LSE Economic History

Student Resource Pack

Contents

LSE Economic History

Written Coursework Submission Procedure for Students 2023-24

Submission and Feedback (Steps in the process)	Formative Coursework (does not affect mark)	Summative Coursework (<=20% of final mark)	Summative Coursework (>20% of final mark)
1. Prepare your submission	• Keep to word limits – markers will not read beyond the word limit • Cite sources carefully to avoid plagiarism • Complete coursework cover sheet and include as first page of file		• Write coursework following the departmental style guidelines • See short guide to essay writing for detail – essentials are 12 pt Calibri font, double spaced, page #s, references in Chicago style
2. Cover sheet	• Write name on cover sheet		• Write candidate number on cover sheet
3. Name file	• Surname_FirstName_Course (e.g. Smith_John_EH101.pdf)		• CandidateNumber_Course (e.g. 123456_EH101.pdf)
4. Submit coursework	Submit coursework via Moodle – link in first section(s) at top • Submit to your class teacher's link (if available – EH101, EH237) • Teachers can request paper copies as well – collected by teacher directly		Submit coursework via Moodle • Teachers can also request paper copies – submit using submission filing cabinet outside SAR.3.04
5. Feedback return date	10 working days from submission deadline • Working days are days when the LSE is open (see closure dates on website)		20 working days from submission deadline • Longer period for quality assurance procedures
6. Accessing your feedback	• Students will receive an email alerting them that marks and feedback forms are available in Moodle gradebook • Teachers are available in office hours to explain feedback		• Items in box at left • Marks on summative work (>20%) are provisional until the external examiner approves them
Penalties for late submissions	• Feedback deadlines do not apply • Work not marked if >1 week late	• 5 marks per 24-hour period that work is overdue (excluding weekends) • Students must submit (attempt) all summative assessment to pass a course (and graduate)	
How to get an extension	Contact class teacher • Extensions only granted in exceptional circumstances • Students with IPs eligible for ext.	Request an extension using official school extension request form by emailing EH.exams@lse.ac.uk • Requests for extensions should be made at least 2 working days in advance whenever possible • Extensions only granted in exceptional circumstances – illness/bereavement (need evidence) • Students with inclusion plans (IPs) may also be eligible for extensions	

LSE Economic History

Short Guide to Essay Writing

Essays provide you with the opportunity to develop a more detailed understanding of particular topics in a course and to get feedback on your ideas. They are also a key part in developing your ability to write well-argued and clear pieces of text – one of the economic historian's main transferable skills.

Things to consider when writing an essay:

1. Audience: The audience for an essay or exam question is not your class teacher or your lecturer. It is an intelligent but not necessarily informed person. This means that you should not assume that the reader will follow your argument and evidence because they are an expert or know the paper in question. You need to explain everything fully.

2. Question: For most essays, we set you a question. It is essential that you answer the question you were given. One of the main challenges you face is to think about the meaning of the question and possible interpretations: most questions can be answered in several different ways (eg: the short term and long term effects of a crisis may differ).

3. Literature: Your essay should not only draw on the essential readings for a class but also the background readings and other *academic* literature you can identify (i.e. not Wikipedia). This additional material will help you write a more interesting response.

4. Notes: Make sure that the notes you prepare are effective and can be re-used for revision or other essays. They need to include the bibliographical details of the source and a clear summary of its argument, methods and evidence - and your view of its problems or limitations.

5. Argument: We are looking for your opinion about the question, so take a definitive stance on the question. For instance, consider the following question: How important was coal in sparking the Great Divergence? For this question, here are some possible arguments one could make: 1) coal was very important for the Great Divergence, 2) coal was not important at all for the Great Divergence and 3) coal did matter for the Great Divergence but other factors were also important.

6. Counterevidence: You may find that not all of the evidence in the readings supports the argument that you are trying to make. When you find counterevidence, you should not ignore it. Instead, you have two options. You can refute the counterevidence by proving that it is not valid. Or you can weaken your argument to account for the fact that your original idea could not account for all of the evidence. For example, the argument 'coal did matter for the Great Divergence but other factors were also important' is a weakened version of the other two arguments mentioned above.

