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INSTRUCTIONS ON WRITING TERM ESSAYS (PROPERLY)

For My Courses in European Economic History (1250 - 1914)

Economics 301Y1 and 303Y1

See the course outline for the due dates, for both full-time and part-time students; and for the limited conditions under which extensions will be granted, for each course. These documents are posted on my Home Page, in both html and pdf formats, for both of my courses, each of which is given only in alternate years:

<http://www.economics.utoronto.ca/munro5/301out.pdf>
<http://www.economics.utoronto.ca/munro5/303COR.pdf>

The following guide is most helpful, even for the experienced essay writer:

Deirdre N. McCloskey, *Economical Writing*, 2nd edn. (Waveland Press, Illinois, 2000), in 89 pp. This book, available at the U of T Book Store, is not, however, listed in the Robarts Library; but the earlier version, published as *The Writing of Economics* (New York: MacMillan, 1987.) can be found with this catalogue number PE 1479 E35M33 1987.

REQUIREMENTS FOR ALL TERM ESSAYS AND RESEARCH PAPERS:

1. 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 (virtually always given), may be extended to 4,500 words (about 15 pages). I am more concerned about the length of essays that are under the limit than I am about those over the limit (within reason, of course).
2. The word count applies only to the numbers of words in the text itself. Thus it does not include footnotes or endnotes, tables, graphs, annotated bibliography, or any appendices that you wish to supply. MS-Word will give you a word-count that excludes footnotes/endnotes. Again, the word count is useful but not vital information (unless the essay is well under the limit).
3. If at all possible, please have your essays prepared on a computer word-processor (or even a typewriter). Handwritten (or printed) essays are acceptable, so long as they are legible. No matter in what form you present your essay, **double-spacing** must be employed, using single-sided pages. Single-spaced essays, or messy, illegible essays will also be returned unread for rewriting.

Please note again: do not present your essays in a double-sided printed format. That format makes it difficult for the TA to comment on your text, and provide corrections.

4. I would be grateful if you would submit **two** copies of your essays (i.e., an original plus photocopy or two computer printouts). I would like the second copy to protect myself in case an essay is misplaced or lost in the process of marking, and also in case a dispute arises between the student and the essay-marker (if marked by a TA), over its authenticity (before and after submission). In any event, you must prepare and keep an extra copy of the essay for yourself; and you should also retain

any notes (in writing or on the computer) that you made in preparing the essay, in case of any dispute.

5. **Essays must contain a reasonable number of footnotes or endnotes, properly done, and also an annotated bibliography**, with the prescribed minimum of five published sources, listing your sources alphabetically by author. Essays not containing reference notes and/or bibliography will also be returned unread. Please see Appendix B for the proper or recommended forms to be used in both footnotes (endnotes) and bibliography

6. **Your bibliography listing the published sources must be ANNOTATED: as follows**
 - a) For each and every published source appearing in your main bibliography, you must provide a description of that source, explaining succinctly how it proved to be important in writing your essay.
 - b) You can do so in about 4 - 5 lines. Do not make the annotation excessive.
 - c) You do not need to annotate sources contained in your supplementary bibliography.
 - d) Please list your published sources alphabetically by the last name (surname) of the author or the editor.
 - e) Read with care the instructions on bibliographies in the following (no. 7), and also in section B, below, no.

7. **Recommended Structure of your List of Sources or Bibliographies:** please separate your sources, as follows, into the following categories:
 - a) **Primary Sources:**
 - published documents, letters, government papers, statistics, etc.
 - It would be helpful but not mandatory to annotate these sources, if you use any
 - Probably few if any of you will have to use this category, except perhaps for statistical collections.
 - We academics, however, must use primary sources as our chief sources: and we have to divide our use of primary sources between archival and published
 - to repeat: we do not expect undergraduate students, except in specialized seminar courses, to use primary sources.

 - b) **Main Secondary Sources Consulted:** Annotated List obligatory
 - This includes all published sources in the form of journal articles, essays, monographs, etc.: publications by economic historians, economists, historians, etc.
 - already published journal articles that have been placed online (in, for example JSTOR) may be used: but no other web documents must appear in this list
 - All items in this list must be annotated – without exception
 - and the text must contain at least one footnote (endnote) reference to each of these.

 - c) **Supplementary Sources:** do not need to be annotated – and indeed should not be.
 - textbooks (which may, however, be in the B list above),
 - encyclopaedias, dictionaries,
 - web documents (other than journal articles),
 - my lecture notes. None of these is to be annotated. If you use my lecture notes, you

may cite them by number and date.

