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**Revised: 17 September 2010**

**ECONOMICS 303Y1**

**The Economic History of Modern Europe to 1914**

**(Former Title: The Industrialization of Modern Europe, 1750 - 1914)**

**COURSE OUTLINE FOR: 2010 - 2011**

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<b>Office Hours and Room:</b>	Thursday afternoons: 2:30 to 4:00 p.m. Room 348: Max Gluskin House  Or by appointment (contacting me by phone, fax, or e-mail: for Mondays, Thursday mornings, or Fridays only).
<b>Class Hours and Room:</b>	Wednesdays, 3:00 - 5:00 or 5:30 p.m. [see below]

[Note that the room is booked for this course to 6:00 pm]

University College: UC 52

**Teaching Assistant**

Jessie Lamontagne

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**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 303Y, linked to my Home Page, are:

<http://www.economics.utoronto.ca/munro5/Eco303YWeb.htm>

and, for the University's course website: **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/>

Before contacting me by e-mail, please read the web document on e-mail contacts, reproduced as an Appendix to the this course outline (at the end).

1. **INTRODUCTION**

**A course in historical economic development: on the origins and nature of modern urban industrialization and of our modern society, covering the Netherlands, Great Britain, France, Germany, and Russia, from c.1700 to 1914.**

2. **COURSE PRE-REQUISITES**

*Prerequisite:*

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

**Special Notes to be closely observed:**

- a) If you have any doubts concerning the prerequisites and whether you have met them, consult me immediately. The prerequisites for this course are the same as those for any other third-year economic history course [with the qualifications noted in the 2005 - 06 Calendar for

Eco. 342Y1, to accommodate International Studies majors]

- 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** components, **each** worth **1/3** of the Term Mark, and thus 20% of the Final Mark for each, i.e., 20 marks.

- i) **First Term Essay:** due on Friday, 19 November 2010.
- ii) **Mid-Year Test:** on Wednesday, 19 January 2011: 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, 12 January 2011, 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, 19 January 2011, with *no* extensions permitted, for any reason. 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, 18 March 2011. 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 Thursday, 31 March 2011 (Note: classes end one week later: on Thursday, 7 April).

- (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, 25 March 2011,
- (3) You may submit three essays and the take-home test and receive the highest three marks, without any penalty or prior permission.

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 imposed by the Dean's office) erased in this fashion; and thus the zero grade must stand. I will, however, consider taking an average of the four pieces of term mark, with the zero weighting for the plagiarized essay.

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, 7 April 2011.
- (2) The standard late penalty does not, therefore, apply after this final deadline of Thursday, 7 April 2011, 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 Study Week – 8<sup>th</sup> to 11<sup>th</sup> April 2011 – 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), 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. You must obey the provisions of the online U of T document on **University of Toronto Medical Certificates**, available on my Home Page.

vii) **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 2011, will be **three** hours long, and will cover work in both terms.
- ii) The usual format of the final examination, is the following:
  - (1) Three equal Parts, I - III, with **four** essay-type questions to each part, and thus a total of twelve essay questions.
  - (2) Each Part covers the main divisions of the course, over both terms: early-modern up to and including the Industrial Revolution era (1660-1815); the Industrial Revolution era to the mid-19th century (1760-1850); and comparative European industrialization from 1850 to 1914.
  - (3) Students are asked to select **one** question from each of the three Parts, for a total of **three questions**, ideally spending one hour on each question.
  - (4) All questions, therefore, are equally weighted.
- iii) Students **are permitted** to answer questions related to their term essays, and mid-year take-home test.
- iv) I alone grade the final examination, grading the entire examination as a unit (i.e., rather than marking by questions).

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

This course provides an historical analysis of the processes of European economic development from the eve of the British 'Industrial Revolution' to the eve of World War I. Its major theme is the origins, development, and dynamics of modern urban industrialization, of our modern industrial economies.

Because Great Britain was the homeland of the modern 'industrial revolution' and the first modern industrial state, it will receive a disproportionate share of attention in this course. Engaging in comparative history, we shall then seek to determine the extent to which industrialization in the major continental countries -- the Netherlands, France, Germany, and Russia -- followed, was influenced by, and/or differed from this British model.