7. Structure: Start with an introduction that clearly explains your motivation (the issues in the question) and outlines your argument/answer. Don't fill this with background information or facts about the topic. Make sure that each paragraph presents a unified set of evidence that helps to prove your argument. There is no set number of paragraphs required in the essay. Use

as many as you need to organise your ideas. However, avoid very long paragraphs as these are very difficult for the reader to follow. End with a clear conclusion that summarizes your answer.

8. Clear Writing: Often students want their writing to sound sophisticated. This is almost always a bad impulse. Use clear and direct language in your essay. The best academic writing conveys complex ideas in the simplest form. Do not write long sentences; limit yourself to three clauses per sentence. Use specialised language like the keywords for each week, but avoid un-necessarily complex language and jargon. Try to write in an active and engaging way – avoid over-using the passive tense.

9. Formal Writing Style: Work on developing a formal tone for your academic writing. A formal writing style is not per se better than an informal one, but it is the preferred style for writing scholarly and professional communications. To avoid an informal tone, do not use contractions (I'm, didn't, it's) or second person (you). Avoid colloquial turns of phrase and clichés. Do not use emotive punctuation like exclamation points (!) and ellipses (…).

10. Word Length: Keep your essay to the specified word length, excluding references and footnotes – there is no 10% margin for over-runs.

11. References: Cite your sources in Chicago Manual style including page numbers. Include a bibliography of all references cited at the end of the project. See the reference style guide on Moodle for more details.

12. Style: the paper should use Calibri, 12-point font, margins should be Word's standard (2.54 cm or 1 inch) or wider, and lines should be double spaced. Include page numbers.

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Short Guide to Working with Qualitative Sources

1) How should you read a qualitative source?

Each of you approaches qualitative sources with different background knowledge and with a different set of experiences: Unavoidably, what you imagine when reading such sources (and what will influence your interpretation) is affected by all kinds of things, from academic literature you have read over museums or exhibitions you have visited to novels or movies set in the past that you have read or watched. No two interpretations are therefore completely alike. The challenge is to approach sources with a method that still allows you to reach conclusions which satisfy the core criterion of academic work, i.e., 'intersubjective testability' (which is a way of saying that others must be able to understand and replicate your interpretation).[1] This is not so hard because while there is no single 'correct' interpretation of a source, interpretations can clearly be wrong. They tend to be wrong if they have been derived in an uncritical way, that is, if you have not analysed the source in question in a careful and thorough manner. Being able to do so, that is, to critically engage with sources, is one of the core skills of economic historians and historians in general. For example, it has made it possible to discover thousands of fake sources, beginning with the so-called 'Donation of Constantine'[2] identified as a forgery by the 15th-century scholar Lorenzo Valla up the 'Hitler diaries' produced by the self-styled art dealer Konrad Kujau in the late 1970s/early 1980s and exposed by a team of professionals.

To analyse qualitative sources in a careful and thorough way that helps to avoid misunderstandings and interpretations that are wrong, you need information about two things:

a) the period when the source in question was produced and
b) the document itself.

Especially regarding point a) it is <u>essential</u> that you do not only read the weekly class readings but other relevant background literature, for example textbooks listed at the start of the reading lists.

Regarding point b), you will need to first ask yourselves how close the source (as presented by your class teacher or found in a source publication) is to the original that (hopefully) has been preserved in an archive or a library. Has it been translated, and can you be sure that the translation is appropriate? If it has not been translated (for example in the case of sources from late medieval and early modern/modern England), can you understand it? If not or only in part, what makes it difficult to understand?

A good way to begin thinking about other relevant aspects of the source is to start out from J.G. Droysen and E. Bernheim's distinction between two fundamentally different types of sources:[3]

a) 'traditions' (sources that were produced with the aim of informing posterity, such as a chronicle or autobiography), and
b) 'relics' (sources unintentionally passed on to posterity, for example a contract or a law).

The distinction is fundamental because unlike traditions, relics cannot *intentionally* distort our idea of the past. If the source is a 'tradition', you should ask questions such as the following:

1. What do you know about the author? Social status, occupation, sex, religion, age, region, political beliefs? Does any of this matter? How?
2. How did the author of the source learn about the event he/she is describing? How distant in space and time was he/she?
3. What was the author's message or argument? Is the message explicit, or are there implicit messages as well?
4. How does the author try to convey that message? What methods does he/she use?

