

**SCHOOL OF ECONOMICS AND FINANCE**

**ECON 205 and IBUS 202  
THE DEVELOPMENT OF THE MODERN INTERNATIONAL ECONOMY**

Trimester 2 (2005)

**COURSE OUTLINE**

**Contact Details**

Course convenor & lecturer: Dr John Singleton (RH 424, Ext 5131)  
John.Singleton@vuw.ac.nz  
Consultation times: Mondays 1340-1430  
Thursdays 1130-1220

Lecturer: Dr Muge Adalet (RH 429, Ext 7486)  
[Muge.Adalet@vuw.ac.nz](mailto:Muge.Adalet@vuw.ac.nz)  
Consultation times: Mondays 1400-1500  
Wednesdays 0930-1030

**Class Times and Room Number**

Lectures	Monday	12:40-13:30 (RH LT1)
	Wednesday	12:40-13:30 (RH LT1)
	Thursday	12:40-13:30 (RH LT1)

Tutorials Starting in week commencing 11 July  
Sign up for one tutorial stream through Blackboard

Final exam During the period 10 Oct to 6 Nov.

**Course Objectives**

For International Business students, this course provides an opportunity to obtain understanding of the changing contexts in which international business has been done. For Economics students, economic history provides an opportunity to develop the capacity to apply the tools and approach of economic theory to empirical problems, to gather relevant information of various kinds, and to formulate reasoned judgements.

Students passing this course should be able to:

1. Demonstrate knowledge of the broad trends in the international economy since about 1850

2. Demonstrate ability to acquire information relevant to questions about the broad trends in the international economy since about 1850
3. Demonstrate ability to formulate questions about the broad trends in the international economy since about 1850, using the concepts and techniques of economic theory
4. Demonstrate ability to present oral and written arguments leading to informed and balanced judgements in response to questions about the broad trends in the international economy which are found in the existing literature or formulated independently.

### **Course Content**

The course provides an outline of international economic history from about 1850 to the present day. It deals with the history of the international monetary system, international trade, and international capital flows. Attention is also given to international migration, the politics of international economic relations, and the record of modern economic growth.

### **Readings**

Textbooks:

A. G. Kenwood & A. L. Lougheed (1999), *The Growth of the International Economy 1820-1990: An Introductory Text*. 4th Edn, London, Routledge.

J. Foreman-Peck (1995), *A History of the World Economy since 1850: International Economic Relations since 1850*. 2nd Edn, London, Harvester Wheatsheaf.

Although you are not compelled to buy a textbook, it is in your interests to have ready access to one, and those who do make a purchase are likely to find themselves at an advantage. Kenwood and Lougheed is a basic introduction. Foreman-Peck is more suitable for students who have a reasonable grasp of economic principles. Copies of both books have been ordered for purchase at the Victoria Book Centre. There is a second hand market.

A block of photocopied "ECON 205 / IBUS 202 Readings" will also be available from Student Notes Distribution to accompany the tutorial programme. You *must* get a copy of the "Readings" (last year's "Readings" are no use since some of the material has changed).

An excellent website for topics in economic history is [www.eh.net](http://www.eh.net)

### **Materials and Equipment**

No additional material required. There will be no calculations in the examination.

## **Assessment Requirements**

There are two essays and a final two-hour registry exam.

Your grade will be decided by whichever of the following gives the higher overall mark:

Final registry exam (100%) or

Final exam (50%), and course-work (first essay 25% and second essay 25%)

Coursework essays should be in the range of 2000 to 2250 words.

Put completed essays in the assignment box (No 29 “John Singleton”) on the Mezzanine floor (Parliament side) of Rutherford House

Deadlines:	Essay 1	Thursday 11 <sup>th</sup> August at 1240 pm
	Essay 2	Thursday 29th September at 1240 pm

Please note that the mark is allocated to the essay as a whole. There is no marking schedule for individual sections of the essay. This is because it is important for the essay as a whole to make sense. We are looking for a reasoned argument, supported by relevant evidence, and not just a list of keywords.