- **Do not replicate any tables or graphs or drawing from my lectures or any other sources;** but you may convert data from tables into graphs.
8. When you are considering an essay topic, consider **first** the special topics being offered this year; next, consider the other relevant tutorial topics from the master list, but not being given this year. You may also consider some alternative topics suggested in the appendix to this document. Finally, if you find none of these topics satisfactory, you may construct your own topic. It must be relevant to the course outline; and you **must** obtain my permission first for this topic. Any essay submitted on an unauthorized topic will be returned unread, ungraded.
 9. If you are basing the essay topic on one of the more general reading/debate topics, or if you are selecting your own topic, try to make the topic or subject of your essay as narrow as possible, concerning just one theme. Your model should be a journal article, not a book.
 10. Your essay must contain and begin with a title page. Please use the Essay Title Page template, in MS-Word, provided on-line at this URL: this year, for ECO 301 <http://www.economics.utoronto.ca/munro5/ECO301YEssayTemplate.doc>
It is also found as an Appendix to this document.

If you construct your own title page, to be placed after the required template, be sure to include the following

- 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 – Surname IN CAPITALS, please – and student number
 - Your e-mail address, mailing address, and telephone number.
 - The exact title of the essay, which must clearly inform the reader of the topic being addressed
 - The question number to which this essay topic pertains
 - The word count (exclusive of title page and bibliography)
11. **Penalty marks:** a penalty of 3% of the value of the essay will be imposed for the late submission of essays: imposed per week, and not per day, for each full week that has elapsed from the due date.

B. **SPECIAL INSTRUCTIONS ON HOW BEST TO WRITE TERM ESSAYS:**

1. **Answer the question posed**, omitting all material not relevant to your topic. Take care, therefore, in choosing your topic, or framing your question: make it narrow rather than broad.
2. **Establish a central theme or THESIS in constructing your essay topic.** Put your essay topic in the form of a question that requires just **one** answer, rather than a dozen loosely related answers. State your general thesis in the opening paragraph or two, and then develop your exposition directly and logically from those opening paragraphs to reach the conclusion that will support your thesis. Read your essay over carefully to be sure that you have maintained that unifying central theme throughout; and make sure that every paragraph has a proper topic sentence to ensure that unity.
3. **THE TOPIC SENTENCE:** must govern **all** the statements in the paragraph that it introduces, while linking that paragraph directly with its predecessor. If you follow carefully this golden rule of

writing, your exposition will flow smoothly and logically from one paragraph directly into the next, leading convincingly to your conclusion. **Failure to observe the Topic Sentence rule is the most common fault in essay writing.** When you have finished your essay, re-read it to see if it does flow smoothly in this fashion. Any abrupt transitions are a sure indication that you must do some rewriting. Eliminate all sentences or materials that are not directly related to the topic sentence. If necessary, rewrite concluding sentences of paragraphs to link them with the topic sentence of the next paragraph; or rewrite those topic sentences to establish the logical link and/or to govern the entire paragraph. Almost all good writing requires extensive rewriting.

4. **STRESS ANALYSIS AND INTERPRETATION**, keeping narrative or descriptive details to that minimum necessary to sustain your argument. But do remember that you cannot carry an argument without facts.
5. **EMPHASIZE THE SIGNIFICANCE OF YOUR TOPIC**: in providing a better understanding of the general economic and/or social history of that period or the subsequent one. For example, show how the analysis of your topic helps to explain: the economic development, growth, or decline of a particular region or country; long-term structural changes in the economy; the development of or changes in some economic or social institution; the social consequences of economic changes, etc. Give the reader some reason to read your essay and some satisfaction for having done so.
6. **DO NOT USE DIRECT QUOTATIONS IN YOUR ESSAY**, except only in the following set of very special circumstances:
 - a) **selections from primary, i.e., documentary, sources** that you are presenting as direct evidence for the argument or thesis of your essay. Such direct quotations must be used sparingly, must always be introduced and/or followed by your own comments to explain their importance. Sometimes the importance of the quotation is self-evident; nevertheless some introduction is mandatory, if only to acknowledge the author of the quotation.
 - b) **an argument or thesis of some economist, historian, etc. that you are attacking, modifying, or defending against other critics.** Such direct quotations may be required to establish your own position more explicitly. If the views cited are fairly well known, it would be preferable to paraphrase them very briefly (while still acknowledging the source in a note).
 - c) A very **brief phrase** from some primary or secondary source that contributes both usefully and colourfully to your own exposition. Such quoted phrases, however, must not stand alone, but must form part of your own sentence.
 - d) Direct quotations in footnotes, however, may be used much more freely, as evidence for your case, than in the text itself.
 - e) If and when you do use direct quotations (always, note, sparingly), you must follow these rules explicitly to avoid any charge of plagiarism:
 - (1) You must introduce the quotation in your text, including a citation of the author's name: i.e., in order:
 - to let the reader know that what follows are not your words, but someone else's words

- to explain to the reader the purpose of the quotation

(2) You must indicate the direct quotation as follows: either/or

- putting the direct quotation between quotation marks (single or double)
- or: putting the text of the quotation in a separate and following passage that is single-spaced and double indented (i.e., offset from the main text)

f) The danger in the excessive use of direct quotations in the text is three fold:

- in disrupting the flow of your own exposition, especially if there is a distinct contrast in styles. Such excessive use of direct quotations provides an unpleasant ‘scissors and paste’ appearance to your essay, which usually provokes scorn from the reader.
- in inhibiting your own thinking, especially your ability to examine ideas and various viewpoints critically.
- in increasing the temptation to plagiarize; and you are guilty of plagiarism if you do not follow strictly all of the rules concerning direct quotations.