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1 Martin, Michael. *Verstehen: The Uses of Understanding in the Social Sciences.* New Brunswick: Transaction Publishers, 2000, p. 60.

2 The 'Donation of Constantine' is an 8th century forgery which claimed to be a decree of the late Roman emperor Constantine (306-337) that transferred authority over the whole western half of the Roman Empire to the Pope.

3 Droysen, Johann Gustav. *Grundriss der Historik.* Leipzig: Veit, 1868, pp. 14-15; Bernheim, Ernst. *Einleitung in die Geschichtswissenschaft*. Berlin, Leipzig: de Gruyter, 1926, esp. pp. 104-132.

5. What does a careful reading of the text (even if it is on an object such as a coin or a building) tell us? What about the silences — what does the author choose *not* to talk about?

In case of relics, the questions are different:

1. What was the author's motive for writing the source? Which purpose did it serve?
2. For whom was the source intended? Was it meant for one person's eyes, or for the public? How does that affect the content of the source?
3. Is it prescriptive or descriptive? Prescriptive sources are texts that say what *should* be (for example laws); descriptive sources *claim* to tell what actually was or happened (for example a merchant's account book).
4. Did the author have a reason for *not* mentioning certain types of information?

Note that there are cases where it is impossible to draw a clear line between traditions and relics. For example, many late medieval laws and treaties contain an introduction (the 'narratio') that claims to explain (to later readers, too!) why the law was agreed or the treaty concluded. This part of the source has the character of a tradition, while the rest is a relic. Conversely, depending on the questions you ask, a tradition-source such as a chronicle may contain relic-like information: Its style, for example, may tell you how educated the author was, and if your aim is analysing the development of human capital, the education of premodern authors may well be what you are interested in. In any case, the answers to questions such as those listed above allow you to 'evaluate' the source, that is, to tell approximately to what extent the information it contains is credible. That is the essential task.

A further set of questions are relevant when you use the source as evidence:

1. What historical questions can you answer using the source? What are the benefits of using it?
2. Does the source describe ideology and/or behaviour?
3. Does it tell something about the beliefs/actions of the elite or of "ordinary" people? From whose perspective does it tell this?
4. What are the limitations of this *type* of source?
5. If you have read other historians' interpretations of this source (or of sources like this), how does your analysis fit with theirs? Does the source support or challenge established arguments?

2) What makes a good essay based on source analysis?

Like any other essay you write at our department (formative, summative, answers to exam questions), such essays have three parts: Introduction, main part, conclusion.

Introduction:

Again, like any essay, yours must start out from a clearly defined question. However, unlike in traditional exams or in other formative and summative essays, you are not being spoon-fed a question. Rather, you must define it yourselves, which is why point 1) in the list above is so important. A good question is one that can be answered with the help of the source and that is historically relevant (you must explain why it is relevant: the 'motivation' is an essential part of the introduction).

The historical context is the second important point: The essay must place the source in the appropriate context. This requires background knowledge. In most cases, literature listed in the reading list should be sufficient at least as a starting point.

Likewise, you are expected to demonstrate your familiarity with the historiographical context. Your essays should discuss the relevant literature and include complete references (a complete reference indicates the exact page where the reader can check the information to which you are referring).

Main part

No one is expecting you to slavishly work through all the points in the lists of questions above. Evidently, not every point applies to each source. Rather, you should discuss the points that are relevant to evaluating the source and to answering your question, thus demonstrating your ability to critically engage with historical material. If you do so while at the same time producing a text that reads well, keeps the attention of the reader, and tells us something interesting about the past you demonstrate real talent.

Throughout the main part, you must refer to the relevant literature (for example when information about the author of the source or about the intended readership or purpose is required). You must find this

literature yourselves, and here you will probably have to go beyond what the course reading lists offer. For that purpose, the bibliographies in recent publications that touch on your topic are a good starting point, as are the review sections in the relevant academic journals. As always, you are permitted to use academic literature only: articles in academic journals, chapters in academic books or academic monographs. Entries in dictionaries can be used only if they have an identifiable author. Please note that you must not quote or include references to lecture slides, YouTube videos and similar dodgy stuff. If you do so, this will be penalised.

Conclusion

The requirements for the conclusion are the same as in any other essay: You should refer back to your question, summarise your argument and tell exactly how it answers the question.

