

# INTERNATIONAL ECONOMIC AND BUSINESS HISTORY

## COURSE INFORMATION

<b>Academic Year:</b>	2010/11	<b>Lectures:</b>	16 x 1.5 hours
<b>Programme:</b>	ECO/ADE/IBE	<b>Time</b>	(T1) Thu 11:00-12:30 (T2) Fri 11:00-12:30
<b>Trimester:</b>	2	<b>Language:</b>	English
<b>Coursework:</b>	March 18, 2011	<b>Seminars:</b>	6 x 1.5 hours (Tuesdays)
<b>Code:</b>	20831	<b>Credits:</b>	9

## COURSE CONVENOR

<b>Lecturer:</b>	Bernardo Bátiz-Lazo	<b>Room:</b>	20.202
<b>Email:</b>	bernardo.batiz@upf.edu		
<b>Hours:</b>	see Aula Global for details (but happy to deal with email)		

## COURSE OVERVIEW

### Aims

This course is intended to provide an introduction to the field of business history. The first part examines the globalization the market economy and the emergence of modern day multinational enterprise. The second part illustrates topics emerging from this discipline that have had an impact on business and management studies. The third part illustrates how business history has approached functional areas within business and management.

As well, this course is intended to highlight the fact that there are no easy answers to many of the difficult issues that accompany business and management research. Thus, an important part of the course will involve examining and reflecting upon multiple points of view regarding topics such as globalization, corporate social responsibility, institutions and the overall study of business organisations.

### Learning Objectives

Provide participants with a clear conceptual understanding of:

- A longitudinal analysis of the economic, financial, social and political factors affecting the growth and international expansion of the firm, as distinct from purely domestic factors.
- The persistence of deep and momentous national and cross-national differences in the world that affect the strategy, performance, and value of the firm.
- How the sequence, speed, and mode of decision making is contingent on the characteristics of the firm's context (including industry, location, organisation and time period).

## Learning Outcomes

At the end of this course students will be able to:

- recognise the large number of cultural, political, social, and economic factors relevant to explaining how business organisations have evolved;
- apply concepts, theories, tool and frameworks of business history to other studies within management;
- know significant facts, events and developments relevant to business and managers who work in an international setting;
- understand the complexity that is involved in longitudinal studies of business organisations.

## Previous competencies

Students must be familiar with:

- Basic knowledge on Global Contemporary History: major processes and most relevant facts.
- The content taught in the courses *Introduction to Economics* and *Data Analysis*.

Students are required to have the following basic capacities:

- Basic usage of spreadsheets (e.g. Excel) and writing processor (e.g. Word).
- Master the skills on descriptive statistics taught in the course *Data Analysis*.

## Competencies to be developed

General Competencies	Specific Competencies
<p>Instrumentals</p> <p>1. Ability to search relevant data from different sources.</p>	<p>1. Capacity to classify chronologically the basic facts concerning the evolution of business organisations.</p>
<p>Interpersonal</p> <p>2. Improve presentation skills.</p> <p>3. Work in group.</p> <p>4. Writing skills.</p>	<p>2. Capacity to explain the basic facts of governance and idiosyncratic context of firms in different industries.</p> <p>3. Appraise figure and table analysis indicating long term evolution of individual organisations.</p> <p>4. Capacity to transfer data information into historical facts.</p>
<p>General</p> <p>5. Critical reasoning in reading, writing and communicating orally.</p> <p>6. Analysis and synthesis of qualitative data.</p> <p>7. Analysis and synthesis of quantitative data.</p> <p>8. Organize and plan tasks.</p> <p>9. Adapt to new challenges.</p>	<p>5. Acknowledge interactions and differences between short and long term analysis.</p> <p>6. Graphic and calculus adapted to statistical data.</p> <p>7. Capacity to transform historical data into statistical tables.</p> <p>8. Historical contextualization and economic analysis skills.</p>

## TEACHING METHODS

**Lectures**  
**Seminars**  
**Case Studies**  
**Student presentations**

## ASSESSMENT

The course is assessed on the basis of a final examination worth (60%) and continuous assessment (worth 40%). The continuous assessment component will involve one piece of coursework worth 30% and two presentations (each worth 5%).

### *Final Exam (60%)*

The exam will consist of several questions that require critical thinking and application of the concepts, theories, frameworks and debates that we cover throughout the course.

The mode of repeat assessment for this course consists of an examination that will be held in March 2011.

### *Continuous Assessment (40%)*

The continuous assessment component will consist of a group assignment made out of *two presentations* and an *essay* (written entirely in English):

- 1) In the first presentation (5% of the final mark) you will review sources available for your work
- 2) In the second presentation (5% of the final mark) you will summarise your research .
- 3) The coursework (30% of the final mark) is due on **March 18<sup>th</sup> 2011**. No late submissions will be accepted – unless there is proof of mitigating circumstances (namely family bereavement or sickness other than common cold). It is YOUR responsibility to ensure that you keep a copy of the course assignment.

### *First oral presentation (5% of the marks) - (February 8, 2011).*

The first element is a group presentation. We will allocate you to groups in **seminar 1** (February 1<sup>st</sup> 2011) and give each group a topic to research and present on.

Presentations are an opportunity for you to reflect on previous learning and improve your time management, team work and presentation skills.

