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ECONOMICS 201Y1

The Economic History of Late-Medieval and Early-Modern Europe

(European Economic History, 1250 - 1750)

COURSE OUTLINE: for 2003 - 2004

Note: All of the course materials indicated in this outline are available 'on-line', on my Home Page website, whose URL is:

<http://www.economics.utoronto.ca/munro5/>

Only this course outline will be made available to the class in a 'hard copy' print-out; and the remaining course materials must, therefore, be obtained from my Home Page. I can also send such materials as e-mail attachments (in WordPerfect).

1. **INTRODUCTION**

This Course: is an analytical survey of five crucial centuries in European historical economic development, from c.1250 to c.1750: on the origins and evolution of the modern European economy and society, from the height of the medieval Commercial Revolution in the mid to late 13th century, through the era of the Black Death and the late-medieval crises of the 14th and early 15th centuries, followed by the Age of Overseas Expansion, beginning in the mid-15th century, and the Price Revolution era of the 16th century, and then the 17th Century 'General Crisis' era, to the eve of the British 'Industrial Revolution' in the mid-18th century.

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Class Hours and Room:	Wednesdays, 3:00 - 5:00 p.m. WI 1017: Wilson Hall, New College, 40 Willcocks Street
Teaching Assistant	Mr. Thomas Caldwell: thomas.caldwell@utoronto.ca

2. COURSE PRE-REQUISITES

Prerequisite: ECO100Y (63%/CGPA 2.50)/ECO105Y (80%)

Special Notes: to be carefully observed:

- a) If you have any doubts concerning the prerequisites and whether you have met them, consult me immediately.
- b) Thus, please note carefully that the Director of Undergraduate Studies and his Executive Assistant check prerequisites closely. If a computer check reveals that you lack the required prerequisites, a letter will be sent to you informing you of this situation and requiring you to consult your College Registrar. If no further action is taken by you or the Registrar, you will be automatically delisted from the course. Thus it is imperative that you verify that both your College Registrar and the Department of Economics have your correct address.
- c) If you have come from another university, with equivalent courses to fulfill the required prerequisites, please notify the department's Director of Undergraduate Studies immediately; and especially if you receive such a letter. Unfortunately, the computer check will not reveal these alternative prerequisites and will thus incorrectly designate you as deficient and unqualified for this course. Again: if you come from another university, take action immediately.

3. STRUCTURE of MARKS:

- a) **Term Work:** counts for **60%** of the final grade.

There are **THREE** main components: **each** is worth **1/3** of the Term Mark, and thus 20% of the Final Mark.

- i) **First Term Essay:** due on Friday, 28 November 2003
- ii) **Mid-Year Test:** on Wednesday, 14 January 2004 (to be handed in)

This is the only term test for the course, a take-home test, which I alone grade. In the first week of classes in the New Year, on Wednesday 7 January 2004, you will be given a list of **ten** (10) essay-type questions; and you will choose **one** of them, **one not related to your term essay**, to be answered in essay form (though without footnotes). If you choose to do this voluntary take-home exam you will submit it to me one-week later, on Wednesday, 14 January 2004, with no extensions permitted. If you do not do this assignment, or cannot meet the deadline, then you must submit a third term essay (based on a topic from either term: see below).

iii) **Second Term Essay:** due on Friday, 19 March 2004. Those submitting their essays by this due date will enjoy the guarantee of having their graded essay returned to them on the last day of classes in this course.

iv) **Alternatives:**

(1) You may substitute another regular term essay for the mid-year test, preferably drawn from first-term topics; and that essay will be due on Friday, 2 April 2004 (one week before the end of classes).

(2) As already noted, if you fail to hand in the mid-year test on time, then you must submit another regular term essay (as above), which again will be due on Friday, 2 April 2004.