7. **THE ‘HARVARD RULES’ ON DIRECT QUOTATIONS FROM PRIMARY SOURCES:**

The following rules and advice will obviously concern chiefly and perhaps only graduate students: those using archival documents and printed primary sources in languages other than modern English. These are regulations that are (or were) practised at Harvard’s Graduate School: hence the name.

- a) If you are presenting the actual text of the document, rather than a précis, in the body (main text) of your essay, you must present it in translation: in modern English.
 - b) The actual text, in the original language (Latin, German, French, Middle English, etc., i.e., medieval or modern) may be presented as given in the document, in a footnote/endnote or in an appendix.
-) The reason for this requirement, namely that you provide a modern translation in the text of your essay itself, is two-fold:
- (1) You should, and indeed must, convince the reader that you yourself have fully understood the text of the document so cited; and you can best do so by providing your own translation.
 - b) You should not assume that the reader has your facility in foreign languages, especially in medieval and early-modern languages; nor should you tax the reader’s patience unduly by requiring him/her to make an often time-consuming translation.

8. **AVOID PLAGIARISM: improperly attributed direct quotations**

- a) You must clearly understand the meaning of the term plagiarism: copying one or more passages from a published work without acknowledging that your presentation is a direct quotation, virtually if not literally word-for-word: i.e.,

- without using quotation marks, or without
 - offsetting the passage with indents from both margins.
- b) A footnote directing the reader to the source does not excuse you from the charge of plagiarism; for the footnote reference would suggest to the reader that the publication indicated is the source of some facts or ideas in the passage -- not the source of a direct quotation.
- c) Next: beware the danger of unconscious plagiarism: Many students do not know how to take notes properly from their readings, and thus, instead of making a brief précis or summary of the particular item in their readings, they copy down the entire passage, word for word. In writing their essays, such students often compose their essay -- badly, may I add -- by a "scissors and paste" process: and thus end up copying out the passage that they had copied from their source.
- d) That is still plagiarism; and if that is detected, I have no choice but to refer the matter, with your essay, to the Dean's office. If found guilty, your penalty may range from zero on the essay to expulsion from the university, though the latter is reserved for genuine criminal plagiarism (i.e., with intent).
- i) The usual penalty for the first offence is (1) a mark of zero on the essay itself; (2) a 10% reduction in the final mark.
 - ii) The justification is that we must distinguish between a student who gets zero for failing to submit the essay and a student who cheats by plagiarizing.
- e) See also the Faculty of Arts publication on *How NOT to Plagiarize*, which is presented on my Home Page, and on the two course pages, as an online web document:
- <http://www.utoronto.ca/writing/plagsep.html>
- f) **Warnings:** Keep in mind that the on-line anti-plagiarism programme known as **Turnitin** (integrated with Portal: see course outline) can readily detect plagiarism – or close similarities to other work stored on the system that may well prove to be plagiarism. Furthermore, my TAs can readily detect plagiarized passages by entering the passage into Google.

9. **Internal Subdivisions in your essays: are they permitted?**

- a) internal subdivisions, with headings to indicate the contents of the following paragraphs, can be very useful.
- b) The practice of scholarly journals varies considerable on this issue: some do permit and indeed even encourage their use; some others forbid them; some permit only the use of Roman numerals, to mark off sets of paragraphs treating one theme.
- c) Thus, use your own judgement.

10. **TABLES, GRAPHS, AND MAPS, etc.: some basic rules that must be followed**

- a) Since economic history is, by its very nature, quantitative, the addition of tables, graphs, and also maps and diagrams should enhance the quality of the essay. Tables and graphs certainly provide the most effective way of presenting statistical data in an ordered form: a picture (graph/table) is indeed often worth a thousand words.
- b) **All such graphs and tables must be your own work, your own creation. Do not photocopy graphs, tables, figures from articles, books, and my lectures to be presented in your essay; and above all do not resubmit handouts of graphs and tables that I have supplied to you in class.** I hand out dozens, perhaps hundreds of graphs and tables in the course of the year; and I must say I find it very irritating to receive them back in an essay, especially when the student has failed to credit the source of these tables or graphs.
- c) I will, however, make an exception for maps and diagrams -- particularly diagrams to illustrate technology, which you may photocopy from a book or journal article. But keep them to a minimum, please.
- d) You can still, of course, construct your own tables by rearranging columns and/or rows in already published tables: and also by either eliminating some columns/or rows, or by adding to them.
- v) **graphs:** you may and can also create your own graphs by entering numerical data from published tables (including mine, in the lecture notes) into a spreadsheet programme (e.g., Excel or Quattro Pro); and from that re-tabulated data create your own graphs.
- f) **Take care to construct tables properly, as follows:**
- i) Every table must have a proper title in its heading, one that fully conveys the substance and importance of the table.
 - Similarly, each *column* and each *row* in the table must have a clear and concise heading that indicates the exact nature of the quantitative data in each cell in the table (i.e., cells as defined by rows and columns).
 - **units of measurement:** In particular, take care to indicate the exact nature of the **units of the data so presented, in the column headings:** i.e., in terms, for example, of weights, measures, units of output or sales, etc., of currencies. Far too many authors, even reputable ones, neglect to observe this basic consideration, so that the reader has no real idea what the data represent.
 - **Currencies and moneys-of-account:** clearly specify which currency (in money-of-account) that you are utilising; and, if possible, relate the values of lesser known currencies to better known currencies. Thus, for example, for the medieval and early modern eras, relate the currency (money-of-account) to, say, the English pound sterling, the French *livre tournois*, the Flemish *pond groot*, and/or the Florentine gold florin or Venetian ducat. For the modern era, try to relate the currencies chosen to the corresponding values of the British pound sterling and/or the US dollar.
 - **weights and measures:** if you are using local weights and measures of the era of the topic of your essay, convert them, or present them as well, in metric terms: i.e.,