If a student is unhappy with the mark received for a coursework essay he or she may discuss it with Dr Singleton or Dr Adalet and request a remark. The mark allocated through this process could be either less, the same, or more than the original mark.

The final exam will consist of essay questions.

## **Penalties (essays)**

When submitting essays you **MUST** put the following information on the front page: Your full name as it appears in student records (not your Kiwi name) AND your ID number. Also print the name of your tutor, and day and time of your tutorial. (Five marks will be deducted if this information is not shown.)

### Penalties for lateness (essay 1)

- 1) Late essays placed in the box before 1240 on Monday 15<sup>th</sup> August will incur a penalty of five marks (for example, 65% - 5% = 60%).
- 2) Late essays placed in the box before 1240 on Monday 29<sup>th</sup> August will incur a penalty of 12 marks
- 3) No essays will be accepted after 1240 on Monday 29<sup>th</sup> August

### Penalties for lateness (essay 2)

- 4) Late essays placed in the box before 1240 on Monday 3<sup>rd</sup> October will incur a penalty of five marks.
- 5) Late essays placed in the box before 1240 on Monday 10<sup>th</sup> October will incur a penalty of 12 marks
- 6) No essays will be accepted after 1240 on Monday 10<sup>th</sup> October

## **Mandatory Course Requirements**

Failure to meet either of the following requirements will ensure that you receive an ungraded fail for the course, whether or not you choose to sit the final exam.

1. Attendance at seven (out of 10) tutorials.
2. Submission of two essays (in the timeframe specified above), at least one of which must have been awarded a pass.

## **Communication of Additional Information**

See Blackboard

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).*

### **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

## ESSAY TOPICS

Essay 1: Imagine that you are able to travel back in time to around 1900 (give or take a few years). Choose any country (or group of countries). (i) Provide an overview of the main features of the economy. (ii) What are this country's most urgent economic problems, and how could they be overcome? Hints: devote about equal space to both parts of the question, and focus on about three problems or issues. (You are encouraged not to study the country in which you were born.)

Essay 2: Answer **one** of the following questions.

1. Account for the rise of the multinational corporation during the twentieth century.
2. How has the Asian economic miracle affected the living standards and quality of life of people in the region?
3. Compare and contrast the economic recoveries after the First and Second World Wars. You may choose to focus on any country or group of countries, or on the world as a whole.

Essays are the major means by which students demonstrate their achievement of the course objectives. Allow plenty of time for all the components of the course objectives - understanding the framework of the question, gathering information of all kinds, working out your own response to the question, and presenting it in a persuasive way. It is virtually impossible to write a coherent and persuasive argument while you are still reading and summarising material from books and articles. Students are expected to use their own initiative in compiling their reading lists. Appropriate references from the subject guide should act as your starting point. You are expected to be able to follow up references mentioned in the books and articles you read. Remember that demand for books and articles increases the nearer you get to the essay deadline. Tutors may comment on brief essay plans (but not full drafts) if submitted at least two weeks before the relevant essay deadline, but nothing said at this stage should be taken as indicative of the final mark.

## Referencing.

Referencing books and articles that you have used in your work is essential. In the School of Economics and Finance, we are not too concerned about which method is used. It is essential, however, that you make it absolutely clear when you are quoting from someone else's work. It is also essential that you make it clear when you summarising someone else's work.

The default referencing system for Commerce is the APA (American Psychological Association) referencing style.

For example

Understanding the consequences of costly information is crucial for understanding the workings of a modern economy. For example, "when a consumer buys a used car it may be very difficult for him to determine whether or not it is a good car or a lemon" (Varian, 1990, pp. 582-583). In such a situation, "government intervention may increase the welfare of all parties. Or private institutions may arise to take advantage of the potential increases in welfare which can accrue to all parties." (Akerlof, 1970, p. 488).

There must be a bibliography at the end of your assignment or essay, giving the titles etc of any work that you referred to, in alphabetical order by author's name.

References to a book should take the form:

Author's last name, initials, date of publication, title (and edition, if needed), place of publication, publisher.

Varian, H. R. (1990). *Intermediate Microeconomics* (second edition). New York: W. W. Norton & Company.

