

Prof. John H. Munro
Department of Economics
University of Toronto

munro5@chass.utoronto.ca
john.munro@utoronto.ca
<http://www.economics.utoronto.ca/munro5/>

Revised: 11 January 2012

ECONOMICS 301Y1

The Economic History of Late-Medieval and Early-Modern Europe
ca. 1250 - ca. 1750

COURSE OUTLINE: for 2011 - 2012

Note: you are advised to use an online search engine to look for specific details about the course.

Name of the Professor:	John H. MUNRO
Status:	Professor Emeritus of Economics
Mailing Address	Department of Economics Max Gluskin House University of Toronto 150 St. George Street Toronto, Ontario M5S 3G7
Office Number:	GE - Room 348 Third Floor, Crowther Building, Max Gluskin House (Department of Economics)
Telephone:	416 - 978 - 4552
Fax:	416 - 978 - 6713
e-mail (internet)	munro5@chass.utoronto.ca john.munro@utoronto.ca
website (homepage)	http://www.economics.utoronto.ca/munro5/
Office Hours:	Thursday afternoons: 2:30 to 4:00 p.m. In my office: Room 348, Max Gluskin House Or by appointment (contacting me by phone, fax, or e-mail: for Mondays, Tuesdays, Thursday mornings, or Fridays only).
Class Hours and Room:	Wednesdays, 3:00 - 5:00 p.m. (to 5:30 pm, four times a term) HS - 106 [Health Sciences Bldg, 155 College Street)
Teaching Assistant	Ms Jessie Lamontagne (PhD Student in Economics) jessie.lamontagne@utoronto.ca

E-mail contacts: Before contacting me e-mail, please first read, and read carefully, the Appendix on E-mail contacts, at the end of this document.

ONLINE COURSE MATERIALS

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/>

The web-sites for this course, ECO 301Y, linked to my Home Page, are:

<http://www.economics.utoronto.ca/munro5/Eco301YWeb.htm>

And, for the University of Toronto's **Portal's Blackboard**: <http://portal.utoronto.ca/>

But to gain access to these site, you have to log on to the following site and insert your UTORid and password: <https://weblogin.utoronto.ca/>

THE MAJOR FEATURES OF ECONOMICS 301Y: the Economic History of Later Medieval and Early Modern Europe

1. INTRODUCTION

A brief summary:

In essence, this course is an examination of the historical origins of the modern Industrial Revolution, which began in the mid-eighteenth century, in Great Britain.

This course is an analytical survey of five crucial centuries in European historical economic development, from c.1250 to c.1750: more broadly, on the origins and evolution of the modern European industrial 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.

We want to answer four questions: (1) why did the modern Industrial Revolution begin in Great Britain – and not elsewhere? (2) why did it begin in the mid eighteenth century – and not earlier? (3) why did it begin with textiles (cottons) and metallurgy (coal, iron, and steam power)? (4) how did it allow first Great Britain, then Western Europe (and the United States) to exercise economic and military hegemony over the rest of the world until the eve of World War II?

Obviously ECO 301Y provides only an introduction to answering these vital questions, which are pursued in my other course: ECO 303Y (Economic History of Modern Europe to 1914); and in ECO 342 (Twentieth Century Economic History – given by other faculty).

This course is *not*, however, a Eurocentric course: and indeed one major aim is to demonstrate that the economic development of Europe from the 8th century, but especially from the 12th century, took place only because its trade and other economic relations with the Islamic world in the Mediterranean. In the second term, for the early modern era (1500 -1750), we will see how even more economically dependent Europe became in its relations with the now vast Ottoman Empire (Asia and Africa), with India, China, and the East Indies (modern Indonesia) – and then the Americas.

2. COURSE PRE-REQUISITES

Prerequisite:

ECO 200Y1/204Y/206Y, or equivalent: a full-year course in intermediate micro-economic theory. Note that ECO 301Y is designed to be a third-year Economics course.

Special Notes: to be carefully observed:

- a) If you have any doubts concerning the prerequisites and whether you have met them, please

consult me immediately.

- b) In special circumstances, fourth-year specialist students in cognate disciplines may be admitted to this course, under a Reading Course number, without these prerequisites, but only following a personal interview with me.
- c) 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.
- d) 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 **70%** of the final grade.