In the past (and many years ago now), this course began with a survey of the Dutch economic hegemony in Europe from the later 17th to mid-18th centuries, to examine the influence that the Dutch economy and Dutch economic institutions had upon the British economy, and in particular on the origins of the modern Industrial Revolution: in terms of both Dutch investments, and of 'challenge and response'. Unfortunately, time constraints (a reduced semester) and the addition of other topics has forced me to eliminate these lectures, in class; but I have retained the lectures online. I also recommend that students consult similar lectures on the early-modern Dutch economy, given in ECO 301Y, which also remain online.

At the same time, we shall also seek to determine the various influences, direct and indirect, that changes in other economic sectors -- regional, national, and international -- had upon these processes of modern industrialization: in the agricultural, commercial, and financial sectors. For that reason, an analysis of industrialization in each country will normally follow analyses of changes in the other economic sectors.

Our study of European economic development will also consider the broader roles of other factors, economic and non-economic: in particular, the macro-economic forces of demographic and monetary/price changes; of institutional, social, political, and cultural factors; and most especially the role of the state. Finally, from examining all these forces, economic and non-economic, we shall also seek to understand the nature and role of the physical sciences and of technological change in modern European economic development.

No study of economic history can be fully relevant without examining the socio-economic consequences of major economic changes. For this course, the most relevant such study is the perennial debate topic: *The Standard of Living Controversy during the Industrial Revolution*. In Marxist terms, this debate consider the proposition that the initial stages of modern industrialization and aggregate economic growth was 'financed' at the expense of the real incomes and welfare of the 'working classes' (proletariat). But of course the debate examines many other factors that may have adversely affected living standards of the lower economic strata from the 1760s to the 1830s. Nobody denies that, from the mid-19th century, all classes and virtually everybody experienced strongly rising real incomes, especially from the 1870s.

*The Kuznets curve*: in broader terms, a very major theme of this course is the examination of the Kuznets curve (Simon Kuznets: winner of the Nobel Prize in Economics, in 1971). In essence, this

theorem contends that modern economic growth necessarily involves a more highly skewed distribution of wealth and income – i.e., a transfer of wealth from the poorer or lower economic strata to the richer and especially entrepreneurial strata of society. But inevitably as greater aggregate investments and entrepreneurial innovations (involving changes in both the quantity and quality of investments) increase aggregate national income, such processes also increase the relative wealth and income shares of the lower classes: i.e., they produce higher living standards. We will end the course by demonstrating how much higher living standards were in Great Britain than in other major European countries (if not higher than in the U.S.A), when, despite the emergence of France and especially Germany as major industrial powers (if not Russia), Great Britain still remained the most advanced and most powerful economy in Europe, surpassed in the world only by the United States.

*The Pre-industrial economy of Europe.*

While the time-span for this course is 1750 to 1914, we cannot possibly understand the origins and nature of modern European economic development without at least some brief references to prior economic developments, especially to technological changes, chiefly from the 1660s. The modern ‘industrial revolution’, which most historians consider to be more an evolutionary than a revolutionary phenomenon, did not suddenly begin in 1750, independently of past events. In this respect, some of the initial lectures in this course replicate those given in my ECO 301Y course: on the Economic History of Later Medieval and Early Modern Europe, 1250 - 1750.

Finally, it is my firm intention to make this course both relevant to and comprehensible for students in economics, history, sociology, political science, and geography; yet necessarily I must use a basic minimum amount of economic theory, micro- and macro-, in this course.

Please note that modern and contemporary European economic history, from World War I to the 1990s, is given in ECO 342Y: *Twentieth Century Economic History*. Late-medieval and early-modern European economic history, up to 1750, is given in ECO 301Y (which, however, is not offered this year).