(3) You may submit three essays and the take-home test and receive the highest three marks, without any penalty or prior permission. This option, however, is valid *only* for those who actually submit all FOUR pieces of term work, and submit all of them in acceptable form. Thus the 'third' essay, due in April, cannot be submitted in lieu of a *non-existent* or otherwise ineligible first or second term essay.

v) **Bonus Marks for Class Participation: 5% of the total mark allowed for term work.**

I will add bonus marks, ranging from 1% to 5% of the term mark – and nobody is likely to score 100% on term marks – for active and intelligent class participation; and these bonus points will be awarded only to students who regularly attend classes and who also either ask or respond to questions.

b) **The Final Examination:** counts for the remaining 40% of the Final Grade.

i) The final examination, held in the regular examination period in April-May 2004, will be **three** hours long, and will cover work in both terms.

ii) **The 'cheat sheet':** all students writing the examination are permitted to bring with them, and use on the examination, one letter-sized sheet of paper, with any material (facts, dates, statistics, sources, etc.) that may be

contained on both sides of this sheet (any font).

- iii) The traditional format for this final examination has been a set of **twelve (12)** questions, covering the entire course, with about equal emphasis on each term, though with questions involving themes covered in both terms.
- iv) You are required to answer **THREE QUESTIONS**, but any three of the twelve questions offered, **including topics related to your term essays**. All questions, therefore, are **equally weighted**.
- v) I alone grade the final examination, grading the entire examination as a unit (i.e., rather than marking by individual questions).

4. **THEME AND ORGANIZATION OF THE COURSE:**

- a) **This course provides an historical analysis of the processes of later-medieval and early-modern European economic development, over five centuries:** from the apogee of the Medieval Commercial Revolution era c.1250, a few decades before the commencement of the late medieval economic crises, to the eve of the British Industrial Revolution, in the mid-18th century .
- b) **The five major questions or themes to be explored are:**
 - i) To explain the transition, begun in the medieval era, from an essentially rural, agrarian feudal economy to a much more urbanized and modernized ‘capitalist’ economy, one that was initially based on commercial-financial capitalism, but then later evolving into full-scale industrial capitalism, primarily urban-based.
 - ii) To seek the roots of modern urban industrialization, by analysing the changes in each of the major economic sectors -- agriculture, commerce, finance, and industry -- along with their economic and social consequences and subsequent interactions.
 - iii) To analyse the social, institutional, political, and cultural/philosophical forces that helped fashion the evolution of the modern European economy (and, by extension, that transfer of those economic modes to North America and elsewhere in the world): modes of thought, modes of human interactions, as well as modes of material changes.
 - iv) To explain also why western Europe, from the 14th century, advanced so much more rapidly and completely than did eastern Europe; and indeed why north-western Europe, and in particular Great Britain, became the homeland of the modern ‘Industrial Revolution’. Thus we will also be examining those forces involved in the transfer of Europe’s economic centre of gravity from the Mediterranean basin, and from Italy in particular, to north-west Europe (the Low Countries and Britain).
 - v) To explain why western Europe, a formerly backward, economically underdeveloped area -- especially compared to much of Asia and Islamic North Africa -- engaged in overseas exploration, aggressive colonization, and conquest from the late 15th century, and economically overtook the rest of the world in the succeeding centuries.