For how to cite sources, see the guidance further down in this Resource Pack ('Short Guide to Citing Sources'). Your essay must conclude with a bibliography: first source publications, sorted by the name of the editor; next literature, sorted by the name of the author. For the format, see the 'Short Guide to Citing Literature'.

3) Which resources are there to help you?

For Latin (in which most pre-14th-century sources were written):

> Niermeyer, Jan Frederik. *Mediae Latinitatis Lexicon Minus: A Medieval Latin-French/English Dictionary* Vol. 1, Leiden: Brill, 1954. The dictionary is available as a pdf on archive.org: https://archive.org/details/Niermeyer_Mediae_Latinitatis_Lexicon_Minus

For Middle English (the English spoken and written from the 12th to the 15th century):

> https://quod.lib.umich.edu/m/middle-english-dictionary/dictionary

For Norman French:

> https://anglo-norman.net/

For anything else that is unclear:

> Cook, Chris. *Dictionary of Historical Terms: A Guide to the Main Themes, Events, Cliques & Innuendoes of Over 1000 Years of World History.* 3rd ed. London: Macmillan, 1998. Contains everything from "AAA" over "Fief" to "Zouave". Available as a pdf on archive.org: https://archive.org/details/macmillandiction0000cook/page/n5/mode/2up?view=theater

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Short Guide to Taking Good Reading Notes

In your time as a student, your success will in large part be determined by whether you become a good note-taker. In order to participate in seminars, write good essays, and do well on exams, you have to be able to remember information that you learned long ago. The following is one way of recording the information that you read. Use it as a starting point, and adapt it to your own needs. The most important parts of this note-taking template are the Summary and Opinion sections. These are essential. You should also always record the page numbers for any information recorded in your notes so that you can cite this later.

Key Elements of Good Reading Notes:

- Your Name – give credit where credit is due.
- Date
  - This will help you remember the intellectual headspace you were in when reading notes taken long ago.
  - Plus you are creating a historical document.
- Full Bibliographic Reference
  - This saves time when you are writing an essay and need the reference.
- Terms
  - When you are doing a reading and see a word you don't understand, don't just skip over it. Look it up in the dictionary!
  - Include the word here along with the definition so that you can remember it for a seminar, essay or exam.
  - Also put key terms that the author coined in the paper with the author's definition. This will allow you to use the author's language with precision later on.
- Summary (essential)
  - After reading the text, write a summary of the reading in your own words.
  - This should not be more than 5-6 sentences long.
  - Don't try to go through and summarize each sub-section in the article or chapter. Instead, think about what fundamental idea the author is trying to present.
  - Writing a concise and precise summary will help you remember the important parts of the text in the seminar and when you are preparing for an exam.
- Running Notes
  - Write down important details of the author's arguments.
  - You can paraphrase or write down quotes.
  - Always include the page numbers that you got the information from so that you can cite it correctly later.
- Opinion (essential)
  - Write down your own thoughts about the reading – at least 5-6 sentences.
  - What made the reading interesting/boring?
  - What confused you about the reading? What questions do you have?
  - Was it convincing/do you believe the author's story?
  - How is this reading connected to other readings that you have done?
  - Does it contradict or support the arguments of other authors?

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Short Guide to Citing Literature

One of the keys to success in the Economic History Department is citing literature (i.e. the published output of academic research) correctly in your essays and other written coursework. Whenever you include information from an article, book or any other academic text you have read, you need to cite that text, including the page number where the information came from. This includes both when you are quoting the text and when you are paraphrasing another author's ideas. If you do not cite the author in these cases, you are committing plagiarism, which has very severe consequences at LSE. In addition, you need to provide a bibliography at the end of your essay that includes all of the references cited. Include only the references cited, not every source that you consulted.

The only exception is during closed, timed exams, when we do not expect citations or a bibliography in any form.