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 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  
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](mailto:lynds@scholar-house.on.ca) or [sales@scholar-house.on.ca](mailto: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 available at the U of T Bookstore

- (1) Peter Mathias, *The First Industrial Nation: An Economic History of Britain, 1700 - 1914*, 2nd revised edn. (London: Methuen and Co, 1983). [First edition: 1969] 522 pp., but only 444 pp. of text. HC 253 M36 1983. For the entire course.
- (2) David Landes, *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present*, 2<sup>nd</sup> edition (London and Toronto: Cambridge University Press, 2003). In paperback, CAM 418: 566 pp., of which pp. 1-358 pertain to this course, up to 1914. HC 240 L35. Chiefly for the second term.



- (3) Stephen Broadberry and Kevin H. O'Rourke, eds., *The Cambridge Economic History of Modern Europe*, 2 vols. (Cambridge and New York: Cambridge University Press, 2010): Vol. I: 1700 - 1870; Vol. II: 1870 to the Present. The approach taken by the various essays in this two-volume set is thematic (by economic sectors), rather than the national approach taken in this course. Just published, these two books may not yet be available in the Library, but are available at the U of T Bookstore.

Other major textbooks worth considering (or borrowing from the library)

- (4) Derek Aldcroft and Simon Ville, eds., *The European Economy, 1750 - 1914: A Thematic Approach* (Manchester: Manchester University Press, 1994). HC 240 E86 1994. As the title indicates, also a thematic rather than a national approach.
- (5) Lee A. Craig and Douglas Fisher, *The Integration of the European Economy, 1850 - 1913* (London and Basingstoke: Macmillan, 1997). HC/241/C73/1997X.
- (6) Clive Trebilcock, *The Industrialization of the Continental Powers, 1780 - 1914* (London and New York: Longman, 1981). In paperback, 495 pp.; but chapter 5 (on Italy, Austria-Hungary, and Spain), pp. 292 -384, can be omitted. HC 240 T69 1981. As I do in this course, these authors take a national approach. But this book has long been out of print.
- (7) Alan Milward and S. B. Saul, *The Economic Development of Continental Europe, 1780 - 1870*, 2nd edn. (London: Allen and Unwin, 1979) [First edn. 1973], 548 pp. HC 240 M646 1979.; and Alan Milward and S.B. Saul, *The Development of the Economies of Continental Europe, 1850 - 1914* (London, Allen and Unwin, 1977), 555 pp. HC 240 M55. These two books are together obviously much too long and too expensive to be recommended as textbooks, though certainly they are worth consulting in the library.

**In addition to some of these books, you should acquire the following:**

- \*\*\* Deirdre N. McCloskey, *Economical Writing*, 2<sup>nd</sup> 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.

See also the separate handout **COURSE BIBLIOGRAPHY**: A guide to some readings in modern

European economic history.

6. **LECTURES: for 2010 - 2011**

**TWO** Hours of lectures per week for most weeks: but 2.5 hours (to 5:30 pm) four times each semester: to make up for the four missing hours, resulting from the recent change to a 12-week semester system.

**WEDNESDAYS, 3:00 - 5:00 or 5:30 p.m. ,** in University College: UC 52 [no Power Point facilities available]

- 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.
- 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. 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) 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 on term work (5 out of 100) 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 pdf format and in MS - Word. The pdf version of the lecture will be much easier to read, the tables especially; and to access the pdf lecture files, you must have Adobe Acrobat Reader installed on you 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) **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.
- g) 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, 19 November 2010
Second Term Essay	Friday, 18 March 2011
Third (alternative) Essay*	Thursday, 31 March 2011.

\* an 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, or cannot produce a medical certificate attesting to your inability to submit the essay by the due date. You must obey the provisions of the online U of T document on **University of Toronto Medical Certificates**, available on my Home Page.

- 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, this year on Thursday, 7 April 2011.
- 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 (7 April 2011).
- 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 – 8 to 11 April 2011 – 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.

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.

- v) 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. You must obey the provisions of the online U of T document on **University of Toronto Medical Certificates**, available on my Home Page. See 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**, before the due date; and you must attach my reply, if an extension is granted, to your essay.
- iv) No extensions are permitted on term work after the last official day of classes. If you submit term work to me after that date, and if I agree to accept it, the essay will not be read or graded; instead, a *pro forma* maximum mark of 50% will be allowed (less, if the essay does not meet the basic requirements, as specified elsewhere in this document).
- v) 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. There must be some form of documentary evidence to substantiate any verbal agreements, since we cannot rely on personal memory, some weeks later. You must obey the provisions of the online U of T document on **University of Toronto Medical Certificates**, available on my Home Page.
- vi) Please note that these regulations apply to all students, whether part time or full time. I no longer provide exemptions for part-time students.