- c) **This course is largely topical in organization, dealing with macro-economic and sectoral changes:** demographic (population) and monetary changes; market and demand structures; agriculture; commerce -- foreign and domestic trade, transportation, and ‘transaction costs’; banking and finance; and manufacturing industries, with an emphasis on coal, metallurgy, and textiles; the role of the government; social institutions that affect the economy.
- d) **The two terms of the course will be roughly divided as follows:**
- (1) Sept - Dec 2003: ca. 1250 - 1520; and (2) Jan - Apr 2004: ca. 1520 - ca. 1750.
- i) The course itself begins with an examination of the basic economic structures of later-medieval feudal, agrarian society, and of the basic economic, social, cultural, and institutional impediments to the development and diffusion of an organized market economy, principally in western Europe.
- ii) Then, we shall analyse the forces involved in the spread of a market economy and the general forces of economic growth; and to do so, we shall proceed, in each term, with an examination of demographic, monetary, and price changes as the primary macro-economic forces in the European economy (i.e., a study of long-term or secular price changes within a market economy).
- iii) **Following those macro-economic analyses, we shall examine the processes and nature of economic changes within and between the major sectors of the economy:** agriculture (as the primary sector), commerce, banking and finance, and finally (in the second term) industry, as the smallest and weakest sector, but the one most dependent for growth on changes in the other sectors.
- (1) In the first term, however, we shall examine the industrial sector, and especially textiles, after the agricultural sector but before the commercial sector: because the evolution of textile manufacturing was so dependent on changes in the agrarian sector; and because international trade, in the commercial sector, was so heavily dominated by textile products (and the shipbuilding industries).
- (2) In the second term, it is more logical to show how industrial changes were influenced by changes jointly in the three other economic sectors, and thus to conclude the course with western Europe’s industrial structure on the very eve of the modern ‘Industrial Revolution’.
- e) **Geographic or Spatial Coverage of the Course:**
- i) While the course will cover most of Europe, west and east, special attention will be devoted to the following regions or countries: in the Mediterranean basin, the Italian city states, Spain (Castile and Aragon) and Portugal, southern France, the Muslim Mamluk and then the Ottoman Empires; in western Europe, France, the Low Countries, the Rhineland, the German Baltic, and the British Isles; in eastern Europe, the German-Hanseatic towns of Livonia; Prussia, Poland-Lithuania, and Russia.
- ii) Because England and the Netherlands (the Dutch Republic) came to dominate the commercial-financial economy of early-modern Europe and because Britain came to be the ‘homeland’ of the modern Industrial Revolution (covered in Eco 303Y),

these two countries will dominate the second term of this course.

f) **The role of governments (city-states, feudal principalities, national monarchies, republics):**

Furthermore, because early-modern European economic development involved the emergence of national states, we must necessarily examine the role of national or government economic policies, especially during the so-called 'Age of Mercantilism' from the late 16th to mid 18th centuries.

g) **Social, institutional/political, cultural factors:**

- i) Economics cannot, therefore, be studied in isolation. This course will thus examine not only the role of the state -- the political factors -- but also other institutions that played a role in the economy: social, cultural, and religious. It will also analyse the social consequences of economic growth in both rural and urban societies, and the role of labour and labour institutions in the early modern economy (time permitting).
- ii) But, in this particular course, economic history must take precedence over social history -- on the grounds that you cannot properly understand the latter without first acquiring a satisfactory knowledge of the essential economic processes. Furthermore, this course is not intended to duplicate social history courses given in the History department.

5. **TEXTBOOKS AND READINGS FOR THE COURSE:**

a) **Primary Readings:**

- i) This is not a 'textbook course', and thus the text-books that are listed below, and available for sale in the University of Toronto Bookstore, are optional; i.e., you are not required either to buy or to read them. Furthermore, I do not necessarily endorse everything written in them; and in many cases, I will express my own sharp disagreements with these authors, just as they disagree with other authors (including me).

ii) **Primary Reading Assignments: for the essay topics.**

I would prefer that you devote more attention to the readings (especially those marked with an asterisk *) supplied in the five one-page reading lists, for each term, which will also provide the basic bibliographies for the most recommended essay topics. (These were formerly tutorial topics, when university finances and larger student enrolments permitted me to offer tutorials).

iii) **Packaged Readings:**

For each term, you may purchase a package of about 25 articles and essays, i.e., about five readings, chiefly journal articles, for each of these five recommended essay topics: from the following commercial firm, on campus, at the corner of Harbord and Spadina, which is operated by Mr. Darryl Lynds:

Scholar House Productions

100 Harbord Street (at Spadina: Main Floor)
Toronto, Ontario M5S 1G6

phone: (416) 977 - 9641

pager: (416) 442 - 5927

fax: (416) 977 - 0147

e-mail: lynds@scholar-house.on.ca or sales@scholar-house.on.ca

For the Fall term of 2003, this package of readings is priced at \$55.00 (including GST). The price of each set is reckoned as follows: \$0.050 per published page, for copyright searches and royalties, which sum goes to CopyCan, plus \$0.045 per duplicated sheet (8.5 by 11), with two published pages per sheet, plus the cost of binding. I will inform the class of the final cost of the package of readings, each term. Note that you must use a minimum of *five* published sources for each essay topic.