weights in kilograms, distances in metres and kilometres, volumes in litres, etc.

- **Sources:** Every table must provide, at the bottom (below any notes for the table, indicated by asterisks, numbers, or letters) the source(s) from which the data in the table were compiled. If taken from a secondary source, indicate the primary source that the author had utilized: provide that source, followed by 'as cited in

11. **FOOTNOTES** or **ENDNOTES** are to be used in the following instances:

- a) to cite the source of all direct quotations: those that are permitted in the previous discussion. If the quotation is provided in the footnote or endnote, give the source immediately after the quotation.
- b) to cite the exact source of all statistical data in your text. If statistics are given in the form of tables, cite the source at the bottom of the table.
- c) to cite the source of facts not commonly known -- those not given by most of the authors you have consulted. Facts provided in general textbooks need not be so cited.
- d) to acknowledge the source of a particular viewpoint that is not your own: and thus to avoid the serious charge of *plagiarism* (see COURSE OUTLINE). You should present such views by a précis in your own words, rather than by a direct quotation (see above).
- e) to provide ancillary information that would otherwise disrupt the flow of your text. (McCloskey, in *Economical Writing*, originally issued as *The Writing of Economics*, believes that you should not clutter footnotes with such information, but should either incorporate it in the text or omit it entirely. I do not agree. Use your own judgement.)
- f) to refer the reader to a contrary or alternative point of view that cannot be discussed in the text without disrupting the flow or without taking excessive space. (See the previous note e.)
- g) You need not provide footnotes/endnotes for commonly known facts, including most of those found in general textbooks; but give precedence to the above-noted conditions requiring footnotes/endnotes.
- h) **Required number of footnotes/endnotes: how many?**
 - Since you are required to use at least, at the very minimum, five published sources, you must therefore obviously have at least five footnotes, if only to prove that you have used these sources.
 - But even that would normally be an insufficient number of footnotes, if you are to follow the rules given above.
 - Specifying the exact minimum is difficult if not impossible: except to note that most good essays have at least three (3) notes per page.
 - You are safer to use too many rather than too few notes.
- i) Footnotes or endnotes must be numbered consecutively from no. 1 to the final number on the last page of the text: in other words, do not restart the numbering on each page.

- j) Please use arabic numerals for all footnotes or endnotes.
- k) Instead of citing the source in full, with all required bibliographic information, in the first footnote reference, you may use an abbreviated or short-form reference, provided that it is clearly linked to the full citation of that source in your bibliography or List of References, given at the end of the essay. Thus, please ensure that all the publications listed in the bibliography – making sure that the reader can link the two – contain the full bibliographic information: the author’s name, the title of the publication; and, if it is not a monograph, the title of the journal or the book in which it is included, with the publication details, including the full pagination of any article, essay, or book chapter cited.
- l) Note in particular that every footnote must include the page numbers (pagination) for the material being cited. The bibliography must also contain the pagination for all journal articles and essays included in book form; but pagination is not required for an individual monograph (book).

12. THE BIBLIOGRAPHY:

with related requirement concerning sources for the essay. Failure to observe the following conditions may result in a failing grade; or at least, in the requirement that you revise and resubmit your essay.

- a) **Your bibliography must begin with this section heading: LIST OF SOURCES USED and CITED IN THIS ESSAY**

Under this heading, your essay bibliography must contain and the essay itself must be based upon a *minimum* of five published academic sources, i.e., journal articles, monographs, book-collection of essays, etc., all of which have been used and cited in the essay.