There are **THREE** main components:

- i) **First Term Essay: worth 25 marks:** due on Friday, 18 November 2011
- ii) **Mid-Year Test: worth 20 marks:** due on 18 January 2012: to be handed in by 5:00 pm on this date, but preferably in class.

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, 11 January 2012, 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, i.e., on Wednesday, 18 January 2012, 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 semester or term: see below).

- iii) **Second Term Essay: worth 25 marks:** due on Friday, 23 March 2012. 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) **A third essay: worth 20 marks:** 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 Thursday, 29 March 2012: one week before the end of classes, on Thursday, 5 April 2012. Note that the following day is Good Friday, 6 April 2012, when the university is closed.

- (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, 26 March 2010.

- (3) If you choose to do both the January take home test and this third essay, both worth 20 marks, you will receive the higher of the two grades as that component of your term mark.

v) **This option, however, is valid *only* under the following circumstances:**

- (1) It applies 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 early April, cannot be submitted in lieu of a *non-existent* or otherwise ineligible first or second term essay.
- (2) It does not apply to those students convicted of plagiarism or of other academic offences. Obviously, a student guilty of plagiarism cannot have the penalty of a zero grade (if inflicted by the Dean's office) erased in this fashion; and thus the zero grade must stand.

vi) **Deadlines for submitting all term work, by the end of the academic year:**

(1) According to Faculty of Arts and Science regulations, all term work must be submitted by the final day of classes, which, this year, is Thursday, 5 April 2012. Note again that Friday, 6 April 2012 is 'Good Friday', a statutory holiday..

(2) The standard late penalty does not, therefore, apply after this final deadline, after which an even harsher penalty will be imposed, as explained in no. 3, below.

(3) Essays submitted after this final deadline will be accepted until the day of the final examination for this course, with the following penalties:

a) essays submitted during this year's Study Period will be subjected to a 25% late penalty.

b) essays submitted thereafter, to the date of the final examination for this course, will be subjected to a 50% late penalty.

Note that, while your essays will be graded according to the regular criteria, the TA will not provide any written comments: only the final grade.

(4) Essays received after the day of the final examination will receive an automatic grade of zero (0)

(5) Exceptions based on medical or family emergencies.*

Students will be subjected to the above penalties, unless:

a) the essay is accompanied by a detailed medical certificate attesting to the exact circumstances to explain why the essay could not be submitted by the stipulated deadline (not including any grace period).

b) You must use, and use only, the medical certificate specified by the University of Toronto. Any such certificate must contain both the printed name of the doctor and his/her signature, and a *specific* explanation of why you were unable to submit the required essay(s)

before the stipulated deadline.

- c) If the medical note does not clearly stipulate that the medical problem, ailment, or accident began before the stipulated deadline, the note will not be accepted.

* Excuses based on family emergencies will require separate or additional documentation, which I must find to be convincing explanations for your predicament.

vii) **Bonus Marks for Term Work Assignments:**

(1) **For the early submission of the first two term (research) essays, I will award a bonus mark of 5% (out of 100% for the essay).**

- This applies to essays submitted, in fully formatted and correct form, up to 5:00 p.m. of the due date.
- If I have to contact you to correct formatting or other essays, you will not receive the bonus mark. You will have one week from the time that I contact you to resubmit the essay without a late penalty.
- There is no such bonus awarded for the submission of the mid-year (January) take home test, nor for the third essay, principally because the third essay is a substitute for the mid-year take home test.

(2) **A bonus 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 – since 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 30% of the Final Grade.**