References to an article should take the form:

Author's last name, initials, year of publication, article title, journal title, volume (issue number, if available), page numbers.

Akerlof, G. (1970). The market for lemons: Quality uncertainty and the market mechanism, *The Quarterly Journal of Economics*, 84, 488-500.

The most important features of any referencing system are:

- (1) The initial reference points to a unique item in your bibliography (and the relevant page number of the work).
- (2) Each item in the bibliography clearly specifies a particular object.



## LECTURE PROGRAMME (provisional)

For relevant textbook chapters: Kenwood & Lougheed (KL) and Foreman-Peck (FP)

Week 1:	Introduction	KL 1	FP 1
	World Economy in mid 19 <sup>th</sup> century	KL 1	FP 1, 2
	Capital flows	KL 2	FP 4, 7
Week 2:	Migration	KL 3	FP 4, 8
	Trade and commercial policy	KL 4, 5	FP 3, 6
	Origins of the Gold Standard	KL 6, 7	FP 5, 9
Week 3:	The Gold Standard in practice	KL 6, 7	FP 5, 9
	Mass production in the USA		
	Mass production versus flexible specialization		
Week 4:	Multinationals		
	Japanese industrialization before 1914		
	Some other Asian economies	KL 8, 9	FP 6
Week 5:	New Zealand in the 19 <sup>th</sup> century	KL 8, 9	FP 6
	World War One		
	The world in the 1920s	KL 11, 12, 14	FP 10
Week 6:	The depression	KL 13, 15	FP 11
	Recovery in the 1930s	KL 13, 15	FP 11
	New Zealand in the depression	KL 13, 15	FP 11
Week 7:	World War Two		FP 12
	Post-war reconstruction	KL 16	FP 12
	Overview of world economy since 1950	KL 17	
Week 8:	Bretton Woods exchange rate system	KL 18	FP 14
	World trade since 1950	KL 19, 20	FP 13
	European economic cooperation		
Week 9:	Multinationals since World War Two		
	World economic crisis in the 1970s		
	Exchange rate flexibility	KL 18	FP 14
Week 10:	New Zealand since 1945		
	Eastern Europe and the end of communism	KL 21	
	Asian economic miracle	KL 21	FP 15
Week 11:	Japan since 1945		
	China since 1945		
	India since 1945		
Week 12:	Asian financial crisis of the 1990s		
	Economic cooperation in the Asia-Pacific		
	Conclusion and revision		

## TUTORIAL PROGRAMME:

### Week starting 11 July

Tutorial 1 WORLD ECONOMY IN THE 19<sup>TH</sup> CENTURY

Reading: A.G. Kenwood and A.L. Lougheed, *The Causes of the Growth of the International Economy in the Nineteenth Century*, ch. 1

Questions for discussion:

1. In what ways did the industrial revolution / industrialization create new opportunities for trade?
2. Why did the cost of transporting goods over long distances fall?
3. What was the contribution of capital accumulation to the development of the world economy?
4. On balance, did the growth of world population help or hinder the evolution of the international economy?
5. What were the implications for international trade of rising living standards, especially in Europe and its settler offshoots?
6. Why did some countries not share to the same extent as others in the expansion of prosperity?

### Week starting 18 July

Tutorial 2 MIGRATION FROM EUROPE

Reading: Dudley Baines, 'European Migration, 1815-1930: Looking at the Emigration Decision Again'

Questions for discussion:

1. Outline the main theories used to explain migration
2. Why might it be difficult to distinguish between push and pull factors?
3. Why wasn't the level of migration from Europe even higher?
4. Why did some migrants return to their homelands?
5. To what extent was migration an alternative to moving to a big city within the migrant's country of origin?
6. How could migration have helped to reduce income differentials between Europe and the settler economies e.g. US, Canada, Australia, NZ, South Africa, and Argentina?