Presentations will take place during **seminar 2** (February 8, 2011).

You are expected to distribute handouts to the rest of the group and the tutor to support your presentation. These have to be of good quality and informative as they will help others learn about the topic and prepare for the final examination. It is your responsibility to arrange any photocopying of handouts.

**An electronic copy of the handout has to be sent to the module leader BEFORE the presentation and no later than 17.00 hrs the day before the presentation.**

**Late submissions will NOT BE ACCEPTED and you will lose both marks and time (while loading on to the pc).**

You will have a **minimum** of 8 minutes and a **maximum** of 12 minutes to present as a group (inclusive of time to load up presentation, if applicable). It is up to you to decide how many of you are involved in the presentation itself but all of you **MUST** take part in the preparation for this presentation, and all of you **MUST** attend the presentation

... of course you should be attending all the seminars anyway ...



**All the first presentations will answer the following question**

How and why did the following type of sources helped us in our task:

- Academic sources
- Newspaper articles (including industry surveys)
- Websites
- Books
- Other (specify)

See below for the questions each group will have to answer. You are NOT to answer that as such question in the first presentation BUT which of the different source material can help you best to answer it and why.

A general, broad base discussion about the type of source material described above will give you a **FAIL** mark on the presentation.

We will assess your presentation on the basis of the following criteria – with element “c” having the greatest importance:

- a) Presentation style
  - Non-verbal communication and delivery – eye contact, pace, tone and emphasis, body language and so on
  - Teamwork and preparation – to what extent was this evident during the presentation and how effective did it seem to be? Were all the team members active?
  - Time management – did you fill your 13 to 15 minutes? Or over-/under-run?
  - Has the group engaged the audience?
  - Q&A – the tutor will ask one question of the team at the end of the presentation
- b) Support Material
  - Use of audio-visual equipment – did this enhance or detract from the verbal aspects of the presentation?
  - Did member make reference to specific acetates or was the OHP just another piece of furniture?
  - Was the use of support material conventional or innovative?
  - Was there a handout?
  - Was the handout informative and helpful? Here we require you to write up, again as a group, the key learning points from your presentation – ie, what are the central issues that you want your audience to come away with?

## c) Content of the Presentation

- Have you addressed the brief you were set?
- Was the argument one sided? Or have they tried to identify both pros and cons?
- Was use of relevant sources evident?
- Was the use of relevant theories evident?
- Has the group engaged with the topic with imagination?

Second oral presentation (5% of the mark) – (March 8, 2011)

Presentations will take place during **seminar 5** (March 8, 2011).

The same rules as above apply regarding

- Electronic handouts
- Duration of presentations

Here we are expecting a presentation on your research and a discussion of its contents. It will be an opportunity to get feedback on your essay before submission.

**All the second presentations will answer the actual question for the topic they were assigned.**

Written assignment (30% of the mark) – (March 18, 2011)

The second element, also worth 30%, is a piece of written work which should be 1500 words minimum and 2000 words maximum in length, using Harvard (i.e. Author/Date) referencing system, with the usual allowance of + / - 10%. It does NOT include your bibliography which must also form part of the written submission.

You need to work as a group and hand in one assignment only!

Before starting on the research you might want to read this article

<http://www.nytimes.com/2010/12/17/books/17words.html?hp>

as well as the methodology behind the database

<http://ngrams.googlelabs.com/info>

To help get an historical perspective in your essay, I recruited the assistance of a new, freely available tool called Google Ngram Viewer. Some of the questions you might want to answer

- What does the terms stand for?
- Why is it relevant to understand financial services? Is it an aspiration or a fact?
- What is driving the different trends?
- Why do trends cross over at that point in time and not before or after?
- What does these terms and trends mean for business organisations?

Required and indicative reading for the presentations are as follows:

Topic 1 (Payments): Can electronic money and increased diversification of banks mean the end to cash payments?

*Required*

[http://ngrams.googlelabs.com/graph?content=cashless+society,+automated+teller+machine&year\\_start=1950&year\\_end=2008&corpus=0&smoothing=3](http://ngrams.googlelabs.com/graph?content=cashless+society,+automated+teller+machine&year_start=1950&year_end=2008&corpus=0&smoothing=3)

*Indicative reading*

Bátiz-Lazo, B. (2004). "Strategic alliances and competitive edge: insights from Spanish and UK banking histories." *Business History* 46(1): 23-56.

Bátiz-Lazo, B. (2009). "Emergence and evolution of ATM networks in the UK, 1967-2000." *Business History* 51(1): 1-27.

Cortada, J. W. (2006). *The Digital Hand, Vol. 2*. New York, Oxford University Press.

Durkin, T.A. (2000) "Credit cards: use and consumer attitudes, 1970-2000" *Federal Reserve Bulletin*, 2000, issue Sep, pages 623-634 <http://www.federalreserve.gov/pubs/bulletin/2000/0900lead.pdf> accessed 22/Dec/2010

Evans, D. and Schmalensee, R. (1999) *Paying with Plastic*, Boston MA: The MIT Press

Liikanen, E. (2008) *Electronic and mobile payments - moving towards a cashless society?* [http://www.bof.fi/en/suomen\\_pankki/ajankohtaista/puheet/2008/el\\_puhe080401.htm](http://www.bof.fi/en/suomen_pankki/ajankohtaista/puheet/2008/el_puhe080401.htm) (accessed 22/Dec/2010)

Scholnick, B. et al (2008) The economics of credit cards, debit cards and ATMs: A survey and some new evidence, *Journal of Banking & Finance* 32: 1468-1483

Vives, X. (1990) "Deregulation and competition in Spanish banking", *European History Review* 34:403-11. ([http://webprofesores.iese.edu/xvives/Docs/p\\_English/78.pdf](http://webprofesores.iese.edu/xvives/Docs/p_English/78.pdf) accessed 08/Dec/2010)

Topic 2 (Technology): Are computers an evolution or revolution for banking?