- i) The final examination, held in the regular examination period in April 2010, will be **three** hours long, and will cover work equally in both terms.
- ii) 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.
- iii) 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**. Each question is worth, therefore, 10 marks of the total of 100 marks for the course.
- iv) 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) **Its major goal is to analyse and explain five inter-related economic phenomena, so important for global economic history:**
- i) To explain how the medieval Western European economy evolved 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, ultimately evolving into full-scale industrial capitalism, primarily urban-based.
 - ii) To explain how western Europe, from about the mid 13th-century, caught up with and then surpassed other previously more advanced (more advanced in both economic and military power) regions in the world: namely, the Byzantine Empire, the Islamic world (from the Atlantic to the Pacific), India, and China.
 - iii) To explain how, by the 17th century, Europe's economic centre of gravity shifted from the Mediterranean basin to north-west Europe (at the expense of eastern Europe).
 - iv) To explain how, during this era, western Europe, beginning with 15th-century Portugal, engaged in overseas (maritime) expansion, colonialism, and imperialism: i.e., in Europe's economic and military relations with Africa, Asia, and the Americas -- in effect, establishing its economic hegemony over them.
 - v) To explain how Great Britain (England, Wales, and Scotland) became the homeland of the modern Industrial Revolution from the mid-18th century.
- c) **The two terms of the course will be roughly divided as follows:**
- (1) Sept - Dec 2011: ca. 1250 - 1520; and (2) Jan - March 2012: ca. 1520 - ca. 1750.
- d) **This is largely theme-based and regional in scope (rather than national): It involves the following major themes, for both sections of the course:**
- i) **Macro-economic changes trends involving:**
 - demography (population changes),
 - money, and monetary changes
 - the course of prices: both price level in general, and relative prices
 - ii) **Changes in the four major economic sectors, and their interrelationships:**
 - agriculture, commerce, banking & finance, industry.
 - In examining all these sectoral changes, we seek to find the origins of modern urban industrialization
 - Indeed, the course will end with the industrial origins of the modern Industrial Revolution in Great Britain.
 - iii) **The role of political and socio-economic institutions:**

None of these changes can be properly understood without an understanding of the basic medieval institutional framework in which they occurred: the political, social and economic institutions, viewed especially as barriers to economic development. These will be particularly important in the first term of this course.

 - The tripartite structure of medieval agrarian feudal society: feudalism (as

- a military institution), manorialism (as an economic institution), and serfdom (as a social institution);
 - the role of the Church (Catholic and then Protestant);
 - the role of town governments and urban guilds
 - the role of feudal governments and warfare
 - in particular the role of public finances and taxation
- iv) **Economic philosophies:** are also important in understanding both institutional and socio-economic changes: e.g.,
 - the Church: the role of both institutional structures and theology (or moral philosophies): especially the usury doctrine, and its relation to banking and public finance
 - bullionism and other monetary policies;
 - the role of the emerging national states: and again of warfare
 - the role of Mercantilism; colonialism, and imperialism: especially in the second term of the course.
- 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 northwestern 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.

Note that this course is closely based on my own research and publications.

5. **TEXTBOOKS AND READINGS FOR THE COURSE: none is mandatory**

- 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 or so articles and essays, i.e., five or more readings for each of these recommended five essay topics, from the following commercial firm, near the campus, at the corner of Harbord and Spadina, which is operated by Mr. Darryl Lynds.

Scholar House Productions [aka: SHP Graphics Group]
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

Note, also, that you must use a minimum of *five* published sources for each essay topic. This package contains over 25 articles and essays, and thus about five to six readings for each of the five topics on the First Term A List.

You are, of course, in no way compelled to buy this set of readings (nor indeed are you required to read all of the articles and essays); you may instead find them in Robarts Library and/or download the journal articles (if available) from the web. But are you prepared to pay the cost in terms of time and energy in doing so?

- 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 are (or will be) available at the U of T Bookstore; and they are all available in the Robarts Library.

You are not required to buy any of these books; and indeed (regrettably) many 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 two books, as reference books for the course, though you are under no obligation to do so; and the first four, marked with asterisks, are the most important. For a description of their contents, see the **COURSE BIBLIOGRAPHY: SELECTED READINGS**.

Textbooks available in the University of Toronto Bookstore:

- * (1) Steven A. Epstein, *An Economic and Social History of Later Medieval Europe, 1000 - 1500* (Cambridge and New York: Cambridge University Press, 2009). In paperback. D117.E67 2009.
- * (2) Ralph Davis, *The Rise of the Atlantic Economies*, World Economic History series (London: Weidenfeld and Nicholson, and Ithaca, NY: Cornell University Press, 1973). In paperback: HC 240 D32 1973.

Other recommended (purely optional) textbooks: some of which are out of print

- * (3) Carlo M. Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000 - 1700*, 3rd edition (London and New York, 1994). HC 240 C495 13 1994. If still in print (doubtful), now very difficult to acquire.
- * (4) 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. Not easy to obtain, now.

