347-372.

“Vilfredo Pareto and the Epistemological Foundations of Choice Theory”. By: Bruni, Luigino; Guala, Francesco. *History of Political Economy*, Spring 2001, Vol. 33 Issue 1, pp. 21-49.

### **Week 13: The Lausanne School?**

“Research Essay” topic for student presentation:

- Can we talk of the Lausanne School, or is it more correct to refer to the Lausanne Tradition with distinct Walrasian and Paretian streams? How does Pareto’s sociology of economic phenomena fit into the Lausanne tradition / school?

Reference

‘Part I’ of The Paretian School and Italian Fiscal Sociology, 2007 McLure, Michael, Palgrave Macmillan: Basingstoke. (located in close reserve section of the library).

“The Lausanne School” Donald Walker in *An Encyclopedia of Keynesian Economics*, Cate, T., Harcourt, G. and Colander, D. C. (eds), 1997, Cheltenham, Elgar, pp. 361-365.

### **Just for Fun**

Adam Smith and All That, By: Creedy, John. *Journal of the History of Economic Thought*, Dec2002, Vol. 24 Issue 4, pp. 479-489.

## 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

#### ECON3310 The History of Economic Ideas

| Item   | Weight | Due date  | Remarks                         |
|--|--------|---|---------------------------------|
| Class participation:<br>- attendance (3 marks)<br>- class discussion (3 marks)<br>- paper presentation (2 marks) | 8%     |   |                                 |
| Research essay (up to 2,500 words)   | 22%    | To be submitted directly to the unit coordinator after your tutorial presentation in class                              |                                 |
| Mid semester exam  | 20%    | Tuesday 19 April<br><br>Time: 3:50pm to 5:00pm Venue: G.42 - Michael Chaney Case Study Room (i.e. normal lecture venue) |                                 |
| Final exam   | 50%    |   | Duration: 3 hours and 10minutes |

**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.

### Submission of assignments

Submit your “research essay” directly to the unit coordinator just prior to after making your tutorial 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>



## **Student Guild**

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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> ).