*Required*

[http://ngrams.googlelabs.com/graph?content=computers,telegraph&year\\_start=1800&year\\_end=2008&corpus=0&smoothing=3](http://ngrams.googlelabs.com/graph?content=computers,telegraph&year_start=1800&year_end=2008&corpus=0&smoothing=3)

*Indicative reading*

Liebowitz, S. J. and S. E. Margolis, 1995, "Path Dependence, Lock-in, and History", *Journal of Law, Economics & Organization* 11 (1), 205-226.

Arthur, B. W. (1989). "Competing technologies, increasing returns, and lock-in by historical events." *The Economic Journal* 99(394): 116-131.

Bátiz-Lazo, B. and J. C. Maixé-Altés (2011). Organisational Change and the Computerisation of British and Spanish Savings Banks, circa 1950-1985. *Technological Innovation in Retail Finance: International Historical Perspectives*. B. Bátiz-Lazo, J. C. Maixé-Altés and P. Thomes (eds.). London, Routledge

Bátiz-Lazo, B. and D. Wood (2002). "An Historical Appraisal of Information Technology in Commercial Banking." *Electronic Markets - The International Journal of Electronic Commerce & Business Media* 12(3): 192-205.

Topic 3 (Automobiles): What is the answer to climate change: curbing population growth or can we do without the car?

*Required*

[http://ngrams.googlelabs.com/graph?content=automobiles,+ecology&year\\_start=1950&year\\_end=2008&corpus=0&smoothing=3](http://ngrams.googlelabs.com/graph?content=automobiles,+ecology&year_start=1950&year_end=2008&corpus=0&smoothing=3)

*Indicative reading*

“City congestion fee plan unveiled” BBC May 25, 2007

<http://news.bbc.co.uk/1/hi/england/manchester/6691683.stm>

“Road charging. For whom the road tolls”. *The Economist* Jun 12th 2008. (find article through e-library)

ASE (1994) *Cars and the Environment*, Hatfield : Association for Science Education (ASE).

Bhöm, S. *et al.* (2006) *Against Automobility*, Oxford: Blackwell.

Elkington, J. and Kendall, G. (2009) “The Future of Oil”, *Guardian* (November 11<sup>th</sup>, 2009)

<http://www.guardian.co.uk/environment/2009/nov/11/future-of-oil>

*Financial Times* (several issues) (available at <http://www.ft.com/companies/automobiles>)

Locke, R. R. (2009) “Managerialism and the Demise of the Big Three”, *Real World Economics Review*, num 50. <http://www.paecon.net/PAERreview/issue50/contents50.htm>

Lowe, P. and Ward, S. (1998) *British environmental policy and Europe : politics and policy in transition*. London : Routledge.

Mackenzie, K. (2009) “Road charging and political reality”, *Financial Times* July 24<sup>th</sup>, 2009

<http://blogs.ft.com/energy-source/2009/07/24/road-charging-and-political-reality/>

O’Connel, S. (1998) *The Car and British Society*, Manchester: Manchester University Press.

Thoms, D. *et al.* (1998) *The Motor Car and Popular Culture in the 20<sup>th</sup> Century*, Aldershot: Ashgate.

Sloan, A. P. (1986) *My years in General Motors*, London: Sidgwick & Jackson (first ed 1963)

Womack, J. P., Jones, D. T. and Roos, D. (1990) *The Machine that Changed the World*, New York : Rawson Associate

Topic 4 (Ethics): The Mexican drug war in historical perspective. Who is to blame?

*Required*

[http://ngrams.googlelabs.com/graph?content=drug+war,drug+addiction&year\\_start=1950&year\\_end=2008&corpus=0&smoothing=3](http://ngrams.googlelabs.com/graph?content=drug+war,drug+addiction&year_start=1950&year_end=2008&corpus=0&smoothing=3)

*Indicative reading*

Cheong, W. E. (1965) “Trade and finance in China, 1784-1834”, *Business History* 7(1): 34.

Chu, J. M. (2001) “The voyage of the frolic: New England merchants and the opium trade” *eBusiness History* 43(1):151-152,

Goodman, J. *et al.* (eds) (1996) *Consuming Habits: Drugs in History and Anthropology*, London: Routledge.

INCB (2008) Annual Report – Chapter III. New York: International Narcotics Control Board

[http://www.incb.org/pdf/annual-report/2008/en/AR2008\\_Chapter\\_III\\_Americas.pdf](http://www.incb.org/pdf/annual-report/2008/en/AR2008_Chapter_III_Americas.pdf) accessed 08/Dec/2012).