- (5) 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.
- (6) Harry Miskimin, *The Economy of Early Renaissance Europe, 1300 - 1460* (1969; reissued Cambridge UP, 1977). HC 41 M5 1975. Now out of print, but may be reissued by Cambridge University Press.
- (7) Harry A. Miskimin, *The Economy of Later Renaissance Europe, 1460-1600* (Cambridge University Press, 1977). HC 240 M649. Now out of print, but may be reissued by Cambridge University Press.
- (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, but may be reissued by Cambridge University Press.
- (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. Probably out of print; but if available, it would be far too expensive (as it was in the past).
- (10) 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). HF 3495.H86 1999X
- (11) 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 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 or Two and a Half Hours of lectures only per week: classroom TBA.

WEDNESDAYS: 3:00 p.m. to 5:00 or 5:30p.m. (depending on the topic)

Notes:

- a) From 1968-69 to 2008-09, in teaching at the University of Toronto for 40 years, I had lectured

for only two hours a week over two semesters of 13 weeks each.¹ Two years ago, the Faculty of Arts reduced the number of weeks per semester from 13 to 12: thus potentially eliminating four hours of lectures for a full year course. Even before this unwise change, we had already been lecturing for far fewer hours than is customary in North American universities. I had already cut out several topics, and I cannot cut any more topics. Therefore, to deliver the same contents that I have done in recent years, I feel compelled to extend my lectures from 5:00 to 5:30 pm for at least four weeks each term. But you may leave at 5:00 pm, if you wish.

- b) 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.
 - c) My more than forty years of academic experience convinces me that students do far, far better on final examination questions that are related to lecture topics – far better than on questions related only to the A-list topics alone (without corresponding lectures)
 - d) 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.
 - e) 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.
 - f) 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.
 - g) 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 always properly convert the tables (again explaining the preference for pdf format).
- h) **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.
 - i) 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.

¹ When I had begun my academic career, at the University of B.C., from 1964 to 1968, I had lectured for *three* hours a week for a 13-week semester. That teaching schedule has not changed (according to my older brother, who teaches in the UBC Economics Department). Three-hour lectures per week for undergraduate courses is almost universal, even today, in the Western World.

7. **TERMESSAYS:** Two regular term essays, one per term, worth 25 marks each; and a supplementary, voluntary third essay, worth 20 marks.

a) **Essay Deadlines:**

First Term Essay (25 marks)	Friday, 18 November 2011
Second Term Essay (25 marks)	Friday, 23 March 2012
Third Essay (20 marks)*	Thursday, 29 March 2012

* a supplementary essay submitted in lieu of the mid-year (January) test. If both the mid-year test and this third essay are submitted, the higher mark will be counted.

b) **Penalties for Lateness:** if you do not obtain an extension before the due date, or cannot produce a medical certificate attesting to your inability to submit the essay by the due date.

i) For term essays 1 and 2: a penalty of 3% per week of lateness (in effect, reducing the latter grade by one-third of a grade point: e.g., from A- to B+). The essays are marked on the basis of 100 marks maximum; and for the computation of the final grade, that mark is divided by 5 = 20 per essay. Thus a penalty of 3% per week = 0.6 out of 100 marks for the course

ii) This penalty applies only for the duration of the official academic term, until the last day of classes, on Thursday, 5 April 2012

iii) For term essay no. 3: no penalty will be applied, if the essay is submitted by 5:00 p.m. on this last day of classes.

iv) Essays, including the third-term essay, submitted after the last official day of classes – when all term work is due, according to Faculty of Arts regulations – will be subjected to the following penalties (as stipulated above):

- essays submitted during Study Week will be subjected to a 25% late penalty.
- essays submitted thereafter, to the date of the final examination for this course, will be subjected to a 50% late penalty.

v) Note that, while your essays will be graded according to the regular criteria, the TA will not provide any written comments: only the final grade.

vi) Essays received after the day of the final examination will receive an automatic grade of zero (0), unless accompanied by a detailed medical certificate attesting to the exact circumstances to explain why the essay could not be submitted by the stipulated deadline (and thus without penalty), or by the final day of classes (and thus with some penalty). Any such certificate must contain both the printed name of the doctor and his/her signature, and a specific explanation of why you were unable to submit the required essay(s) before then. Section (c) below.