- i) Obviously, the five (or more) articles and/or essays provided in the package of readings (to be obtained from Scholar House Productions) constitute a valid part (or entirety) of the five required sources.
- ii) You are not, however, required to use all or even any of the readings in the package, if the choice of you’re a or B topic does not pertain to these readings. You should, however, clearly explain in your bibliography, perhaps in the annotation, why you did not use the package of readings for the topic selected. If you do not do so, and do not do so convincingly, we may suspect that you purchased your essay from some essay bank or downloaded it from the internet. That of course is academic fraud, and a crime punishable by the same rules that apply to plagiarism.
- iii) You are not permitted to list, in your bibliography, any sources that you have not cited in the text itself. Those grading your essays will check to ensure that all of your bibliographic sources have indeed been cited in footnotes or endnotes (or in-text notes) in your essay.
- iv) If you have consulted sources that you have ended up not citing in your essay, do not

therefore include them under the List of References Used in this Essay. Instead, create a supplementary list, to be placed last in your bibliography, entitled: **List of Sources Consulted But Not Cited in this Essay.**

- b) **Excluded from this minimum of five required sources are the following:** textbooks, encyclopaedias, dictionaries, my lecture notes, CD-ROM collections, unpublished documents taken from the internet – including my Working Papers (as well as those of other scholars). You may, of course, use and cite these sources, but only *in addition to the five published academic sources*. In your bibliography, these sources should be listed separately, after the others, as **SUPPLEMENTARY SOURCES**
- c) Journal articles found on-line (e.g., by JSTOR) may be included within the minimum number of five sources, *provided that* these articles have already been published – i.e., are now in print.
- d) If you use only the minimum number of five such sources, **no more than two may be the same author**. If you use more than five such published sources, you may, of course, cite other (more) sources by the same author.
- e) Please remember that the term *primary* sources refers to published documents or calendars of documents (i.e., lists of documents, often with a précis of the document) and published collections of statistical data; and the term *secondary* sources refers to published articles, essays, monographs, etc. in which historians and/or economists interpret documents and data. Do not, therefore, use these terms unless you have employed published documents and/or statistics.
- f) You do not need to annotate citations of my lecture notes, web documents, or even textbooks. The *annotation rule* applies only to the sources listed in (a) above.
- g) If you cite my lecture notes, provide both the exact title and the date of the lecture (and, ideally as well, the URL for the lecture notes).
- h) Before using and citing my Working Papers, check to see whether a published version of that paper exists. Obviously, it is much preferable to use the finally published version.
- i) **The bibliographies must be presented alphabetically by the SURNAME of the author or book editor, in the correct form, as follows:**
 - i) **for books/monographs:** name of the author (in alphabetical order, by the surname, i.e., the last name), title of the book (underlined or italicized), place of publication, publisher, date of publication
 - ii) **for 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
 - iii) **for a 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, and the pagination within the journal. [The place of publication need not be given]

- k) **You should organize your List of References or Bibliography as follows (repeated from above):** please separate your sources, as follows, into the following categories:
- i) **Primary Sources:**
 - published documents, letters, government papers, statistics, etc.
 - It would be helpful but not mandatory to annotate these sources, if you use any
 - Probably few if any of you will have to use this category, except perhaps for statistical collections.
 - We academics, however, must use primary sources as our chief sources: and we have to divide our use of primary sources between archival and published
 - to repeat: we do not expect undergraduate students, except in specialized seminar courses, to use primary sources.
 - ii) **Main Secondary Sources Consulted:** Annotated List obligatory
 - This includes all published sources in the form of journal articles, essays, monographs, etc.
 - already published journal articles that have been placed online (in, for example JSTOR) may be used: but no other web documents must appear in this list
 - All items in this list must be annotated – without exception
 - and the text must contain at least one footnote (endnote) reference to each of these.
 - iii) **Supplementary Sources:** do not need to be annotated, and should not be.
 - textbooks (which may, however, be in section ii above),
 - encyclopaedias, dictionaries,
 - web documents (other than journal articles),
 - my lecture notes. None of these is to be annotated. If you use my lecture notes, you may cite them by number and date.
 - Do not replicate any tables or graphs or drawing from my lectures or any other sources; but you may convert data from tables into graphs.
- l) **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.
- ** m) **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 two or three lines for each source cited.
- n) **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, or any extra penalty (if you submitted it late), PROVIDED THAT YOU DO SO WITHIN ONE WEEK OF THE ORIGINAL SUBMISSION

o) A Special Note on Bibliographies for Topics drawn from the A and B Topic Lists:

- i) Since I have provided bibliographies, both in short-format and long-format, for each of these topics, I expect you to use the sources provided, for that minimum number of sources required.
 - If you do not use such recommended sources, and use instead entirely different sources, your annotated bibliography must justify your alternative choice.
 - Otherwise, we may suspect that you did not produce this essay yourself, but plagiarized it or acquired it from some other source (illegal source).
 - As stressed above, textbooks, general surveys, as well as encyclopaedia and/or dictionary entries do not count as part of the five minimum required sources.

p) In summary: the golden rule:

- i) Your essay bibliography, under the first heading of “Sources Used and Cited in This Essay”, must contain a minimum of five published sources, all of which must have been cited in footnotes/endnotes/in-text notes, and these five sources must all be properly annotated.
- ii) If your essay does not contain five such sources, no more than two of which, may be by the same author, your essay will not be read and graded, not until you correct these errors. If this problem arises with a second or third essay submitted too late for such corrections, we will read your essay, but give you a failing grade, if these sources (i.e., the minimum of five) are not properly presented. Again, a source listed in your bibliography but not cited in the text will not count for the minimum number of sources.