Kipping, M. and Gálvez Muñoz, L. (2005) “The business of dependency: an introduction” *Business History*, 47(3): 331-6.

van Ours, J. C. (1995) “The price elasticity of hard drugs: The case of opium in the Dutch East Indies, 1923-1938” *Journal of Political Economy* 103(2): 261-90.

Vulliamy, E. (2009) “The Zetas” (The Observer, November 15, 2009 -

<http://www.guardian.co.uk/world/2009/nov/15/zetas-drugs-mexico-us-gangs> accessed 08/Dec/2010)

Topic 5 (Environment): Has increased tourism since 1950 hindered or enhanced the health and environmental sustainability of Spanish sea side resorts?

Required

[http://ngrams.googlelabs.com/graph?content=tourism,holiday&year\\_start=1950&year\\_end=2008&corpus=0&smoothing=3](http://ngrams.googlelabs.com/graph?content=tourism,holiday&year_start=1950&year_end=2008&corpus=0&smoothing=3)

Indicative reading

Ackoff, Russell L. (1974) *Redesigning the Future : A Systems Approach to Societal Problems*. New York ; London : Wiley-Interscience

De Moor, T. (2009) "Avoiding tragedies: a Flemish common and its commoners under the pressure of social and economic change during the eighteenth century" *Economic History Review*, 62(1): 1-22.

Durie, A. "Fragile paradise: the impact of tourism on Maui, 1959-2000", *Business History* 44(2):144-6.

"Environmental impacts of tourism" <http://www.gdrc.org/uem/eco-tour/envi/index.html> (accessed 22/Dec/2010)

Hardin, G. (1968) "The Tragedy of the Commons," 162:1243-1248 (available at <http://dieoff.org/page95.htm> accessed 08/Dec/2010)

Solomon, J. F. and Thomson, I. (2009) "Satanic Mills? An illustration of Victorian external environmental accounting?" *Accounting Forum*, 33:74-87.

Kniver, M. (2008) "Food needs a fundamental rethink" BBC News (<http://news.bbc.co.uk/1/hi/sci/tech/7795652.stm> accessed 08/Dec/2010)

Walton, J. K. (1981) "The demand for working-class seaside holidays in Victorian England", *Economic History Review* 34(2):249-65.

Notes:

1. The written piece should be in a standard 12 point typeface (eg Times New Roman or Arial), and double spaced throughout. Two copies must be submitted (one hard copy in the usual form and one electronic directly to the course leader).
2. Be sure you write the student ID of all team members in a single form when handing in.
3. You should provide supporting data/information/relevant literature.
4. You should cite your sources and list them at the end. I am expecting a list of references and NOT a bibliography. See further <http://www.upf.edu/bibtic/en/guiesiajudes/tre-aca.html>
5. Your essay should be between 1,500 and 2,000 words in length.
6. You have to write the assignment in report style format. No bulleted lists. The assignment needs to have a brief introduction, appropriate headings and summary/ conclusion and be structured in a logical way.
7. Your report should include a coversheet, contents pages, tables, graphs and bibliography (these will not count towards the total).
8. You should include at least one table and/or graph (other than that from Ngram) .
9. Tables and graphs should be part of the body text.

10. You are not to “copy and paste” tables and graphs (other than that from Ngram) from the internet but to create your own. You should number them, add a title, and reference the source material.
11. Avoid 3-D graphs and pie charts. Plot them as two dimensional (unless you are plotting three variables in graphs).
12. You can explore a longer period of time than that in the Ngram but you are NOT required to do so (that means that most essays will deal with the period between 1950 and 2008).
13. We expect you to use academic language and to include in-text references to the sources you have used to put the presentation together.
14. Assignments with no in-text references included, and/ or the bibliography omitted, will automatically FAIL.
15. All references to external material should be in Harvard/author-date style (see further <http://www.le.ac.uk/library/research/citing.html>).
16. You must use AT LEAST ten (10) references. I have given you some indicative reading to start you off above. I expect these to be appropriate sources.
17. Your research should NOT be limited to open sources and include at least one source as per the group presentation above.
18. You may NOT use Wikipedia or other generic, non-refereed Internet encyclopaedia (i.e. Encarta BUT Encyclopaedia Britannica is acceptable). Avoid sources like NetMBA.com or Tutor2u.net like the plague – all your reference material should be robust and reliable.
19. Essays which overwhelmingly use generic internet sources will be capped at 50 marks.
20. We also require a short section at the end of the assignment (150 words maximum – which form part of the word count) where the group reflects on how well they worked together as a team, how things worked in a similar way or differently from the group assignment last term and what they as individuals will do differently (or similar) when faced with another group assignment later in the BAMS programme.

Your group will receive one collective mark for each of the presentations and one collective mark for the written piece, as well as a collective aggregate for the coursework as a whole.

#### *Assignment do's and don'ts*

We are providing these based on our experience of what students did well and badly before. Read, learn and inwardly digest – and ask your seminar tutor for help if you need it.

1. Your hand-in assignment should be in the form of a report that articulates a critical and comprehensive position. For ‘critical’ and ‘comprehensive’ I seek that you go beyond pure description of the situation or enumerating the

contents of a theory, framework or topic. I seek that you need to identify pros and cons and provide a judgement. I expect an 'informed opinion'.