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.
- 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) **All requests for extensions must be submitted by e-mail**, and *before* the due date; and you must attach my reply, if an extension is granted, to your essay. There must be some form of documentary evidence to substantiate any verbal agreements, since we cannot rely on personal memory, some weeks later. Please do not phone me.
- iv) If any exception is made for medical or compassionate grounds, a medical certificate must be attached to the essay, and it must attest to the student's inability to deliver the essay *before and by the required due date* (not after that due date) – i.e., the true due date, before any 'week of grace' is allowed. The medical certificate must explain the exact reasons, in some detail, why the essay could not be submitted on time; and the certificate must contain the doctor's printed name as well as his/her signature.
- v) Please note that these regulations apply to all students, whether part time or full time.

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 exact title of the essay, which must clearly inform the reader of the topic being addressed
 - The section (A, B, C) and question number to which this essay topic pertains
 - 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, mailing (postal) address, and telephone number essay(s),
 - 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:

- 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).
- Note that most of my publications for the past ten years can be found online, as accessible PDF files that may be downloaded and printed, from these two online sources:

<http://www.economics.utoronto.ca/index.php/index/research/publications?personId=51>

[Department of Economics, Faculty Publications, my own page for 'Publications of John Munro']

http://mpra.ub.uni-muenchen.de/view/people/Munro,_John_H=2E.html

[Munich Personal RePEc Archiv: for Munro, John H.]

- 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.
- See the following web sites, linked on my Home Page:

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

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

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

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

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

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:**

- (1) **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).**
- (2) 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.
- (3) **Avoid plagiarism by not copying passages from your secondary source.**
- a) **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 plagiarism (even if you did not intend to do so).
- b) Given this warning, a plea of 'unintentional plagiarism' cannot be accepted as an excuse.
- (4) **A FURTHER WARNING:** If plagiarism again becomes a problem with the first-term essays, I may adopt the new computer-based system called **turnitin.com**, by which students will submit their essays (nos. 2 and 3) to this web-based firm on the internet, which will scan the essay for evidence of plagiarism. While we cannot compel students to use this system, students who refuse to do – should the system be instituted – will likely have their essays inspected that much more closely by the TA.
- (5) See the Appendix on *The Offence of Plagiarism*

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

- i) 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.

- ii) If you do submit two copies of your essay(s), please be sure to label one as **ORIGINAL** and the other as the **COPY**. If you fail to observe this command, disaster may ensue if both copies end up in the COPY pile.

k) **Selected ESSAY TOPICS for 2011 - 2012**

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 SEMESTER "A" List Essay Topics: September to December 2011

1. The Black Death and the Late Medieval Demographic Crises [Topic no. 1]
2. The Problem of Serfdom in European Economic Development, I: The Decline of Serfdom in Western Europe, ca. 1300 - ca. 1500 [Topic no. 2]
3. The 'Great Depression' of the Late Middle Ages: Economic Slump or Economic Growth? [Topic no. 5]
4. The Church, the Usury Question, and Late-Medieval Banking: the Foundations of Modern Finance [Topic no. 7]
5. 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. [Topic no. 9]

SECOND SEMESTER "A" List Essay Topics: January to March 2012

6. The Population Problem and the Economic Development of Early-Modern Europe (1500 - 1640): Was there a 'Malthusian Trap'? [Topic no. 13]
7. The Era of the European 'Price Revolution', ca. 1520-1640: The Debate about the Hamilton Thesis on the Causes and Consequences of Inflation in Early-Modern Europe. What Impact did Long-Term Inflation Have on Economic Growth? [Topic no. 14]
8. The 'Rise of Capitalism' and The Protestant Reformations: the Weber-Tawney Theses on the 'Protestant Ethic and the Spirit of Capitalism,' 16th - 18th Centuries [Topic no. 15]
9. The 'Rise of the Gentry' Debate: On the Origins of Modern 'Agrarian Capitalism' [Topic no. 17]
10. The 'General Crisis of the Seventeenth Century,' ca. 1620- ca. 1740: The Hobsbawm (Marxist) Thesis and its Critics: on the Transition from 'Feudalism to Modern Capitalism' [Topic no. 18]

20]