The department uses the Chicago/Turabian (16th Edition) footnote style for both footnotes and bibliographic citations. More details about Chicago style are available at the following link: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

A few things to keep in mind about Chicago style:

- The citation style is different for footnotes and the bibliography, so make sure that you use the correct style in each.
- Using footnotes correctly
    - Use Word's footnote function to insert footnotes.
    - The first time you cite a source, you should use the full note citation style.
    - For subsequent citations, you can use a shortened style.
    - Always include page numbers unless you are citing the source's main argument.
    - Footnotes should almost always be at the end of a sentence, not in the middle.
    - Footnotes should come after a full stop (period) or other punctuation, not before. For example, your teacher implores you to 'use footnotes correctly'.[1]
    - To cite more than one source in a single citation, only use one footnote (and one footnote number). In the text of the single footnote, put the two citations next to each other separated by a semicolon. You should never have two footnotes next to each other like this.[1,2] See below for a correct example.
- Creating a bibliography
    - You can use the library catalogue to create the perfect citation. Go to the item in the catalogue, scroll down and under 'Send to' click citation, shifting it to Chicago style. You can then copy and paste the bibliographic entry.
    - Bibliographies should be put in alphabetical order by first author's surname. Do not use bullet points or number bibliography entries.
    - The bibliography should have a hanging indent so that the first line is not indented, but all subsequent lines of each citation are indented.

EXAMPLE REFERENCING WITHIN AN ESSAY:

This paragraph includes examples of how to cite books, book chapters and journal articles:

Over the past 30 years, medieval economic historians have challenged the opinions of earlier scholars that the medieval economy was a 'natural economy' devoid of significant money relations and commerce, arguing that commercialization played a strong role in medieval economic development. Britnell used new sources and methodologies to measure the proliferation of markets in England.[4] Campbell *et al.* studied how the counties surrounding London developed a unique economic structure in order to provide for the demand for agricultural commodities in the capital.[5] Masschaele and Kowaleski have described inland and overseas trade in their studies of markets and the marketing of goods in the late middle ages.[6] Bateman and Galloway have argued that markets were relatively well integrated in late medieval England.[7] Briggs has described credit relations in medieval English villages.[8] Stone and Dodds have emphasized the remarkable flexibility and price responsiveness of seigniorial and peasant agriculture.[9] The growing consensus in medieval English history is that the late medieval period was characterized by well-developed commercial processes.[10]

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[4] Richard H. Britnell, "The Proliferation of Markets in England, 1200-1349," *The Economic History Review* 34, no. 2 (1981): 209-11, https://doi.org/10.1111/j.1468-0289.1981.tb02063.x.

[5] Bruce M. S. Campbell, James A. Galloway, Derek Keene and Margaret Murphy, *A Medieval Capital and Its Grain Supply: Agrarian Production and Distribution in the London Region c.1300* (London: Historical Geography Research Series, 1993), 171-83.

[6] James Masschaele, Peasants, Merchants and Markets: Inland Trade in Medieval England, 1150-1350 (New York: Saint Martin's, 1997); Maryanne Kowaleski, Local markets and regional trade in medieval Exeter (Cambridge: Cambridge University Press, 1995).

[7] Victoria N. Bateman, "The evolution of markets in early modern Europe, 1350–1800: a study in wheat prices," *Economic History Review* 64, no. 2 (2011): 447-51, https://doi.org/10.1111/j.1468-0289.2010.00540.x; James A. Galloway, "One market or many? London and the grain trade of England," in *Trade, urban hinterlands and market integration c. 1300–1600*, ed. James A. Galloway (London: Centre for Metropolitan History, 2000), 23-25.

[8] Chris Briggs, *Credit and village society in fourteenth-century England* (Oxford: Oxford University Press, 2009), 214-23.

[9] David Stone, Decision-making in medieval agriculture (Oxford: Oxford University Press, 2005); Ben Dodds, Peasants and production in the medieval North-East: The evidence from tithes, 1270-1536 (Woodbridge: Boydell Press, 2007). See also: Kowaleski, Local Markets, 114-9.

[10] Mark Bailey, "Historiographical Essay: The Commercialisation of the English Economy, 1086-1500," *Journal of Medieval History* 24, no. 3 (1998): 304-5, https://doi.org/10.1016/S0304-4181(98)00014-1; Britnell, "Proliferation".

Example

Example Book

Citing two sources in one

Example Book Chapter

Example of short note

Example of short note

EXAMPLE BIBLIOGRAPHY

Bailey, M. "Historiographical Essay: the Commercialisation of the English Economy, 1086-1500." *of Medieval History* 24, no. 3 (1998): 297–311. https://doi.org/10.1016/S0304-4181(98)00014-1.