2. Do not list and answer the questions/issues individually. Rather, write a coherent report that addresses all the questions/issues for the case in particular. Regarding which headings to use in a 'comprehensive report', usually will involve abstract, introduction, content (where you actually answer most of the questions – here you can add sub-headings), conclusion and list of references. Ultimately *these headings should be of your own design*. NO APPENDICES, please!
3. Make sure your assignment is correctly referenced throughout. We can and do catch students for plagiarism on a regular basis, and this will always result in a failing mark.
4. Remember that your assignment and the presentation will receive *collective* marks, so you need to work together to do the best you can and take responsibility as a group for both the written submission and the oral presentation.
5. Make sure your assignment is clearly structured, so we can see how you get from one point to the next.
6. Use academic sources *in the main* for your assignment. Also remember the warnings about Internet material (and in particular no Wikipedia, Tutor2u.net, NetMBA.com etc. please!). Failure to do so **MAY RESULT IN YOUR MARK BEING CAPPED AT 50 or MARKS BEING DEDUCTED.**
7. Paragraphing is often difficult to master but avoid the one or two line paragraph which gives assignments a bitty and fragmented feel. On the other hand, very long paragraphs make an assignment difficult to digest.
8. Don't present opposing arguments without sifting through the evidence for each: two contrasting statements can't be simultaneously true! Indeed please make sure you provide evidence for all claims made.
9. Don't over-rely on one or two sources – read as widely as you can. Remember we require you to have consulted (and to reference) at least five sources for this assignment.
10. Don't forget the short reflective section at the end of the assignment.
11. Aim for professional and visually appealing slides in presentations – not scrawled, handwritten ones which you put together on the bus on the way in ☺.
12. Also during your presentation, we recommend that one person speaks at a time and the rest of the team sits down. Otherwise those not speaking at any one time will stand there fidgetting and making the place look untidy! Take chairs to the front for your presentation if they aren't there already.

13. If you need crib notes while presenting, keep them small (index cards are good). Large A4 notes look unprofessional and draw your eye away from those you are speaking to. Also don't read from a script: again it means you have almost no eye contact with the audience. And remember that the written material you submit for your assignment is designed for us to *read* not listen to. Additional material in the presentation which isn't in the assignment is also nice to see.
14. Overall watch your pace (nerves make you gabble) and maintain eye contact with the audience.
15. Using one person to turn slides over is a good idea – but also make sure you refer to them when speaking. And don't stand in front of the screen!
16. Poorly constructed essays, rambling, poor presentation, lack of a solid analysis framework and failure to meet university guidelines in referencing and citation will not only hamper the opportunities for top marks but can result in a failed mark.
17. All assertions that you make must be supported by evidence – your opinion does not, by itself, count. What I mean is that there is a **big** difference between being *opinionated* (unduly adhering to one's own opinion or to preconceived notions) and supplying an *informed opinion*.

Your essay will be capped at 50 percent if

1. Essays limited to regurgitating information on the case study.
2. Submitting a list of bulleted points.
3. You cut and paste figures, tables or graphs from others sources. Even if referenced.
4. Going over the 2,000 word maximum.
5. You fail to include at least one figure and/or graph of your own making.
6. Using Wikipedea, Facebook or other websites of doubtful quality.
7. If you hand in an assignment that consists of a series of individual answers to the numbered questions, as opposed to a coherent report that addresses all the issues in the questions.
8. Poor presentation (e.g. lack of cover sheet, table of contents, rambling, poor or no conclusions).
9. You present a view and conclusions that are made lightly, superficially and not fully supported by the contents of the report.

*Dealing with non co-operative team members*

Making the team work and deliver is the responsibility of ALL members. Those that do not contribute risk getting ZERO marks for the oral presentation, written work of both.

It is the responsibility of each individual to attend group meetings, make a contribution to the research and the drafting of handouts and final essay.

Unfortunately it is often the case there are non co-operative members (i.e. free riders). Please inform the module leader by email of instances where people do not show to meetings, slack in their work, are non-responsive (ie to Leicester address, private email, Facebook messages, suggestions in between drinks, winks at the Student Union, etc). Broadly speaking, people who fail to make a contribution should be reported. Do this as soon as possible. Do not wait for the presentation or after the essay is handed in.

It is in the best interest of the team that the module leader intervenes to discipline such behaviour as early as is reasonable. If nothing else, that could be taken into account when marking. Otherwise your team performance will be benchmarked with other teams where all members did make a contribution. You might thus avoid being at a disadvantage.

## READING LIST

There is NO textbook for the course. Instead a list of required readings as follows (see also table below-all titles available from the electronic library unless URL provided):

Amatori, F. (2009a) "Business history as history", *Business History*, 51(2):143-56.

Amatori, F. (2009b) "Business history: state of the art and controversies", *Revista de Historia Industrial*, 2009b. No 1, pp?

Armstrong, P. (1987) "The rise of accounting controls in British capitalist enterprise", *Accounting Organizations and Society* 12(5):415-36.

Buckley, P. (2009) "Business history and international business", *Business History*, 51(3):307-33.

Capie, F. and Collins, M. (1999) "Banks, industry and finance 1880-1914", *Business History* 41(1): 37-62.