ECO 301Y: A BRIEF OUTLINE OF THE MAJOR TOPICS

FIRST SEMESTER: SEPTEMBER TO DECEMBER 2011

- I. Introduction: A General Overview of Economic Growth and Economic Decline in the European Economy during the ‘Commercial Revolution’ Era (c. 1000 - c. 1320) and during the Late-Medieval ‘Great Depression’ (c. 1320 - c. 1460): online lecture, for independent reading**
- II. Macro- and Structural Changes in the European Economy, 1280 - 1520: the Eras of the Commercial Revolution and Late-Medieval ‘Great Depression’**
 - A. Demography: Population Growth and Decline**
 - B. Money and Monetary Changes**
 - C. Long Term ‘Secular’ Price Changes: Inflation and Deflation**
- III. The Barriers to Economic Growth: the Structure of Feudal Agrarian Society**
- IV. Agriculture: Changes in Agrarian Society, 1280 - 1520**
- V. Manufacturing Industries: Industrial Changes in Late-Medieval Europe, 1280 - 1520**
- VI. Banking and Finance in Late-Medieval Europe, 1280 - 1520: The Role of the Church and Social Philosophies**
- VII. Commerce: Changing Patterns of Regional and International Trade in Late-Medieval Europe, 1280 - 1520**

SECOND SEMESTER: JANUARY TO APRIL 2012

- VIII. Macro- and Structural Changes in the European Economy, 1520 - 1750: the Eras of the 16th-Century ‘Price Revolution’ and the ‘General Crisis’ of the 17th Century**
 - A. Demography: Population Growth and Stagnation**
 - B. Monetary Changes**
 - C. Long Term ‘Secular’ Price Changes: Inflation and Deflation**
- IX. Agriculture and Changes in Agrarian Society, 1520 - 1750**
- X. Commerce: Changing Patterns of Regional and International Trade in Early-Modern Europe, 1520 - 1750: the Age of Overseas Expansion and Colonization**
- XI. Banking, Finance, and Business Organization in Early-Modern Europe, 1520 - 1750**
- XII. Manufacturing Industries: Industrial Changes in Early-Modern Europe, 1520 - 1750: to the Eve of the modern British ‘Industrial Revolution’**
 - A. Textiles: Woollens, Worsteds, Serges, and and the Early Cotton Industry**
 - B. Coal and Metallurgy: The Iron Industry Before the Industrial Revolution**

Appendix A: on E-mails

Please note the following limitations imposed on my responses to e-mails:

- E-mail services are primarily for my own students, colleagues, and friends. If you are not one of my own students or a colleague or faculty member at the University of Toronto, or a friend, or an academic colleague elsewhere, please refrain from sending me e-mail queries, e.g., requesting assistance on essays or research projects. Such requests will be ignored. And please note that this warning applies to high school teachers, across the world, as well as to all high school students and all university students outside of the University of Toronto. I will, however, respond to those students who are studying with a colleague of mine (i.e., someone who is personally known to me), provided that the colleague first requests assistance from me. In sum: if I do not know you personally and if you do not meet any of these criteria, please do not contact me. Please find an alternative source of information, and do not assume so wrongly that I have the time and energy to deal with your problems.
- To make this point clear: as a retired professor (one required to retire at age 65), with limited time left to complete many complex research projects, the opportunity cost of replying is just too high for me, when the e-mail query does not have legitimate purpose.
- However, I always reply, and generally promptly, to all e-mail messages from friends, colleagues, and my own students: or rather to those who identify themselves and the course properly, in the subject heading. Thus, if you do not receive a reply from me with a few days, contact me again, properly identifying yourself, according to the instructions given in greater detail below.
- MY STUDENTS MUST CLEARLY IDENTIFY BOTH THEMSELVES AND THE COURSE in both the e-mail 'subject heading' and in the text of the message. Unless I know who you are, I will delete from the server, unread, all e-mail messages that do not clearly identify my course(s) in the subject heading; and you must also supply a few words, in that subject heading, that clearly identify a legitimate problem. I will not reply to any e-mail that does not clearly disclose the full name and identity of the sender. If you fail to observe these warnings, do not be surprised if I do not respond to your e-mail. Keep in mind that each morning I usually delete over one hundred e-mails from the server, unread.
- If you have followed these instructions, especially concerning your identity, and still do not receive a reply, then possibly your message has been eliminated by the spam-filter on the CHASS main frame; or I may have accidentally deleted it on the main frame. Please send me the e-mail message again, or fax, or phone me (numbers given above).
- When I am away from the university: generally when I am in Europe, in April or early May, again in July or August, and late September. When I am out of town, I usually post a 'vacations' message on my e-mail, indicating my departure and return dates. Rarely, however, are my absences from the University of Toronto to be explained by vacations: almost invariably I am in Europe to take part in conferences, or to do archival research. I access e-mails when abroad only rarely. When I am abroad, I normally post this information on my Current Notices web page.