Example Article

Bateman, Victoria N. "The evolution of markets in early modern Europe, 1350–1800: a study in wheat prices." *Economic History Review* 64, no. 2 (2011): 447-71. https://doi.org/10.1111/j.1468-0289.2010.00540.x.

Briggs, Chris. Credit and village society in fourteenth-century England. Oxford: Oxford Universit 2009.

Example Book

Britnell, Richard H. "The Proliferation of Markets in England, 1200-1349." *Economic History Review* 34, no. 2 (1981): 209-21. https://doi.org/10.1111/j.1468-0289.1981.tb02063.x.

Campbell, Bruce M. S., James A. Galloway, Derek Keene, and Margaret Murphy. *A Medieval Capital and Its Grain Supply: Agrarian Production and Distribution in the London Region C.1300*. London: Historical Geography Research Series, 1993.

Dodds, Ben. Peasants and production in the medieval North-East: The evidence from tithes, 1270-1536. Woodbridge: Boydell Press, 2007.

Galloway, James A. "One market or many? London and the grain trade of England." In *Trad hinterlands and market integration c. 1300–1600*, edited by James A. Galloway, 23-42. London: Ce Metropolitan History, 2000.

Example Book Chapter

Kowaleski, Maryanne. *Local markets and regional trade in medieval Exeter*. Cambridge: Cambridge University Press, 1995.

Masschaele, James. Peasants, Merchants and Markets: Inland Trade in Medieval England, 1150-1350. New York: Saint Martin's, 1997.

Stone, David. *Decision-making in medieval agriculture*. Oxford: Oxford University Press, 2005.

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Short Guide to Citing Sources

'Sources' are texts or other types of evidence from the period you are examining. Citing them correctly is essential in written work. In many ways the principles are the same as citing literature ('literature' is the published output of academic research). All information drawn from sources should include a citation to the original document. These citations should be precise enough that the reader can easily identify and consult the exact source you used for the relevant piece of information. Source citation should not only be given for direct quotations from sources but also when you paraphrase or make judgements drawing from a particular source. You also need to cite sources when you give quantitative information generated from the analysis of a particular set of sources. For this reason, figures and tables generated from a corpus of sources should also cite these sources (in the caption or figure/table notes). Just as with literature, sources should be cited as footnotes when directly referenced in the text and included in the bibliography. Footnotes will typically first use a full entry and then a 'short' entry for subsequent citations.

The main difficulty with citing sources is that they tend to be of more diverse types than the academic literature economic historians are producing. This guide will provide you with direction on a few key types of sources. However, in general the rule is always to be both consistent (citing the same type of source in the same way) and precise (citing individual pages, folios or datasets rather than whole collections). The basic order is given for various types of sources with examples underneath. Text in [square brackets] provides further guidance and is not part of the formal citation.

Edited volumes of sources:

Footnotes – name of editor (ed.), *title*, (place of publication: publisher, year of publication), page numbers.

A. Dyer and D.M. Palliser (eds.), *The Diocesan Population Returns for 1563 and 1603*, (Oxford: Oxford University Press for the British Academy, 2005), 441.

Short: Dyer and Palliser, *Population Returns,* 411.

Bibliography - name of editor (ed.), *title*, (place of publication: publisher, year of publication).

Dyer, A., and Palliser, D.M. (eds.), *The Diocesan Population Returns for 1563 and 1603,* (Oxford: Oxford University Press for the British Academy, 2005).

Newspaper articles:

Footnotes – 'headline or title of article' [if given] in *title*, date [day, short month, year], page number [if given].

'The officious official' in *Morning Post*, 15 Sept. 1921.

Bibliography - name of newspaper, place of publication [if generic, i.e. there is more than one newspaper by that name]

Parliamentary papers:

Footnotes – *title* (P.P. year of publication, volume number), page.

Select Committee on Manufactures, Commerce, and Shipping (P.P. 1833, VI), p.456.

Short: *S.C. on Manufactures* (P.P. 1833, VI), p.456.

Bibliography - *title* (P.P. year of publication, volume number).

Select Committee on Manufactures, Commerce, and Shipping (P.P. 1833, VI).