Carreras, A. and Tafunell, X. (1997) "National enterprise. Spanish big manufacturing firms (1917-1990), between state and market" in: A. D. Chandler, F. Amatori & T. Hikino, eds., *Big Business and the Wealth of Nations*, Cambridge University Press, New York pp. 277-304(<http://www.econ.upf.edu/en/research/onepaper.php?id=93> accessed 07/Dec/2010)

Clifton, J., Comin, F., Fuentes, D. D. (2004) "Nationalisation, denationalization and European integration", *Enterprise et Historie*, 37 (Dec): 9-23.

Clifton, J., Comin, F., Fuentes, D. D. (2006) "Privatising public enterprise in the European Union 1960-2002", *Journal of European Public Policy* 13(5):736-56.

Galambos, L. (1983) "Technology, political economy and professionalisation", *Business History Review* 57:471-93.

Grier, D.A. and Campbell, M. (2000) "A social history of bitnet and listserv, 1985-1991," *IEEE Annals of the History of Computing*, 22(2): 32-41.

- Jeremy, D. (1998) *A Business History of Britain, 1900-1990's*, Oxford: Oxford University Press [Chapter 7 'Multinational Activity', pp. 231-268]
- Jones, G. (2005) *Multinationals and global capitalism* Oxford: Oxford University Press (chap 2)
- Jones, G. and Wale, J. (1998) "Merchants as business groups: British trading companies in Asia before 1945," *Business History Review* 72(3): 367-408.
- Langlois, R. (2010) "Business groups and the natural state", Working Paper 2010-29, Dept of Economics, University of Connecticut (<http://ideas.repec.org/p/uct/uconnp/2010-29.html> accessed 07/Dec/2010).
- Lerner, J. and Tirole, J. (2002) "Some simple economics of open source," *Journal of Industrial Economics*, 50(2): 197-234.
- Popp, A., Toms, S. and Wilson, J. F. (2006) "Industrial districts as Organizational Environments: Resources, Networks and Structures", *Management and Organizational History* 1(4):349-70.
- Porter, M. E. (1998) "Clusters and the New Economics of Competition", *Harvard Business Review*, Nov-Dec, pp. 77-90.
- Puig, N. and Fernández, P. (2003) "The Education of Spanish Entrepreneurs and Managers: Madrid and Barcelona Business Schools, 1950-1975," *Paedagogica Historica* 39(5): 651-72.
- Schumpeter, J. A. (1947) "The creative response in economic history", *Journal of Economic History* 7:149-59.
- Walton, J. K. (2010) "New directions in business history: Themes, approaches and opportunities", *Business History*, Feb 2010, Vol. 52 Issue 1, p1-16,
- Yates, J. (2005) "Industry associations and the flowering of the tabulator era" in *Structuring the Information Age* Baltimore: The John Hopinks University Press (chap 4, pp. 79-110).

The secondary text are

- Amatori, F. and Jones, G. (2003) *Business History Around the World*, Cambridge: Cambridge University Press
- Jones, G. and Zeitling, J. (2009) *The Oxford Handbook of Business History*, Oxford and New York: Oxford University Press.

WARNING: Although most sessions map to a particular chapter, these books are really intended for instructors and thus tends to be rather dry and condensed for introductory level reading. So you are advised to use this text sparingly.

You should also read a daily paper to keep up to date with international developments that have a bearing on our course topics. The Guardian, for example, has an online version. The most germane to this course would most often be the ones entitled World and Business. See below for this and other suggestions.

It is expected that students will read the assigned material for each lecture before coming to class. In particular, students must read and think critically about the articles and case studies that are set for the seminar sessions. Seminars are discussion-based, and participation has, in my experience almost always enhanced both understanding and grades achieved for those students who take the time to prepare. The seminar is not a mini-lecture; it is an opportunity for students to learn by interacting and exchanging ideas with each other. The role of the seminar tutor is to lead and stimulate this discussion, not to offer pat answers, give a lecture and/or fill up silence. The success of a seminar rests on both the students and the tutors involved. Therefore, it is imperative that you read and think about the topic and the case before you come to the seminar. The tutor may call on you to contribute, and will expect that you are prepared. This does not mean that you are expected to have ‘the right answer’ – in management there are many possible answers to the questions that we ask, and the complexity of the issues and participants involved is reflected in the different approaches to solving problems. Rather, being prepared consists of thinking about the issues, applying concepts from the lectures and readings to the issues at hand, and contributing to the discussion at large.

There is a Moodle site set up for this course. I will put up slides and other materials from the lectures, as well as any relevant articles or interesting websites as the term progresses. Please remember that slides are not a substitute for coming to class and engaging in, or even just listening to, the discussion for the course. Again, in my experience students who read before class and come to class ready to engage with the material and the discussion tend to achieve better learning and better grades.

## COURSE CONTENTS

### Class Schedule

This schedule is subject to change by the instructor with notice in the previous class. If you miss a class, make sure that you contact a fellow student or check the Moodle site to stay up to date with any potential changes.