Remember that you must use at least five published sources for your essay topic; and this package provides five readings (journal articles, essays, etc.) for each of the five topics.

- iv) Relevance for the final examination: as will be explained further, each of these five topics per term, and thus ten for the year, will appear in some form on the final examination, sometimes with two topics amalgamated into one examination question

b) **Some Recommended Textbooks (Optional):** some but not all available at the U of T Bookstore

You are not required to buy any of these books; and indeed (regrettably) most of them are now out of print and thus available only in the University Library. But you may wish to consider acquiring at least the first book, as a reference book for the course, though you are under no obligation to do so; and the first three, marked with asterisks, are the most important. For a description of their contents, see the **COURSE BIBLIOGRAPHY: SELECTED READINGS**.

- ** (1) Carlo M. Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000 - 1700*, 3rd edition (London and New York, 1994). HC 240 C49513 1994
- * (2) Ralph Davis, *The Rise of the Atlantic Economies*, World Economic History series (London: Weidenfeld and Nicholson, 1973). In paperback: 352 pp. HC 240 D32. This book may now be out of print.
- * (3) Peter Musgrave, *The Early Modern European Economy*, European History in Perspective Series (Basingstoke: MacMillans; and New York: St. Martin's Press, 1999). HC 240 .M793 1999X. A very good, often profound survey of the early modern European economy (if somewhat superficial in coverage), covering the second half of the course.
- (4) Fernand Braudel, *Capitalism and Material Life, 1400 - 1800*, translated by Miriam Koch (New York, 1967; reissued 1971, 1981). HC 45 B 713; also: HC 51 B67413 1981. This book is now out of print.
- (5) Edwin S. Hunt and James M. Murray, *A History of Business in Medieval Europe, 1200 - 1550*, Cambridge Medieval Textbooks (Cambridge and New York: Cambridge University

Press, 1999).

- (6) Harry Miskimin, *The Economy of Early Renaissance Europe, 1300 - 1460* (1969; reissued Cambridge UP, 1977). HC 41 M5 1975. Now out of print.
- (7) Harry A. Miskimin, *The Economy of Later Renaissance Europe, 1460-1600* (Cambridge University Press, 1977). HC 240 M649. Now out of print.
- (8) Jan De Vries, *The Economy of Europe in an Age of Crisis, 1600 - 1750* (Cambridge University Press, 1976). HC 240 D48 1976. Now out of print.
- (9) Thomas A. Brady, jr., Heiko O. Oberman, and James D. Tracy, eds., *Handbook of European History, 1400-1600: Late Middle Ages, Renaissance and Reformation, Vol. I: Structures and Assertions* (Leiden, New York, and Cologne: E.J. Brill, 1994). D203 H36 1994. This book is available now in soft-cover, but is rather expensive.
- (10) Jean Favier, *Gold and Spices: the Rise of Commerce in the Middle Ages*, trans. Caroline Higgitt. (London and New York: Holmes & Meier, 1998). HC 41 .F3813 1998X. See my less than laudatory review of this book in *The International History Review*, 21:4 (December 1999), 976-78.

In addition to some these books (or one only), you should (I am tempted to say ‘must’) acquire the following:

- *** Deirdre N. McCloskey, *Economical Writing*, 2nd edition (Waveland Press, Illinois, 2000). In 89 pages of text.

This book is evidently not in the Robarts Library, which probably decided not to acquire it in addition to the previous version, published as: D. N. McCloskey, *The Writing of Economics* (New York: MacMillan, 1987), which is thus now out of print, but may be available as second-hand copies. In just 63 pages. PE 1479 E35M33 1987. Most students should find this short book valuable for writing essays, both in economic history and in economics more generally.