### Week starting 25 July

Tutorial 3 THE GOLD STANDARD

Reading: James Foreman-Peck, *A History of the World Economy: International Relations since 1850*, ch. 9

Questions for discussion:

1. Define the Gold Standard
2. What were the implications for the world price level of basing the money supply on reserves of gold?
3. How did countries on the Gold Standard (and their central banks) adjust to imbalances in their external accounts?
4. Why did some countries hold reserves of sterling as well as (or instead of) gold?
5. How did the Gold Standard constrain government spending in member countries?
6. Why did central banks sometimes cooperate during financial crises?
7. What were the benefits of Gold Standard membership?

### **Week starting 1 August**

Tutorial 4 CHANDLER AND MANAGERIAL ENTERPRISE

Reading: Alfred D. Chandler, 'Managerial enterprise and competitive capabilities', *Business History*, Vol. 34, No. 1 (1992), pp. 11-41.

Questions for discussion:

- 1) What does Chandler mean by managerial enterprise?
- 2) What were the characteristics of the industries in which managerial enterprises emerged in the late 19<sup>th</sup> century?
- 3) Explain how Germany came to dominate the chemicals industry, and the United States the engineering, automobile and computer industries?
- 4) Why did American firms switch to a policy of diversification in the 1960s?
- 5) What were the implications of diversification and the dominance of institutional investors for the performance of American firms?
- 6) What lessons does Chandler draw from his study, and are they convincing?

### **Week starting 8 August**

Tutorial 5 THE DEPRESSION

Reading: Randall E. Parker, *Reflections on the Great Depression*

Questions for discussion:

1. What was the significance for US monetary policy of the 1920-21 recession?
2. What caused the onset of depression in the USA in the late 1920s?
3. Why did the depression deepen in the early 1930s?
4. What were the flaws in the Gold Standard during the 1920s?
5. To what degree did the US economy recover in the mid- to late-1930s?
6. Discuss the differences between contemporary economists' explanations of the depression and those of economists and economic historians today?

### **Week starting 29 August: NO TUTORIAL**

### **Week starting 5 September**

Tutorial 6 ECONOMIC COOPERATION IN THE COMMONWEALTH

Reading: Paul L. Robertson and John Singleton, 'The Commonwealth as an Economic Network'

Questions for discussion:

1. What are the characteristics of network organizations?
2. In what respects was the British Empire / Commonwealth a network organization?
3. What was the role of trust in the successful operation of the Commonwealth as an economic network or community?
4. Why did the Commonwealth network ultimately decline?
5. Can the principles discussed in this reading be applied to the analysis of other international economic communities?

## **Week starting 12 September**

Tutorial 7 AGRICULTURAL TRADE AFTER WW2

Reading: Chris Nixon and John Yeabsley, *New Zealand's trade policy odyssey*.

Questions for discussion:

1. Explain trade discrimination and the most favoured nation principle.
2. How effective is the risk of embarrassment as a constraint on a nation's trade policy?
3. What was the rationale for the creation of GATT, and what are its principles?
4. Why was GATT slow to liberalise trade in agricultural products?
5. Why was New Zealand ambivalent about GATT for many years, and was this ambivalence justified?
6. How can a tiny country like New Zealand influence international trade negotiations?
7. How successful is the Cairns Group?

## **Week starting 19 September**

Tutorial 8 SCOTCH WHISKY INDUSTRY

Reading: S.R.H. Jones, 'Brand Building and Structural Change in the Scotch Whisky Market'

Questions for discussion:

1. What are the main determinants of world demand for whisky?
2. Discuss the structure and marketing strategy of the Scotch whisky industry in the 1960s and 1970s.
3. What were the weaknesses of the traditional approach to whisky marketing?
4. Describe the main structural changes in the whisky industry in the 1980s and 1990s.
5. Assess the new marketing strategies of the whisky industry in the late twentieth century.
6. What are the future prospects for this industry? Bear in mind any relevant factors such as alternative beverages, social customs, the ability of management, etc.

## **Week starting 26 September**

Tutorial 9 THE ASIAN ECONOMIC MIRACLE

Reading: Helen Hughes, 'Why Have East Asian Countries Led Economic Development?'