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
  - 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).
  - statistical sources derived from Cansim at our CHASS site, 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:

<http://www.chass.utoronto.ca/cgi-bin/chassnew/display.pl?page=index>

The University of Toronto web site for: CHASS: Computing in the Humanities and Social Sciences

- 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 is 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 list not provides a total of 25 separate topics, but for each topic, it outlines 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*, 2<sup>nd</sup> 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 Crime 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 2010 - 2011:**

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 those on the Master List of topics.

[The topics for the First and Second Terms are on the next page]

**“A” - LIST ESSAY TOPICS FOR ECO 303Y:****The Economic History of Modern Europe, to 1914****Fall and Winter Semesters: 2010 - 2011****A. FIRST TERM: SEPT. TO DEC. 2010**

1. Population Growth and the Industrial Revolution, 1750 - 1830: A Cause or Consequence of Modern Urban Industrialization? [Topic no. 6]
2. The Economic Decline of the Netherlands in the Eighteenth Century: Cause or Consequence of the British Industrial Revolution? [Topic no. 3]
3. Mercantilism: Money, Economic Nationalism, and the State in Early-Modern Europe [Topic no. 2]
4. Warfare and the Industrial Revolution in Western Europe, 1760 - 1815 [Topic no. 4]
5. Labour and The Enclosures of the Industrial Revolution Era in England: The Social Costs of Agricultural Modernization, ca. 1760 - 1830 [Topic no. 8]

**B. SECOND TERM: JAN. - APR. 2011**

6. The Social Consequences of Urban Industrialization in Great Britain: The Standard of Living Debate, 1770-1850 [Topic no. 11]
7. Entrepreneurship and Business Organization in European Industrialization During the 19th Century: France and/or Germany (1815 - 1914) [Topic no. 16]
8. The Role of the National State in 19th-Century European Economic Development: Germany and/or Russia, 1815-1914 [Topic no. 15]
9. The ‘Great Depression’ of 1873-1896 in the European Economy: Myth or Reality? [Topic no. 17]
10. International Trade, Capital Flows, and Price Movements under a Gold Standard, ca. 1860 - 1914: What Role did Gold in the International Economy? [Topic. no. 19]

**OUTLINE OF TOPICS IN ECONOMICS 303Y1:**

**The Economic History of Modern Europe to 1914**

**(The Industrialization of Modern Europe, 1750 - 1914)**

**Note:** Not all of these topics will be covered; and some different topics are covered in different years. See the separate schedule of lecture topics given in 2006 - 07

**FIRST TERM: September to December 2008**

**I. THE ECONOMY OF THE NETHERLANDS: DUTCH ECONOMIC HEGEMONY in the European Economy during the 17th and 18th Centuries (to c. 1780): for independent reading and essays only**

- A. The Dutch Overseas Commercial Empire: Its Chief Foundations
- B. Dutch Supremacy in Shipbuilding and Shipping
- C. Dutch Supremacy in Banking and Finance: the Wisselbank van Amsterdam
- D. The Economic Decline of the Netherlands in the Later 18th Century: Relative or Absolute?
- E. The Dutch, Great Britain, and the Origins of the Modern Industrial Revolution