6. **LECTURES:**

TWO Hours of lectures only per week:

WEDNESDAYS: 3:00 p.m. to 5:00 p.m., in WI 1017: Wilson Hall, New College, 41 Willcocks Street

- a) Lectures are not compulsory; but you would be foolish to skip lectures, since you will be responsible for all lecture materials on the mid-year test and the final examination. While the final examination may be heavily weighted to the A-list essay topics, you cannot rely on your readings alone in covering these topics, especially for the final examination.
- b) Furthermore, many of my lectures differ from or contradict the readings; and, whether or not you agree with the lectures, you must understand the reasons for my disagreements.

- c) In any event, you simply do not have the time to do all of the reading necessary to cover this course adequately, to keep up with the current journal literature in particular; and the lectures should provide you with a more economical means of selecting and understanding your readings.
- d) Finally, let me remind you that you are entitled to earn up to 5 extra marks (5 marks out of 100) on term work for class participation. If you rarely come to class, you will earn zero points.
- e) My lecture notes will be posted on my Home Page (see above), individually, within one week of their delivery in class, in both MS - Word and pdf format. I will also post a Word file that contains graphs, maps, and/or drawings, as may be relevant to the lecture; but this will not be posted in pdf. The pdf format provides the clearest and neatest form for presenting the lectures, and especially the tables. That means that you must have Adobe Acrobat Reader installed on your computer; and if you do not have it, you can download it for free from this website: <http://www.adobe.com/products/acrobat/readstep.html>

Some computers, or web-browsers, however, will not properly read pdf files created on another computer. In that case, you will have to use the MS-Word file posted; but note that these Word files have been converted from Word Perfect, which does not properly convert the tables (again explaining the preference for pdf format).

- f) Note: the lectures are *not* available as a set, but only individually, on a weekly or sometimes bi-weekly basis. The reason for this seemingly awkward inconvenience is two-fold:
 - i) I reserve the right to revise my lectures just before and after I give them, in light of class discussion, often adding new graphs or tables.
 - ii) If you were to buy the entire set at the beginning of the year, you would have a much reduced incentive to come to class.
- g) **On attending lectures:** My advice to you, therefore, is to come to class each time, listen to the lectures, ask questions, and make a few notes on some key points; and then read the entire lecture the following week, or sometime later. **Note: in my experience students who attend lectures infrequently obtain low or failing grades on the final examination.** See above, for term marks, on bonus points to be received for class participation.
- h) On the other hand, I cannot cover everything in these lectures, even in the detailed published lecture notes; and you are therefore strongly advised to do the readings (if only the asterisked items *) on the five one-page reading lists handed out each term. These Reading assignments will normally not exceed 30-40 pages a week.

7. **TERM ESSAYS:** Two essays, one per term, worth 20 marks each.

a) **Essay Deadlines:**

First Term Essay	Friday, 28 November 2003.
Second Term Essay	Friday, 19 March 2004
Third (supplementary) Essay	Friday, 2 April 2004*

* a supplementary essay submitted in lieu of the mid-year (January) test, or submitted to obtain the best three out of four term marks.

- b) **Penalties for Lateness:** if you do not obtain an extension before the due date.

One-third of a letter-grade per week of unauthorized lateness: e.g. a reduction from B- to C+; from C+ to C, etc.

- c) **Exceptions, concerning deadlines and penalties:**

i) Students may request extensions on medical or compassionate grounds (family problems, etc.), but normally on no other grounds. I will, however, consider a request for an extension on an essay topic for which the relevant lecture is given after the due date. But you must ask me first.

ii) The regulations of the Faculty of Arts and Science now require that a medical note (doctor's letter, etc.) be submitted to the professor within one week of a test or essay deadline missed because of unforeseen illness.

iii) Part-Time students, in view of their limited access to libraries and in view of their time constraints, are not required to submit their essays and/or Tutorial reports until Friday, 2 April 2004 (one week before the final day of classes).