Other Points About E-mail Policies and Etiquette:

- To repeat: I will not respond to any e-mails from students who do not clearly identify their name and their course name (ECO 301Y and/or ECO 303Y) and clearly indicate the nature of the problem or question raised.
- Please do not expect replies from me during evening hours and weekends.
- Please make sure that you consult the course outline/syllabus, other handouts, and the course website BEFORE submitting inquiries to me (or the TA) by e-mail. It is very irksome and tiresome to respond to questions whose answers may be readily found in these documents, when students do not take the time to read them. I will just direct you to these web documents, without supplying an answer.
- When a question cannot easily or briefly be answered with a reply email, I will simply indicate to the student that s/he should see me (or my TA) during my announced office hours (Thursday, 2:30 to 4:00

pm).

- On most issues, you should consult me first, and not the TA, unless you are querying a grade that he has assigned on a term essay.
- E-mail should NOT be used as an alternative to meeting with me (or the TA) during office hours. Nor should e-mail be used as a mechanism to receive private tutorials (especially prior to term assignments) or to explain material that was covered in lectures you missed. Remember that all my lectures are posted on line. I am, however, willing to discuss minor and brief points, for clarification.
- I encourage you to send me mail using your UTORmail email account: see Instructions on using UTORmail, which is usually in this format: `firstname.surname@utoronto.ca` -- as indicated in my e-mail address, above. You can easily forward mail received at your UTORmail account to the e-mail account that you use regularly. Please note that many alternative e-mail servers -- such as Hotmail, Yahoo, GMail, etc. -- are not reliable or have limited capacity. You are more likely to ensure that I receive and respond to your e-mails, if you use UTORmail.
- **Warning Concerning Attachments:** DO NOT SEND ME ANY E-MAIL ATTACHMENTS, except in pdf format, by prior arrangement. Despite anti-virus programmes, viruses -- especially in Word documents -- still pose too great a danger. In particular, I WILL NOT ACCEPT TERM ESSAYS OR OTHER ASSIGNMENTS IN E-MAIL ATTACHMENTS; and I will accept pdf files only as proof that you have met the deadline concerned. You must still supply me with a hard copy; for I should not have to bear the expense of the paper and ink to print out your papers. Statistical or other research documents that you send me, by prior agreement, are of course quite different; and if you are doing me a favour in sending me such documents (and if I agree to accept them), then I will bear these costs.

Appendix B: Concerning the Offence of PLAGIARISM

In view of several recent instances of plagiarism, let me remind you all that plagiarism is an extremely serious academic offence: one that consists of the following three possible circumstances. Though all are equally wrong and equally offensive, this discussion pertains largely to the first condition.

(1) The deliberate copying (though not necessarily fully word for word) of one or more passages from some other source, whether published or on the internet (web) without using quotation marks, or without clearly offsetting the quoted passages, and without proper attribution.

(2) The acquisition and presentation of an essay produced by someone else, and acquired from some other source: an 'essay bank' (whether or not online), from a friend, or fraternity, etc., whether or not paid for.

(3) The submission of an essay that the student wrote and handed in to another course.

- Some students wrongly and foolishly believe that they can escape the charge of plagiarism by properly citing the source in a footnote. **WRONG!!** If you fail to provide quotation marks or other indications of a direct quotation, you leave the impression that the wording is yours, but that you are attributing some of the facts or ideas to another source. Thus your doing so still consists of both theft and academic fraud.
- In any event, you have all been strictly warned against and indeed prohibited from providing direct quotations, beyond a few words, except from primary or original sources, cited as evidence. Furthermore, you are required not just to provide quotation marks and the source citations, but also to introduce the source of the quotation: to indicate clearly where it came from (who was the author) and why it is important for your argument.
- Plagiarism is a serious academic offence, indeed a crime (to repeat: of theft and fraud). If you are convicted, you will be severely punished for it.

If we find any concrete evidence of plagiarism, the following will take place:

(1) You will be summoned to a meeting with me and the TA, where the evidence for plagiarism will be presented. In most cases, we discover plagiarism by using Google for the suspected passages; and that usually reveals plagiarism. Furthermore, most students reveal their acts of plagiarism through abrupt changes in style -- especially through presenting copied passages that can not credibly be the work of a student.

