

800-116 Generating the Wealth of Nations

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: Three hours per week (2 1-hour lectures and 1 1-hour tutorial) Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Coordinator:	Prof Jeff Borland
Subject Overview:	<p>This subject provides an introduction to the development of economic activity in the world in the past 300 years. The main objectives are to present an overview of the main phases and episodes in the evolution of the world economy in the past 300 years, and to develop an understanding of the role of factors such as geography, institutions, technological change and culture in explaining economic development. Through study of the evolution of the world economy knowledge of key economic concepts and ideas will be developed, as well as an understanding of how economics and history can be applied to analyse the economic performance of different countries. The subject will emphasise how an understanding of the history of the world economy can be used to analyse current global economic developments. Main topics that are covered include: Early development of economy; European colonial expansion and the rise of trading economies; in the Industrial Revolution; the rise of the American economy in the twentieth century; the Great Depression; World Wars and economic activity; the eras of globalization in the world economy; evolution of international trade and finance; the Golden age and the era of stagflation in European economies; the rise of the Japanese economy, the Asian miracle, and the development of market economies China and Russia; and Australia's role in the world economy.</p>
Assessment:	Written work due in-semester of not more than 4,000 words (40%), Tutorial participation (10%), and a 2-hour final exam (50%).
Prescribed Texts:	To be announced
Breadth Options:	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # <u>Bachelor of Arts</u> (https://handbook.unimelb.edu.au/view/2009/D09) # <u>Bachelor of Biomedicine</u> (https://handbook.unimelb.edu.au/view/2009/J07) # <u>Bachelor of Commerce</u> (https://handbook.unimelb.edu.au/view/2009/F04) # <u>Bachelor of Environments</u> (https://handbook.unimelb.edu.au/view/2009/A04) # <u>Bachelor of Music</u> (https://handbook.unimelb.edu.au/view/2009/M05)

	<p># Bachelor of Science (https://handbook.unimelb.edu.au/view/2009/R01)</p> <p># Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2009/355-AA)</p> <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # High level of development: written communication; application of theory to practice; interpretation and analysis; critical thinking; synthesis of data and other information; evaluation of data and other information; accessing data and other information from a range of sources; receptiveness to alternative ideas. # Moderate level of development: oral communication; collaborative learning; problem solving; team work; statistical reasoning. # Some level of development: use of computer software