- d) **Essay Length:**

Essays should be about 3,000 words long, or about 10 typewritten or word-processed pages, with double-spaced typing. The minimum length is 2,100 words (about 7 pages) and the normal maximum is 3,600 words (about 12 pages), which, with my permission, may be extended to 4,500 words (about 15 pages). Please have your essays prepared on a typewriter or word-processor, if at all possible. Handwritten essays will be accepted, but only if they are neat and legible.

- e) **Essays: Research and Documentation:**

i) Research: your essay must be based on your own research derived from several sources: at least **five** published sources, in the form of books, published essays, journal articles, etc. An essay based on one or two sources does not constitute research, and will not receive a passing grade. Be warned!

ii) Your essay must contain and begin with a title page, which includes:

- The title of the course and the course number (to identify clearly which course the essay belongs to, since I teach several courses)
- Your name and student number
- Your e-mail address and/or telephone number: **most important!**
- The exact title of the essay, which must clearly inform the reader of the topic being addressed
- The question number to which this essay topic pertains
- The word count (exclusive of title page and bibliography)

- iii) Sources taken from the internet ('the web') may be used *only in addition* to the specified minimum of published research sources, and must be used with care. The internet, or the 'web', is not a satisfactory and acceptable substitute for research on published sources, chiefly because material appearing on the web has rarely if ever been academically refereed and approved for publication;
- and only infrequently do web-site materials provide full and proper sources for the information contained in the web documents.
 - You may note that I and other of my colleagues do have unpublished working -papers on the web, under: *Department of Economics: Working Papers*: <http://www.chass.utoronto.ca/eco/eco.html>. You may use these, but with the same caveats, and with the same care in providing proper source citations, as indicated below.
 - See also the following exceptions to this rule.
- iv) Exceptions to the rule on using materials from the internet:
- statistical sources derived from Statistics Canada, the U.S. Bureau of Statistics, United Nations sources, etc., as collections of verified statistical data may be used as a primary source in your essay; but such sources must be properly documented
 - Journals articles that are published online, on the web, as well as published in print may certainly be used as one or more of your required five sources. Indeed it is probably preferable to download the article rather than photocopying the article retrieved from the journal volume in the stacks (all the more so since many such articles have been marked up by previous anti-social readers).
 - See the following web site, linked on my Home Page:

For Libraries, Library Resources, and Bookstores: with various useful search engines.

Journals and Journal Articles Online: also with some useful search engines.

Statistical Sources and other On-Line Resources: for economists and economic historians
- v) All essays must contain both source citations (as footnotes, endnotes, or within parentheses within the text) and a BIBLIOGRAPHY. All sources listed in this bibliography must be briefly annotated. The only sources that you are permitted to list in the bibliography are those used in the text with footnote or endnote citations. See the web document on *Instructions on Writing Term Essays*, for further information on footnotes.
- vi) The bibliographies must be presented alphabetically, in the correct form, as follows:
- books/monographs: name of the author (in alphabetical order, by last name), title of the book (underlined or italicized), place of publication, publisher, date of publication.
 - essays or chapters in a book; or sets of documents or of statistics: name of the author (or compiler of documents or statistics), title of the essay (in quotation marks) or set of documents, etc, name of the editor of the volume (followed

by: ed.,) title of the book or collection or volume of documents, etc. (underlined or italicized), place of publication (city) , name of the publisher, year of publication, and pagination within the book.

- journal article: name of the author, title of the article, name of the journal (underlined or italicized), volume number (in Arabic or Roman numerals), year (or month and year) of publication, pagination within the journal.
- web-site sources, subject to the strict limitations indicated above: provide the URL [Universal Resource Locator] address, as http://[as indicated above]. Also provide the full name of the file, the source, and the date, if indicated.
- See the separate handout: Instructions on Writing Term Essays, for a more complete set of instructions on doing footnotes and bibliographies.