Online data sets:

Footnotes – compiler [if given], 'data set name', stable url (date of access).

G. Clark, 'Average Earnings and retail prices, UK, 1209-2010',
https://www.measuringworth.com/datasets/ukearncpi/result2.php (accessed 1 Oct 2018).

Short: Clark, 'Average Earnings'.

Bibliography – compiler [if given], 'data set name', stable url (date of access).

Clark, G., 'Average Earnings and retail prices, UK, 1209-2010',
https://www.measuringworth.com/datasets/ukearncpi/result2.php (accessed 1 Oct 2018).

Manuscript sources:

Manuscript sources can be a little more difficult due to variations between types of sources and different archives but the key information is to give the repository and the information used to identify the manuscript within that repository. If in doubt speak to an archivist who will be able to help you.

Footnotes – repository (abbreviation if repeated in short reference), collection [if relevant], file name, reference number, membrane/folio, date [if relevant].

Cambridge University Library (hereafter CUL), Ely Diocesan Records (hereafter EDR), C11/2/6, m.25, 14 Jan 1434.

Short: CUL, EDR, C11/2/6, m.25, 14 Jan 1434.

London Metropolitan Archives (hereafter LMA), West London School District (hereafter WLSD), Dietary Tables, Recipes, etc., WLSD/468, Dietary Table dated 1921. [here, there are no page, membrane or folio numbers, so just do your best to describe the page that you are looking at]

Short: LMA, WLSD, Dietary Tables, Dietary Table dated 1921.

Northampton County Record Office, Brudenell of Deene Papers, I.X.37, Peter Morlet to Thomas Lord Brudenell, 27 June 1652.

Bibliography – repository, collection, reference number (note that manuscript sources should be organised by repository in your bibliography)

Cambridge University Library

Ely Diocesan Records, C11/2/4-6.

London Metropolitan Archives

West London School District, Dietary Tables, Recipes, etc., WLSD/468.

Northamptonshire County Record Office

Brudenell of Deene Papers.

Economic History Writing Advisors

Writing clearly and persuasively is an essential skill for doing well in Economic History Degrees and for communicating effectively in your life after LSE as well. However, we know that students sometimes struggle to understand how to improve their writing. Writing advisors are available to provide specific writing help either before or after an essay is due. Writing advisor appointments are available to Economic History Department students only. LSE Life runs its own writing advisor service for students from across the school.

What writing advisors can do:

- Help you brainstorm ideas for an essay when you are stuck or have writer's block
- Advise about the strength of arguments
- Improve the structure of your essays
- Help to improve your writing style and clarity
- Go over past essays to help you understand feedback on writing style

What writing advisors cannot do:

- Proofread final drafts for English usage, grammar and spelling
- Provide specific guidance on improving the intellectual content or ideas of your essay
- Explain the content of a specific course – visit your lecturer or class teacher for specialised help
- Make additional appointments available to solve your crisis

How appointments work:

- Each appointment will last 30 minutes.
- Bring a printed copy of your essay with you.
- The writing advisor will spend 5 to 10 minutes reading your essay and the remainder of the time making suggestions to help you improve.
- Each student can make up to two appointments per term.
- There are limited appointments each week. Thus, you need to plan ahead and start writing essays early to benefit most from writing advisor help.
- Additional (non-EH) writing advisor hours are available through LSE Life.

Booking an appointment:

- To book an appointment, open the StudentHub app, select make a booking, and search for 'Economic History Writing Advisors'.
- You will then see our three advisors and can select an appointment that fits your schedule.
- Please cancel as soon as possible if you are no longer able to make the appointment in order to free space for other students.
- Make sure to attend your appointments as attendance will be recorded.

LSE Economic History

Assessed Work Cover Sheet

Complete this form in full and add it as the first page of all coursework submissions.

COURSE CODE:	
ESSAY TITLE OR ASSIGNMENT:	
WORD COUNT:	

Is this essay

Not Anonymous

(formative work or summative work worth <= 20% of final mark)

OR

Anonymous

(Summative work worth more than 20% of final mark)

Name

OR

Candidate Number

Checklist:

- ☐ I have put my name OR candidate number in the box above. Only <u>one</u> box should be completed, depending on whether the submission is assessed anonymously or not.
- ☐ The word count is included above, and it is under the limit.
- ☐ The essay is in the correct format (line spacing, font size, page numbers etc).
- ☐ The references are in Chicago footnote style.
- ☐ My essay complies with LSE's assessment offences policy (see below).