(2) You will be allowed to present your defence to establish that you did not deliberately commit plagiarism. But a clear warning: you cannot and may not excuse yourself from the charge of plagiarism by contending that it was unintentional, especially not when it appears to have been deliberate. A common but unacceptable excuse is that the student 'forgot' to use quotation marks. In any event, we professors are not allowed to make such judgements -- that is for the decanal committee on Academic Offences.

(3) You also cannot avoid a charge of plagiarism by claiming that you did change some words. If the passage copied is essentially the same as the original, even if not everywhere word for word, and you did not indicate that it was a quotation, the charge of plagiarism will still stand.

(4) If you fail to convince us of your innocence, I will then present the evidence, along with a report from me and from the TA, to the Associate Director of Undergraduate Studies, who will then present the case, with this documentation, to the office of the Dean of Arts and Science for judicial action.

(5) Please clearly understand that, in doing so, we (I the professor and the TA) are not convicting you of any offence. We instead contending that there is a prima facie case for proceeding with a decanal judicial inquiry. At the same time, to repeat what is stated above, for more emphasis: we are not permitted, once we find such a prima facie case, to exercise our own judgement on this matter: that is entirely up to the office of the Dean of Arts and Science. So, do not even try to ask us to ignore the case -- i.e., to 'have mercy' on you. Seek mercy from the Dean's office (and, best of luck to you!)

(6) The Dean's office will then summon you for a meeting, to defend yourself against these charges or to plead guilty. If you plead guilty, and this is a first offence, you will probably get off with the minimum penalty (see below).

(7) If you deny your plagiarism, and the Dean's office is convinced by the case we present, you will have a formal hearing before a decanal judicial tribunal for academic offences -- whose punishment, if you are found guilty, may be very severe (up to expulsion from the university, though usually only for a repeated offence).

(8) The normal minimum penalty, for a first offence, is zero for the essay and a reduction of 10 marks from your final grade (virtually ensuring failure on the course). Please note the fairness and equity of this penalty: obviously the penalty for plagiarism must be more severe than the penalty of zero for not handing in an essay at all; for the latter is not an academic offence!

(9) A conviction for plagiarism provides an exception to the provision that students may base their term mark (60% of the total) on the best three of four submissions (three essays and the mid-year test). Obviously, a student guilty of plagiarism cannot have the penalty of a zero grade, if inflicted by the Dean's office, erased in this fashion; and thus the zero grade penalty must stand. I will, however, consider taking an average of the four pieces of term mark, with the zero weighting for the plagiarized essay.

(10) Furthermore, a citation of the conviction will also be applied on your record, for about five years; and that citation will certainly prevent you from entering graduate school, law school, medicine, or any other professional faculty, and may provide a serious obstacle in seeking any employment. In other words, you risk ruining your life by committing plagiarism.

(11) Another dire consequence: most students who are charged with plagiarism suffer severe mental anguish. Not because (or certainly not chiefly because) they experience guilt; but rather because they fully anticipate the dire consequences that they face, and the often long delay in adjudicating these charges.

- If you think that you can escape this fate by dropping the course, think again! Once you are accused of plagiarism, your registration in the course is frozen; and only if you are acquitted of the charge will you be allowed to drop the course (and then, only by the due date). If you do succeed -- apparently -- in dropping the course, you will be reinstated once formal charges have been filed against you. **THERE IS NO ESCAPE!**

- Thus avoid all temptations and all circumstances that might lead to plagiarism: The answer is simply: **DO NOT COPY LONG PASSAGES** from your secondary sources (articles, books, essays, web documents, etc).

- (1) Learn to take notes by making a brief summary or précis of these passages.

- (2) Take notes in point form: not in complete sentences

- (3) In composing your essay, do not copy your notes.

- **Indeed, you are best advised to do the following, in writing your essay:**

- (1) Read over your notes, taken from your research sources: create one note only per source, per page.

- (2) Using your notes, construct an outline of your essay, in point form

- (3) Then set your notes aside.

- (4) Write your essay without directly looking at your notes, except for references.

- (5) Re-read your notes to ensure that you have incorporated all the main points in your outline and in your arguments.

- For further considerations On the crime of Plagiarism, see this important web document (found on my Home Page): [How Not to Plagiarize](#)
- See also my web document on [Instructions on Writing Term Essays](#). Use the search engine (binoculars) in the left margin, to find the passages concerning plagiarism.