13. CRITERIA THAT THE MARKERS USE IN ASSESSING YOUR ESSAY AND IN AWARDING A LETTER GRADE.

b) The quality of the research: 30% of the essay mark (out of 100%)

Questions to be considered by the markers.

- i) What sources the student has used; and how well has the student annotated the bibliography?
- ii) Are the sources the most important to be used for the topic -- are important sources neglected or omitted?
 - Has the student gone beyond the bare minimum requirement: namely, five published sources, excluding textbooks, general surveys, dictionary and encyclopaedia entries?
 - How well has the student utilized the sources cited – and how careful has the student

been to cite his sources, with footnotes or endnotes?

- How careful has the student been to paraphrase and cite sources, without resorting to direct quotations (and without resorting, obviously, to plagiarism)¹?
- Overall, is the research adequate for the topic as posed; or does the research indicate that the student has gone well beyond expected requirements in doing the essay?
- Note: you are expected to use my online published bibliographies, in both short and long formats, and, for an A-list topic, the readings contained in the Scholar House Productions package. You are not expected to find additional publications; but more power to you if you do find some.
- You do not have to use the readings in the package; but you should provide a note in your essay bibliography explaining why, for the particular topic that you chose, you found other, more valuable sources.

a) **the quality of the analysis: economic and historical:** 45% of the total mark

This concerns in particular the formulation and development of the thesis topic and the central arguments in the essay:

- i) how well the student has formulated a precise and informative *title* that indicates clearly his/her thesis (especially important for A and B List topics) .
- ii) thus, how well the thesis or central problem has been formulated or constructed: refer to a good journal article to see what is meant.
- iii) how well the student has developed the thesis or central, core idea: in outlining this problem is to be investigated, in developing the argument or 'case', in and by using inductive and deductive logic (and thus, of course, how well the student has employed the relevant evidence, including statistics)
- iv) how successfully the student has reached his/her conclusion, in establishing (if not fully proving) his/her case? Question to the markers: are you satisfied that the conclusion is warranted by the evidence and the argument produced in the essay .
- v) how 'original' is the student's argument (in at least relative terms): does the student, in establishing his/her "contribution", relate the arguments to those in the standard literature?

Obviously, since most students cannot work with original (primary) sources and do not have the background in both history and economics, undergraduate students cannot be expected to be 'original', in the same that a refereed journal article (the model to be followed) is supposed to make an original contribution to knowledge. But students can be expected to judge the evidence that they find in secondary

¹ The markers have been advised, if and when they suspect plagiarism, to use Google: to type in the suspicious sentence, in full, to see how many and what kinds of matching results are found.

sources, and to judge the validity of arguments raised in those secondary sources, in order to come to some form of an independent conclusion: in reinforcing, modifying, or rejecting standard views.

c) **The quality of the exposition (i.e., the literary qualities):** 25% of the total mark

questions to be observed by the markers:

- i) Does the student write clearly and cogently, using proper grammar and syntax?
- ii) Does the student write with an elegant and intellectually pleasing style?
- iii) Is the exposition more descriptive or more analytical in contents: does the student's writing grab and hold your attention?
- iv) Can you (the marker) follow the arguments (if any) clearly?

d) **More general criteria in awarding a letter grade:**

A: (A- to A+): 80 - 100: (80-84 = A-; 85-89 = A; 90-100 = A+)

A means 'excellent'. An A paper will thus stress analysis rather than mere recitation of facts, and it will demonstrate some **originality** in interpretation. In particular, using both inductive and deductive logic, an A paper will explain **WHAT, WHEN, WHY, HOW, IN WHAT MANNER, and WITH WHAT CONSEQUENCES**. If economic analysis is employed, it should display some mathematical rigour (and may, but is not required to, display graphs or equations). An A paper, furthermore, will also explain cogently the economic and historical **significance** of the problem under analysis in a broader context. With such qualities, even a paper with some factual errors may receive an A grade.

B: (B- to B+): 70 - 79: (70-72 = B-; 73-76 = B; 77-79 = B+)

B means 'good'; and such B papers are traditionally the most common. The grade is a reflection of high entrance standards, and not of my own generosity. B grades may indicate that the answer is basically well organized and presented, reasonably correct and complete, but still lacking the analytic skills and originality that immediately stand out in an A paper. Most B papers are thus much more narrative and descriptive than truly analytical. Some papers that are strongly analytical in focus nevertheless may receive a B grade because of significant faults in analysis: i.e., deficiencies in logic, economic theory, organization, or presentation of the factual evidence.

C: (C- to C+): 60 - 69 (60-62 = C-; 63-66 = C; 67-69 = C+)

C means 'acceptable', according to university standards, despite often serious faults. C papers are even **more deficient in analysis** than B papers, and/or **deficient also** in one or more of the following: organization, factual presentation, English grammar, and written style. If such defects seriously outweigh any merits, then the

assigned grade will be **D or E**, depending upon how really bad (or atrocious) the answer really is.