Assessment offences:

By submitting this work, you confirm that:

- ☐ You have not used any form of generative artificial intelligence tool in working on this assessment.
- ☐ You have read and understood the Department regulations about appropriately referencing the work of other as well as you own.
- ☐ You have read and understood the School's Regulations on Assessment Offences.

The School's Regulations on Assessment Offences can be found here:

https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf

Your essay will be automatically checked for plagiarism using Turnitin software.

Marking Criteria for Undergraduate Examinations in Economic History From Academic Session 2018-19

Examiners use the following benchmark when assessing summative assessments (examinations and thesis work).

First Class (70-100)

90-100 Analysis of such originality or insight as potentially to change some aspect of conventional understanding on the subject treated; and in the case of a thesis to be potentially publishable.

80-89 Analysis of exceptional quality, based on comprehensive knowledge (both historical and conceptual) of the topic, and *either* developing an original argument in response to the question, *or* demonstrating independent critical discussion and insight.

70-79 Analysis which shows both broad and deep knowledge of the historical evidence as well as conceptual command of the subject matter based on close engagement with the question, an informed understanding of the historical period, and the issues raised by the historical literature.

Upper Second Class (60-69)

Clearly written and well-argued work which reflects an understanding of the question as well as the historical period and issues under discussion, engages seriously with the question and offers a thorough analysis of the relevant materials.

Lower Second Class (50-59)

Work which displays an understanding of the questions set and knowledge of the historical periods and issues under discussion, but which tends to a less than systematic critical analysis of material and to presentation of a discussion which is not consistently focused or relevant.

Third Class (40-49)

Work which shows sufficient knowledge to frame a basic answer to the question and which contains relevant information about the historical period and issues under discussion, but which is otherwise characterised by lack of clarity and originality, by an absence of analytical skills, by a tendency to factual error and by straying from the question at hand.

Fail (0-39)

34-39: Work which provides some material relevant to the question and demonstrates some knowledge of the historical period and issues raised but which is otherwise badly marred by weaknesses of error, omission and relevance, and which demonstrates very little analytical understanding.

30-33 Work which fails to proceed beyond the most rudimentary acquaintance with the historical period and issues under discussion, which pays little attention to the precise question posed and has persistent factual errors or an inability to frame a consistently coherent argument.

20-30 Characterised by paucity of information, confusion and lack of relevance but with some germane points or information.

0-19 Work which reveals paucity of information or knowledge about the period and question under discussion and is characterised by persistent confusion and error concerning any historical ideas it mentions, as well as by a total inability to engage with the question and frame a coherent argument in response to it. Alternatively, work which is seriously truncated and totally undeveloped.

Marking Criteria for MSc Examinations in Economic History from Academic Session 2018-19

80-100% (Brilliant Distinction)

Work of exceptional quality (potentially publishable in the case of a dissertation), based on a comprehensive knowledge (both historical and conceptual) of the topic producing an analysis of such originality as to potentially change some conventional understanding about the subject treated.

70-79% (Distinction)

Outstanding work showing convincing command of the relevant literatures (both historical and conceptual) and which provides sufficient depth of analysis to develop original insights or arguments.

60-69% (Merit)

Work of high quality, that displays substantial (if not comprehensive) knowledge and understanding of the historical and conceptual materials, that engages seriously with the questions to offer coherent arguments and analysis but does not generally go beyond the existing literature.

50-59% (Pass)

Work which shows reasonably solid knowledge and understanding of the historical and conceptual materials, and demonstrates some ability to marshal the materials and arguments, but which is not fully convincing in its use of evidence and theories. Work which is unbalanced in quality embodying elements of merit and others that are flawed.

40-49% (Condonable Fail)

Work which shows some knowledge of historical and conceptual materials, and shows some ability to make arguments and handle evidence, but which remains in some respects inadequate to answer the question asked (or address the chosen research question, for a dissertation).

0-39% (Bad Fail)

Work which is clearly flawed in respect of knowledge of the historical and conceptual materials, and shows inability to handle arguments and evidence on the topic. Work which does not address the topic.