Questions for discussion:

1. What caused exports to grow so rapidly in the Asian miracle economies?
2. What benefits were conferred on the Asian miracle economies as a result of their relatively prudent financial policies?
3. How did the agricultural sector contribute to the growth of the Asian miracle economies?
4. What was the role of industrial policy in the stimulation of economic development?
5. How did economic policies adopted by the Asian miracle economies differ from the policies of other developing countries?
6. If Hughes' piece had been written after 1997, would she have had to change any aspects of her analysis?

## **Week starting 3 October:**

**Tutorial 10: REVISION TUTORIAL**

## READING LIST

Many of these references are *alternatives*. You are not expected to read all of these texts. However, the more you consult, the better is likely to be your understanding of the subject. Items are listed only once, but may be relevant to more than the general heading to which they are allocated.

Read widely in preparation for your essays. The textbooks will be insufficient on their own. The following list is a guide. In some cases, there is little to choose between a book or an article listed here and others in the university library. You are expected to be able to use the University library (and encouraged to use other libraries), and if you leave your reading until close to the due date of essays, you may have no alternative but to do so.

A useful internet resource: [www.eh.net](http://www.eh.net)

- This site contains a wide range of book reviews and other useful information, including links to other economic history sites
- It also has an on-line economic history encyclopedia (though it is not yet complete)

### Historical Statistics

Maddison, A. (1995), *Monitoring the World Economy 1820-1992*. Official Publications – Level 1 HC54 M744 M

Mitchell, B.R. (1998), *International Historical Statistics : The Americas, 1750-1993*. Reference Room - Level 2 HA175 M681 I 4ed

Mitchell, B.R. (1998), *International Historical Statistics : Europe, 1750-1993*. Reference Room - Level 2 HA1107 M681 I 4ed

Mitchell, B.R. (1998), *International Historical Statistics : Africa, Asia& Oceania, 1750-1993*. Reference Room - Level 2 HA1107 HA1956 M681 I 3ed

### Introductory and General

Abramovitz, M. (1986), 'Catching up, forging ahead, and falling behind', *Journal of Economic History*, Vol. 46, No. 2, pp. 385-406.

Amsden, A.H. (2001), *The rise of "the rest" : challenges to the west from late-industrializing economies*. HC59.7 A528 R

Ashworth, W.A. (1987), *A Short History of the International Economy since 1850*, 4th Edn.

Bairoch, P. (1993), *Economics and world history: myths and paradoxes*. HC51 B163 E

Bourguignon, F. and Morrisson, C. (2002), 'Inequality among world citizens: 1820-1992', *American Economic Review*, vol. 92, no. 4, 727-44

Cameron, R. (1993), *A Concise Economic History of the World*, 2nd Ed.

Eichengreen, B. (1996), *Globalizing Capital: a history of the international monetary system*. HG3881 E34 G

Foreman Peck, J. (1995), *A History of the World Economy: International Economic Relations Since 1850*. HF497 F715 H

Jones, E. (1993), *Growth recurring: economic change in world history*. HD78 J76 G

Kenwood, A.G. and A.L. Lougheed (1992), *The Growth of the International Economy 1820-1990*. HF1411 K37 G8 3ed

- Lal, D. (1998), *Unintended Consequences: The Impact of Factor Endowments, Culture, and Politics on Long-Run Economic Performance*. HC13 L193 U
- Landes, D.S. (1998), *The wealth and poverty of nations*. HC240 Z9 L261 W
- Rostow, W.W. (1978), *The World Economy: History and Prospects*.
- Snowdon, Brian (2002), *Conversations on growth, stability and trade: a historical perspective*. HB 172.5 S674 C7