- vii) You should list primary sources (printed documents, sets of statistics, etc) and secondary sources (journal articles, books, essays in books, etc.), separately, and in this order: primary and then secondary.
- viii) Within each bibliographic set (primary and secondary) authors and/or editors must be listed alphabetically by the last name; but within the set of secondary sources, provide these sources alphabetically, without distinguishing or separating monographs, essays in books, journal article, etc. from each other, while making clear which sources are monographs, essays in books, and journal articles.
- ix) **Note: all bibliographic entries must be annotated with a very brief description of the contents, to prove that you actually used and understood the book, essay, or article cited.** You may do so succinctly in about three lines for each source cited, just so long as you can convince me that you did indeed use this source. A one-line statement is insufficient and will result in the non-acceptance of your essay.
- x) **If you fail to observe any of these requirements, concerning footnotes and bibliographies, your essay will be returned to you unread and thus ungraded.** You may, however, resubmit your essay in proper form, following all the required regulations, without any penalty.

f) **Subject Matter of Term Essays:**

Essay topics must be based on the subject matter of the course covered in that term. Thus, a first-term essay topic, as indicated by the course outline and/or list of tutorial topics, will not be acceptable in the second term, and vice versa, without special permission. This rule does not apply for the second term if you submit three essays. If you are in doubt about this rule, or any topic, consult me first.

g) **Essay Topics:** May be chosen as follows, from the three following lists (A, B, C):

i) **The A List: Primary Topics**

- (1) The list of the five (5) primary and most recommended topics chosen for the course each term; these topics change from year to year.
- (2) Each term the class will be given a set of readings for these five topics: for each topic, one double-sided -page listing the most important articles and books, and the key questions to be considered in both reading about the topic

and writing the essay.

- (3) As noted above, a package of the most important of the readings for each of these five primary topics will be made available for sale at Scholar House Productions.
- (4) You will be required to construct the exact wording of your essay topic, which should be narrower in scope than the general reading topic; and this extended bibliography set may assist you in constructing your topic.

ii) **The B List: Secondary Topics:**

- (1) This is, in fact, the **master-list** of all **25 general** topics, chiefly debate topics -- which includes the topics indicated above, as well as topics offered in other years -- for the entire year.
- (2) This master-list provides not only a total of 25 separate topics, but also, for each topic, an outline (in one or more paragraphs) its major importance in terms of both economics and economic history.
- (3) Again you will be required to construct your own specific and much narrower, essay topic, though based on the general debate topic
- (4) These topics may, or may not, be related to questions on the final examination. Thus, while your first choice strategically should be from the A list, you may wish to consider this B list if none of the A-list topics really interests you.

iii) **The C List: Tertiary Topics:**

- (1) This is a purely supplementary list of specific and well defined, fairly simple essay topics: but without any description of their importance, and without any bibliography, as available for the A and B topics.
- (2) The benefit lies in the simplicity of the topics; they are easy to do. The cost lies in the extra work involved in compiling your own bibliography, without any trade-off in preparing for the final examination.

h) **Instructions on Essay Writing:**

Note carefully the instructions on essay writing: in the accompanying free handout on *Instructions on Writing Term Essays*; and also in Deirdre N. McCloskey, *Economical Writing*, 2nd edn. (Waveland Press, Illinois, 2000); formerly issued as *The Writing of Economics* (New York: MacMillan, 1987), which is out of print, but may be available as second-hand copies. If you wish to consult it in the library: its LC code is PE 1479 E35M33 1987.

i) **Plagiarism:**

In particular, you must avoid *plagiarism*, deliberate or not. Plagiarism is defined as: *copying* even in part from another source without acknowledgement, submitting work that is not your own, or submitting an essay handed in to another course. **Students who are taking or who have taken another course from me obviously are prohibited from submitting a previously written essay from that other course (or any one's essay from that course).**

Plagiarism is an extremely serious offence, for which the penalties range from the minimum

of a zero grade for the essay concerned to failure in the course itself, and to the maximum: expulsion from the university.