- e) **Refer to my on-line document on:** *How to Get an “A” grade on term essays and the mid-year test (without bribes):*

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

- f) My TA (who marks all the term essays) has been instructed not to end up with numerical marks ending in 9: i.e., 49, 59, 69, 79, 89. The TA has also been asked to review this web-document and decide, on that basis, whether – for the sum of its parts – the essays deserves to receive a B- or C+ grade, an A- or B+ grade, etc.

13. **Other Notes and Explanations: concerning the A, B, and C Lists of Essay Topics**

- (a) **Your essay must be based upon one of the following topics, chosen from the three following lists:**

A. **The Five Most Recommended Essay Topics:** with prepared bibliographies (long and short versions), which topics will appear, in some form, on the final examination.

B. **Other Topics from the Master List of Discussion Topics:** also with prepared bibliographies (long and short versions)

C. **Alternative Topics:** If you select a topic from this C list, you should seek my advice and approval for the bibliography; but you must find your own bibliography first.

- (b) In the A-Lists of essay topics, the numbers in square brackets refer to those on the Master List of topics. **Please refer to them for fuller information on the nature and scope of these debate topics, and why they should be interesting to both economists and historians (and indeed political scientists as well).**

- © 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. The more important readings are marked by asterisks: * or **. These short-form bibliographies are posted on my Home Page (web site): <http://www.economics.utoronto.ca/munro5/>

- (d) For each of these topics, and indeed for any of the topics in the Master List of 20 topics, I have supplied a complete and usually very lengthy bibliography, organized by sub-topics within this debate; and most of these bibliography sets also contain statistical tables. They are also available on my Home page, both in html (without graphs, etc.) and pdf formats. You are best advised to select the pdf format, especially for the statistical tables (long-format), which are sometimes unintelligible in the html format (which can eliminate columns or rows).

- (e) A set of readings, consisting of two articles for each of these five topics, will be available for sale, from:

Scholar House Productions

100 Harbord Street (at Spadina: Main Floor)
 Toronto, Ontario M5S 1G6
 phone: (416) 977 - 9641
 fax: (416) 977 - 0147
 e-mail: lynds@scholar-house.on.ca or sales@scholar-house.on.ca

- (f) **These five A-List topics** contain the primary recommended readings for the course this term; and thus you are advised to read one or two of the readings from each of these lists, in addition to or in place of the textbooks.
- (g) **In some form or other, virtually all of these A-List topics will appear on the final examination.** Hence the strong emphasis on doing at least some readings for each topic.
- (h) **In writing your essay, please do not try to cover the entire topic, since these are all ‘debate’ topics that cover wide-ranging issues, usually involving lengthy time-periods for a wide geographic range.** You should base your essay on one specific sub-topic, or narrow aspect, of the general topic that you have chosen; and you should normally try to confine yourself to one or two regions or countries; and, if possible, in a more restricted time-framework than that covered by the debate topic. But at least be sure that the essay is restricted to one specific and relatively narrow sub-topic, which may be more easily found in the following.

- (i) **The focus of your essay: economics or history?**

Whether the focus of your essay is economic analysis or historical analysis is up to you. Economic history belongs equally to Economics and to History. Follow your own comparative advantage and your own approach to economic history in doing so.

- (j) **TO REPEAT: Your essay must contain footnotes *with pagination* (or endnotes, or citations within the text, similarly with page numbers); and an annotated bibliography, prepared according to the instructions in *Instructions on Writing Term Essays*.**

Warning! If you submit a term essay that is lacking in either proper footnotes, etc. and/or an annotated bibliography, you will receive a failing grade for the essay, unless you submit the essay to me personally first, for approval; and if you do so, submitting an improper or incomplete essay, I will give the opportunity to revise it accordingly. Footnotes are preferable to endnotes, which in turn are preferable to in-text citations; but your grade will not be affected by the choice.

15. **Late-penalties for term essays**

- a) For the academic year, the penalty for late-submission is 3% of the 100% grade for the essay for each week that the essay is late.
- b) Since that penalty is applied by the week (not by the day) only, all students have, in effect, a ‘week of grace’ for each term essay: i.e., the penalty will not be applied until after the first week – but thereafter 3% for each week. The two week Christmas break will not be counted in the number of weeks for the penalty.
- c) Essays that are submitted on time, but are not accepted because of various deficiencies,

especially those concerning the bibliography and footnotes, may be resubmitted without any penalty (or extra penalty, if already late), **provided that the essay is resubmitted, with all deficiencies corrected, within one week of the original submission date.**

d) **Penalties for Late-Essays submitted after the last day of classes**

- i) According to Faculty of Arts and Science regulations, all term work must be submitted by the final day of classes: this year: Friday, 4 April 2014.
- ii) 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.
- iii) Essays submitted after this final deadline will be accepted until the day of the final examination for this course, with the following penalties:
 - (1) essays submitted during Study Week will be subjected to a 25% late penalty.
 - (2) essays submitted thereafter, to the date of the final examination for this course, will be subjected to a 50% late penalty.
 - (3) Essays submitted after the date of the final examination in this course (sometime in late April) will receive a zero grade.
- iv) 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, as just indicated, 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..