### **Technology, Growth, and Development**

- Clark, G. (1987), 'Why Isn't the Whole World Developed? Lessons from the Cotton Mills', *Journal of Economic History*, vol. 47, pp. 141-73.
- David, P.A. (1975), *Technical Choice, Innovation and Economic Growth: Essays on American and British Experience in the Nineteenth Century*.
- Headrick, D.R. (1981), *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. JC359 H433 T
- Headrick, D.R. (1988), *The Tentacles of Progress: Technology Transfer in the Age of Imperialism, 1850-1940*. JC359 H433 T2
- Harley, C.K. (1988), 'Ocean Freight Rates and Productivity 1740-1913: The Primacy of Mechanical Invention Reaffirmed', *Journal of Economic History*, vol. 48, pp. 851-76.
- Jeremy, D.J., ed. (1992), *The Transfer of International Technology: Europe, Japan, and the USA in the Twentieth Century*.
- Kiyokawa, Y. (1983), 'Technical adaptations and managerial resources in India: a study of the experience of the cotton textile industry from a comparative viewpoint', *The Developing Economies*, Vol. 21, No. 2.
- Landes, D.S. (1969), *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present*.
- Mokyr, J. (1990), *The Lever of Riches: Technological Creativity and Economic Progress*. HC79 T4 M716 T
- Morishima, M. (1982), *Why has Japan 'succeeded'? Western technology and the Japanese ethos*. HC462 M861 W
- Morris-Suzuki, T. (1994), *The technological transformation of Japan: from the seventeenth to the twenty-first century*. T27 A3 M877 T
- Nelson, R.R. and Wright, G. (1992), 'The rise and fall of American technological leadership: the postwar era in historical perspective', *Journal of Economic Literature*, Vol. 30. No. 4, pp. 1931-64.

### **Modern Business Corporations**

- Blackford, M. (1988), *The rise of modern business in the United States, Great Britain, and Japan*.
- Boyce, G. and Ville, S. (2002), *The development of modern business*. HF499 B789 D
- Chandler, A.D. (1960), *Strategy and structure*. HD70 U5 C455 S
- Chandler, A.D. (1977), *The Visible Hand*. HF5343 C455 V
- Chandler, A.D. (1990) *Scale and Scope* HD2785 C455 S [US, UK, Germany]
- Chandler, A.D. (1992), 'Managerial enterprise and competitive capabilities', *Business History*, Vol. 34, No. 1, pp. 11-41
- Chandler, A.D., Amatori, F. and Hikino, T., eds (1997), *Big business and the wealth of nations*. HD2350.8 B592 [chapters on business in the major economies]
- Hirschmeier, J. and Yui, T. (1981), *Development of Japanese Business*. HD70 U5C455 S

- Kirby, M.W. and Rose, M.B. (1994), eds, *Business enterprise in modern Britain*. HF3504 B98
- Schmitz, C.J. (1993), *The growth of big business in the United States and Western Europe, 1850-1939*. HD2785 S355 G
- Scranton, P. (1997), *Endless novelty: speciality production and American industrialization, 1865-1925*. HD9725 S433 E
- Whaples, Robert. "Andrew Carnegie". EH.Net Encyclopedia, edited by Robert Whaples. January 12, 2005. URL <http://eh.net/encyclopedia/?article=Whaples.Carnegie>
- Wilson, J.F. (1995), *British business history*. HD70 G7 W749 B
- Suzuki, Y. (1991), *Japanese management structures, 1920-80*. HD70 J3 S968 J

### **Country / Regional Studies (19<sup>th</sup> century)**

- Hughes, J.R.T. (1987), *American Economic History*. HC103 H893 A 2ed
- Temin, P. (1975), *Causal Factors in American Economic Growth in the Nineteenth Century*. HC105 T279 C
- Friedberg, A.L. (1988), *The Weary Titan: Britain and the Experience or Relative Decline, 1895-1905*. DA570 F899 W
- Pollard, S. (1988), *Britain's Prime and Britain's Decline: the British Economy, 1870-1914*. HC255 P772 B
- Aldcroft, D.H. and Sutcliffe, A., eds (1999), *Europe in the international economy 1500 to 2000*, chs 2-3 HC240 E86
- Pollard, S. (1981), *Peaceful Conquest: The Industrialisation of Europe 1760-1970*.
- Milward, A. & Saul, S.B. (1977), *Development of the Economies of Continental Europe, 1780-1870*. HC240 M662 D
- Crouzet, F. (2003), 'The historiography of French economic growth in the nineteenth century', *Economic History Review*, Vol. LVI, No. 2, pp. 215-42.
- Hawke, G.R. (1985), *The Making of New Zealand*. HC663 H392 M
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