When you are taking notes for an essay, make short précis of what you have read. Do not copy the text word for word; because then you are likely to copy, word for word, your notes in writing the essay, and end up committing unintentional plagiarism. Given this warning, a plea of ‘unintentional plagiarism’ cannot be accepted as an excuse.

j) **A second copy of your essay:**

Be sure to make a copy of any essay submitted to this course, and keep one for yourself. It would be helpful if you also submitted a second copy to me, which would be kept in my office, in case the original gets lost, or in case a dispute arises over the original grading of the essay. Please also keep all notes you have made for the essay (in writing or on your computer), in case any dispute arises over the authenticity of your essay.

k) **Selected ESSAY TOPICS for 2003 - 2004**

The following topics have been selected from the Master List of ESSAY AND GENERAL READINGS TOPICS as the most recommended essay topics for this year’s course. For each of these topics there is a one-page handout with listings of the more important readings, chiefly recent periodical articles, and major questions. You are free, however, to select any other topics from this Master List (relevant to the term selected), from either Section A or Section B, or from the supplementary list of essay topics (which have no bibliography sets). You are also advised to read one or two of the readings from each of these lists, in addition to or in place of the textbooks; but all such readings are optional (provided that you do some readings).

The numbers in square brackets refer to the numbers of the topics on the Master List of topics.

FIRST TERM: September to December 2003

1. The Great Famine, the ‘Black Death’, and the Late-Medieval Demographic Crises [1]
2. The Problem of Serfdom in European Economic Development, I: The Decline of Serfdom in Western Europe, ca. 1300 - ca. 1500 [2]
3. The ‘Great Depression’ of the Late Middle Ages: Economic Slump or Economic Growth? [5]
4. Urban Governments, Guilds, and Gender-Related Occupations in Late-Medieval European Towns, 1200 - 1500: Merchant-guilds, industrial-craft guilds, and the contrasting roles of men and women in West European towns during the later Middle Ages. [9]
5. The Church, the Usury Question, and Late-Medieval Banking: the Foundations of Modern Finance [7]

SECOND TERM: January to April 2004

6. The Population Problem and the Economic Development of Early-Modern Europe (1500 - 1640): Was there a 'Malthusian Trap'? [13]
7. The Era of the European 'Price Revolution', ca. 1540-1640: Inflation and Economic Growth, and the Hamilton Thesis on the Origins of 'Modern Industrial Capitalism' [14]
8. The 'Rise of the Gentry' Debate: On the Origins of Modern 'Agrarian Capitalism' [17]
9. The 'Rise of Capitalism' and The Protestant Reformations: the Weber-Tawney Theses on the 'Protestant Ethic and the Spirit of Capitalism,' 16th - 18th Centuries [15]
10. The 'General Crisis of the Seventeenth Century,' 1620-1740: The Hobsbawm Thesis on the Transition from 'Feudalism to Modern Capitalism' [20]

ECO 201Y: A BRIEF COURSE OUTLINE

- I. The Barriers to Economic Growth: the Structure of Feudal Agrarian Society**
- II. Macro- and Structural Changes in the European Economy, 1280 - 1520**
- III. Agriculture: Changes in Agrarian Society, 1280 - 1520**
- IV. Manufacturing Industries: Industrial Changes in Late-Medieval Europe, 1280 - 1520**
- V. Commerce: Changing Patterns of Regional and International Trade in Late-Medieval Europe, 1280 - 1520**
- VI. Banking and Finance in Late-Medieval Europe, 1280 - 1520**
- VII. Macro- and Structural Changes in the European Economy, 1520 - 1750**
- VIII. Agriculture and Changes in Agrarian Society, 1520 - 1750**
- IX. Commerce: Changing Patterns of Regional and International Trade in Early-Modern Europe, 1520 - 1750: the Age of Overseas Expansion and Colonization**
- X. Banking, Finance, and Business Organization in Early-Modern Europe, 1520 - 1750**
- XI. Manufacturing Industries: Industrial Changes in Early-Modern Europe, 1520 - 1750: to the Eve of the modern British 'Industrial Revolution'**
- XII. Religion, Society and the Early Modern Economy (Optional Topics)**