**II. GREAT BRITAIN AS THE HOMELAND OF THE INDUSTRIAL REVOLUTION, 1750-1815**

- A. Introduction: The Historical Significance of Modern Industrialization and of the 'Industrial Revolution'
- B. Science, Technology, Education, Religion, and Social Attitudes in the Industrial Revolution
- C. The Government, State Finance, and Warfare, during the Industrial Revolution, 1760 - 1815
- D. Expansion of the Market: Demography and Trade
  - 1. Population and Demographic changes: impact on supply and demand factors
  - 2. The Domestic Market
  - 3. Foreign Trade
- E. The 'Agricultural Revolution' of the 18th and 19th Centuries
- F. Banking and Finance: Problems of Capital Formation
- G. The Revolution in Mechanical Power: the Steam Engine (Capital Goods)
- H. The Revolution in Metallurgy: Iron Production with Coke and Steam (Capital Goods and Consumer Goods)
- I. The Revolution in Textiles: Cottons and Woollens (Consumer Goods)
- J. The Revolution in Other Manufacturing Industries (Independent Reading Only)
- K. Urban Industrialization: The Social Consequences and Living Standards during the Industrial Revolution

### **III. GREAT BRITAIN AS THE UNCHALLENGED INDUSTRIAL POWER, 1815 - 1873**

- A. Trends and Business Cycles in the British Economy, 1815 - 1873
- B. Banking, Finance, and Commercial Organization
- C. The Nineteenth-Century Revolution in Transportation: Railroads and Steam Shipping
- D. The Age of Free Trade: Finance, Trade, and Capital Exports

### **SECOND TERM: January to April 2009**

- E. British Agriculture in the 19th Century: Expansion and Contraction
- F. The Maturation of the British Industrial Economy
- G. The Revolution in Steel making: The Age of Steel, from 1856
- H. The 'Second Industrial Revolution' in Mechanical Power

### **IV. THE SPREAD OF MODERN INDUSTRIALIZATION: THE 'SLOW INDUSTRIALIZATION' OF FRANCE, 1789 - 1914**

- A. Barriers to French Economic Development in the 18th and 19th Centuries
- B. The Economic Consequences of the French Revolution and Napoleonic Wars, 1789 - 1815
- C. French Agriculture: the Revolutionary Reforms and Peasant Conservatism
- D. Transportation in the French Economy
- E. Business Organization and Banking in 18th and 19th Century France
- F. French Industrialization
- G. French Foreign Trade and Colonialism: independent readings
- H. A Review of French Economic Growth in the 19th Century: Success or Failure?

### **V. THE RAPID INDUSTRIALIZATION OF GERMANY, 1815 - 1914**

- A. Barriers to German Economic Development
- B. Unification of the Market: the Zollverein and the Reich
- C. Transportation: Railways and Steam Shipping
- D. German Agriculture: Peasant Emancipation, 'Land Reforms', and Modernization
- E. German Banking and Financial Organization
- F. German Industrialization: Steel, Chemicals, and the Electrical Industries
- G. German Foreign Trade, Capital Exports, and Colonialism

### **VI. RUSSIA: THE BEGINNINGS OF INDUSTRIALIZATION TO 1914**

- A. Barriers to Economic Growth: Russia's Advantages and Disadvantages, and the Gerschenkron Model
- B. Russian Serfdom and Agriculture
- C. Russian Railways and Economic Development
- D. Russian Banking and Financial Organization
- E. Russian Industrialization: Main Features of an Uneven Industrial Foundation

### **VII. PROBLEMS OF THE BRITISH AND INTERNATIONAL ECONOMIES, 1870 - 1914:**

- A. Economic Trends, 1870 - 1914: 'The Great Depression' and After
- B. The Varieties of Industrial Experiences: The Old Industries
- C. The Varieties of Industrial Experiences: Advances and Setbacks in The New Industries
- D. The International Economy and the Gold Standard, 1860 - 1914
- E. The Era of 'New Imperialism' or 'Capitalist Imperialism', 1870-1914: Marxist and non-Marxist Theories of Imperialism.

## APPENDIX A: ON E-MAILS FROM STUDENTS

Revised on 7 June 2010

**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, in 2003, 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 any legitimate purposes.
- 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. You should also phone me, at 416-978-4552, and leave a message (if I am not there) to tell me about non-answered e-mails, and to ask me to look again at my e-mail files.
- At the same time, please note that not all legitimate e-mails sent to me actually arrive in my folder on the Chass server -- especially those sent to me using hot-mail and g-mail (so: please do not use these services). Don't assume that because you have sent an e-mail, and because it has not been returned to you, I have necessarily received it. So again: if you do not receive a reply within a day or so, follow up with both another e-mail and a phone message, letting me know the situation.
- **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.
- Do not use code names or nick names. To repeat the key point: 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.
- 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). Please understand that I have to delete about 200 e-mails every morning, and thus there is a risk that I have inadvertently deleted your legitimate

e-mail.