Week	Topic	Set Reading	Optional Readings (Jones & Zeitlin 2009; Amatori and Jones 2003)	Electronic Handout	Seminar
1 Jan 13 (T1)	Introduction to the course	Amatori (2009a) Amatori (2009b) Walton (2010)	JZ - Ch 5 A J- Ch 2		
(T2)	Assessment and structure				
2 Jan 20 (T1)	Globalization (and its discontents)	Jones (2005: chap 2)	JZ Ch 7	Globalization and Inequality	

Week	Topic	Set Reading	Optional Readings (Jones & Zeitlin 2009; Amatori and Jones 2003)	Electronic Handout	Seminar
<b>2 cont- (T2)</b>	Engines of Growth	Jones (2005: chap 10); Jerey (1998: chap 7)	Buckley (2009) AJ Ch 17		
<b>3 Jan 27 (T1)</b>	Business and the State	Clifton <i>et al.</i> (2004 and 2006)	JZ Chap 22 A J Chap 18		
<b>(T2)</b>	(Session of Jan 28 might be rescheduled details to follow)				
<b>4 Feb 03 (T1)</b>	Industrial Districts	Popp <i>et al.</i> (2006)	JZ Chap 10		Clusters and the Economics of Competition by M. Porter <b>(Feb 1)</b>
<b>(T2)</b>	Business Groups	Jones and Wale (1998)	JZ Chap 11		
<b>5 Feb 10 (no T1)</b>					Presentation 1 <b>(Feb 8)</b>
<b>(T2)</b>	Business Interest Associations	Yates (2005, chap 4)	JZ Chap 13		
<b>6 Feb 17 (T1)</b>	Banking & Finance	Capie and Collins (1999)	JZ Chap 14		New Conquistadors or Virgin Finance <b>(Feb 15)</b>
<b>(T2)</b>	Technology and Innovation	Galambos (1983)	JZ Chap 15 A J Chap 4		
<b>7 Feb 24 (T1)</b>	Entrepreneurship	Schumpeter (1947)	JZ Chap 21		
<b>(T2) (AC)</b>	Big Business	Carreras and Tafunell (1997)	JZ Chap 8 AJ Chap 11		

Week	Topic	Set Reading	Optional Readings (Jones & Zeitlin 2009; Amatori and Jones 2003)	Electronic Handout	Seminar
<b>8</b> <b>Mar 03</b> <b>(T1)</b>	Accounting Information and Communication	Armstrong (1987)	JZ Chap 19 & 20		Gier & Campbell (2000) vs Lerner & Tirole (2002) <b>(Mar 01)</b>
<b>(T2)</b>	Corporate Governance	Langlois (2010)	JZ Chap 20		
<b>9</b> <b>Mar 10</b> <b>(no T1)</b>					Presentation 2 <b>(Mar 8)</b>
<b>(T2)</b>	Business Education	Puig & Fernandez (2003)	JZ Chap 24	Business elites	
<b>10</b> <b>Mar 17</b> <b>(no T1)</b>					Summary and preparation for exam <b>(Mar 15)</b>
<b>(T2)</b>	Summary and revision - Alternative Spain revisited				

### Seminar Schedule

This schedule is subject to change by the instructor with notice in the previous seminar. If you miss a class, make sure that you contact a fellow student or check the Moodle site to stay up to date with any potential changes.

Teaching cases above are only one component of the seminars. Each week the seminar tutor will FACILITATE discussion on specific elements of the topic for that week.

## DIGITAL RESOURCES

<u>Name</u>	<u>Comment</u>	<u>How to find it?</u>
Financial Times	Under “industries” you will find a number of articles as well as industry specific studies.	It is password protected but you can access it through the Digital Library.  Go to “e-newspapers” in the Digital Library or within the Management Subject Room.
Economist	Regular articles on trade, MNC and FDI. Past articles available though EBSCO in the Digital	Look under “companies” for industry

	Library.	specific news and special reports.
BBC News	Regular articles in the “Business” section. Also also at the blogs by Robert Preston and Mark Mardell as they sometimes have relevant contributions.	Look under “companies” for industry specific news and special reports.
Wall Street Journal	Similar to Financial Times above but mainly US-based articles.	Look under “companies” for industry specific news and special reports.
RePEc	Open source website, manly oriented to economics. About 90% of papers are downloadable. Others (such as NBER are available through the Digital Library).  You can search using its own search engine ( <a href="http://econpapers.repec.org">http://econpapers.repec.org</a> ) or Google or both:  Google [Keyword(s)] site: econpapers.repec.org  or [Keyword(s)] site: repec.org	<a href="http://repec.org">http://repec.org</a>

### *Useful Websites- Podcasts*

(available from iTunes)

<http://www.guardian.co.uk/>

<http://www.economist.com/>

[www.ft.com](http://www.ft.com)

<http://www.bbc.co.uk/programmes/b006sz6t> (Bottom Line)

BBC Four and Radio Four regularly carry pieces on history of science. Not always available outside of the UK.

## **ACADEMIC DISHONESTY (PLAGIARISM)**

### **Plagiarism explained**

Plagiarism is to take the work of another person and use it as if it were one's own in such a way as to mislead the reader. Pieces of work can be plagiarized in their entirety (for example, if a student put his or her name on another student's essay), or in part, where chapters or extracts may be lifted from other sources without the appropriate acknowledgements. This problem has been exacerbated by the wide amount of information available through the Internet. Whilst the School of Management supports the use of electronic resources as a valuable aid to the learning process, we do encourage students to view the material in the same way as they would a paper based book or journal and reference it accordingly. Details on how to reference material from the Internet can be found in this handbook and on the School of Management website. The reproduction of other people's work through scanning, copying, cutting and pasting without referencing the source of the information is plagiarism and will carry severe penalties.