- 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 the course number and title (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.
- In particular, I must remind students that I will not reply to e-mails that ask questions whose answers are readily found in the course outlines: both the one-page and the multi-page course outlines.
- Please do not send me e-mails with questions concerning the lectures, or concerning questions whose answers are readily available from my Home Page. If you have a complicated question, come to see me during office hours -- and do not abuse the privileges of e-mails. I should also not have to repeat information that I also gave in class, especially when that information is contained in the online lectures, usually posted the same evening.
- If you are seeking definitions of economic terms, please consult my web page for Online Glossaries and Dictionaries of Economics.
- 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 UTORe-mail 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 UTORe-mail.

- **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.
  
- E-mails containing any attachments with the following file-name extensions will be rejected by University of Toronto CHASS server, because they have been used to insert viruses and other malicious codes:  
  
    .ace, .ade, .adp, .bas, .bat, .chm, .cla, .class, .cmd, .com, .cpl, .crt, .cs, .eml, .email, .exe, .hta, .inf, .ins, .isp, .js, .jse, .lnk, .mde, .msc, .msi, .msp, .mst, .ocx, .pcd, .pif, .reg, .scr, .sct, .shs, .shb, .vb, .vbe, .vbs, .wsc, .wsf, .wsh and .zip
  
- In the past, files with the .zip extensions had been used legitimately in order to compress large files into more manageable formats. That is no longer possible (not at this university, at least). To send large files, or a collection of large files, the best method is to link them to a web page (if you have a web page, i.e., a 'Home Page'); and then send the URL for the web link in an e-mail.

## **Appendix B: Concerning the ACADEMIC 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 contend 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.

## INFORMATION FOR INSTRUCTORS AND STUDENTS WHO USE BLACKBOARD

### Logging in to your Blackboard Course Website

Like many other courses, ECO 303Y uses Blackboard for its course website. To access the ECO 303Y website, or any other Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the ECO 303Y course website along with the link to all your other Blackboard-based courses.

### Activating your UTORid and Password

If you need information on how to activate your UTORid and set your password for the first time, please go to [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). Under the "First Time Users" area, click on "activate your UTORid" (if you are new to the university) or "create your UTORid" (if you are a returning student), then follow the instructions. New students who use the link to "activate your UTORid" will find reference to a "Secret Activation Key". This was originally issued to you when you picked up your Tcard at the library. If you have lost your Secret Activation Key you can call 416-978-HELP or visit the Help Desk at the Information Commons on the ground floor of Robarts Library to be issued a new one. **The course instructor will not be able to help you with this.** 416-978-HELP and the Help Desk at the Information Commons can also answer any other questions you may have about your UTORid and password.

### Email Communication with the Course Instructor

At times, the course Instructor may decide to send out important course information by email. To that end, all UofT students are required to have a valid UofT email address. You are responsible for ensuring that your UofT email address is set up AND properly entered in the ROSI system. You can do that by using the following instructions:

To submit the information to activate your UTORid and password (see above), you will need to click the "Validate" button. Follow the instructions on the subsequent screens to receive your utoronto.ca address. Once you have your UofT email address, go to the ROSI system ([www.rosi.utoronto.ca](http://www.rosi.utoronto.ca)), log in and update the system with your new UofT email address.

You can **check your UofT email** account from

1. The UofT home page <http://www.utoronto.ca>: From the Quick Links menu on the top right, choose "my.utoronto.ca". Enter your UTORid and password, and when the Welcome page opens, click "WEBMAIL".
2. Email software installed on your computer, for example Microsoft Outlook or Mozilla Thunderbird. Visit the Help Desk at the Information Commons or call 416-978-HELP for help with the set up.

**Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

You are responsible for:

1. Ensuring that you have a valid UofT email address that is properly entered in the ROSI system
2. Checking your UofT email account on a regular basis.