Sometimes plagiarism happens inadvertently, where students fail to read instructions or do not understand the rules governing the presentation of work, which require sources to be acknowledged. In such cases, the problem is usually identified very early in the programme and can be put right through discussion with academic tutors. Deliberate attempts to mislead assessors, however, are regarded as cheating and are treated very severely by boards of examiners.

The emphasis placed on avoiding plagiarism sometimes worries students, who believe that they will find it impossible to avoid using someone else's words when they spend all their time reading texts, commentaries and other academic sources and are required to show in their work that they have studied such material. Sometimes problems arise from poor working practices, where students muddle up their own notes with extracts or notes taken from published sources.

In the light of all that has been said above, the question you should ask yourself about any piece of academic work is "Will the marker be able to distinguish between my own ideas and those that I have obtained from others?". What markers fundamentally want to see is that students have read widely around the subject, that the sources used have been properly acknowledged and that the conclusions that arise from the study are the student's own.

The following section should help you understand what is meant by plagiarism.

### **What is plagiarism?**

Some students are uncertain as to what constitutes plagiarism. The following section gives some examples of both good and bad practice.

Consider the following paragraph, found on page 13 of the book *Social Networks and Organizations* by Martin Kilduff and Wenpin Tsai, published by Sage in 2003.

In fields as different as physics, biology, linguistics, anthropology, sociology and psychotherapy, network ideas have been repeatedly invoked over the last hundred years. The multiple origins of network approaches for the social sciences contribute to the eclecticism that characterizes current work.

Let's assume that a student wishes to use this in an essay. How should this be done?

The first three examples are of bad practice and are considered to be **plagiarism**.

### **Example 1**

The student writes:

The multiple origins of network approaches for the social sciences contribute to the eclecticism that characterizes current work.

Here the text is copied word for word. No reference is given to its source. In effect, the student presents another person's work as his or her own.

### **Example 2**

The student writes:

The multiple origins of network approaches for the social sciences contribute to the eclecticism that characterizes current work (Kilduff and Tsai, 2003)

Here the source has been cited *but* the student has not shown that it is a quotation and therefore is not his or her own words.

### **Example 3**

The student writes:

The various sources of network approaches for the social sciences contribute to the diversity, which characterizes contemporary work.

This is an instance of what we refer to as paraphrasing - a form of plagiarism of which students are often not aware. Paraphrasing is unacceptable because it only involves changing words here and there in the original, so that the essence and structure of the extract remain the same as in the original version. Again no reference is given – *however*, even if one were, this kind of practice should still be avoided.

*Example 1, example 2 and example 3 are all considered to be plagiarism.*

So what is correct practice? The following examples show correct referencing of the same text.

### **Example 4**

The student writes:

"The multiple origins of network approaches for the social sciences contribute to the eclecticism that characterizes current work" (Kilduff and Tsai, 2003: 13).

Here the student has used quotation marks to show that the text is a direct quote. In addition a full reference is given. Notice that this specifies the page of the original on which the quotation is to be found.

### **Example 5**

The student writes:

Network research embraces a diversity of approaches to studying social relations. Kilduff and Tsai (2003: 13) attribute this diversity to the many different sources of the network approach.

Here the student uses their own words to refer to the work of the authors. This is known as an indirect quotation. However, since the student is using the idea or concepts of other people, a reference is still required – which should ideally contain a page number if the ideas referred to only appear in a certain section of the source material.

### **To repeat:**

**Examples 1, 2 and 3 are considered to be plagiarism. Examples 4 and 5 show good practice.**

It is very important that you understand what constitutes plagiarism. If you have any doubts about this, please contact your programme leader or module lecturer who will be pleased to explain further.

The Student Learning Centre publishes a number of guides for students on plagiarism and writing skills. You should make sure that you are familiar with their contents. They are available at <http://www.le.ac.uk/slc/clarity.html>. Guidance on how to reference can also be found in this handbook and at <http://www.le.ac.uk/ulsm/students/assignwritingguidelines.pdf> (pages3-10)

## CRITERIA FOR ORAL PRESENTATIONS

	Yes	No	Comment
<b>Presentation style</b>			
<u>Non-verbal communication and delivery</u>			
Eye contact by all members?			
Good delivery pace, tone and emphasis?			
Appropriate body language?			
Did the group engaged the audience?			
<u>Teamwork and preparation</u>			
Was preparation evident during the presentation?			
Was preparation effective?			
Were all the team members active?			
<u>Time management</u>			
Did you fill your 13 to 15 minutes?			
Or over-/under-run?			
<b>Support Material</b>			
<u>Use of audio-visual equipment</u>			
Did audio-visual enhance verbal aspects of the presentation?			
Did audio-visual detract from verbal aspects of the presentation?			
Did member make reference to specific acetates?			
Was the use of support material conventional or innovative?			
<u>Handout</u>			
Was there a handout?			
Was the handout informative and helpful?			
Did the handout cover the central issues in the presentation?			
<b>Content of the Presentation</b>			
Have you addressed the brief as set?			
Was the argument one sided?			
Has the presentation tried to identify both pros and cons?			
Was use of relevant sources evident?			
Was the use of relevant theories evident?			
Has the group engaged with the topic with imagination?			
<u>Q&amp;A</u>			
Did the team engaged the audience with sufficient interest for it to ask questions?			
Did the team answer the tutor's question satisfactorily?			