16. **The Offence of PLAGIARISM :**

- a) **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.
 - i) 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.
 - ii) 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.

- iii) The submission of an essay that the student wrote and handed in to another course.
- b) **Do Footnotes excuse you from the charge of plagiarism:?**
- i) Some students wrongly and foolishly believe that they can escape the charge of plagiarism by properly citing the source in a footnote.
 - ii) **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.
- c) **A general prohibition against using direct quotations:**
- i) 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.
 - ii) Furthermore, you are required not just to provide quotations 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.
- d) **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.**
- e) **If we find any concrete evidence of plagiarism, the following will take place:**
- i) 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.
 - ii) 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.
 - iii) 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.
 - iv) 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.

- v) 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!)
- vi) The Dean of Arts and Science's Office of Student Conduct will then summon you for an interview, to defend yourself against these charges or to plea guilty. This interview or meeting is usually chaired by an older professor serving as the Dean's Designate; and usually I attend all such cases involving my own students (sometimes also with my TA). Also attending, and offering both evidence and advice, are officials from this office who will have examined every line written in your assignment, and checked it (usually by using Google) for all possible incidences of plagiarism.
- vii) If you plea guilty, and this is a first offence, you will probably get off with the minimum penalty (see below). If you know that you did commit this offence, then you are indeed best advised to agree and to plea guilty. Please note and understand carefully that a defence consisting of such statements as: 'I did not intend to commit plagiarism' or 'I did not realize that I was committing plagiarism', or 'I had intended to hand in a revised version', etc. will have no merit and no effect in alleviating your well merited punishment. Ignorance of the law is no excuse in any court; and you are expected to have read and to have understood the course outline, Instructions on Writing Term Essays, and this web document on plagiarism.
- viii) You will be judged on the basis of what you had submitted (wrote), in comparison with the sources from which you copied the passages of concern. Read note 6 above again, carefully.
- ix) If you still deny your plagiarism, and the Dean's office is convinced by the case that is presented, 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, and thus more severe than the penalty levied at this interview (i.e., if you plea guilty): involving suspension for one or more years, or even formal expulsion from the university, though usually only for repeated offences.
- x) The normal penalty, for a first offence, is zero for the essay and a reduction of the same value for the essay -- for this course, 20 marks, and thus for a total loss of 40 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, while plagiarism most certainly is!
- xi) 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.

- xii) Furthermore, a citation of the conviction will also be applied on your record, for one or more years (sometimes to graduation); 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 employment. In other words, you risk ruining your life by committing plagiarism.
- f) 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.
- g) **Can you escape your fate by dropping the course:?**
- i) 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!**
 - ii) Furthermore, according to a recent letter from the Dean's office, to a student accused of plagiarism: 'The notation of "GWR" (grade withheld pending review) will be placed on your academic record, and until this matter is resolved you will be ineligible to graduate, regardless of the number of credits you have completed'.
- h) **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).
- i) Learn to take notes by making a brief summary or précis of these passages.
 - ii) Take notes in point form: not in complete sentences
 - iii) In composing your essay, do not copy your notes.
- i) **Indeed, you are best advised to do the following, in writing your essay:**
- i) Read over your notes, taken from your research sources: one note only per source, per page
 - ii) Using your notes, construct an outline of your essay, in point form
 - iii) Then set your notes aside;
 - iv) Write your essay without directly looking at your notes, except for references.

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

j) For further considerations on Plagiarism, and how to avoid it:

- i) See this important web document (found on my Home Page): How Not to Plagiarize, at this URL: <http://www.utoronto.ca/writing/plagsep.html>
- ii) See also The University of Toronto's web document on Policies and Procedures: Code of Behaviour on Academic Matters: most recent version, dated 1 June 1995, at this URL.

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>
- iii) See also the following article that appeared in Maclean's Magazine, on 12 February 2008, with the title: U-Fraud: The Great University Cheating Scandal, at this URL:

<http://www.economics.utoronto.ca/munro5/PlagiarismMacleans.pdf>
- iv) Finally, those students who may be considering a resort to plagiarism because they have severe difficulties in writing term essays -- because of inexperience, language difficulties, etc -- should seriously consider using the services of the U of T-sponsored Writing Plus: Academic Skills Workshops, 2007 - 08. Here is the URL for the pdf file:

<http://www.economics.utoronto.ca/munro5/WritingPlusUofT.pdf>
- v) They should also consult the TA for the course, me (the professor), and the services of your college Registrar's Office. If you need help, seek it, and seek it well before your essay is due!!

APPENDICES

APPENDIX A:

EXAMPLES OF FOOTNOTE OR ENDNOTE AND BIBLIOGRAPHIC CITATIONS:

N. F. R. Crafts, 'The Industrial Revolution in England and France: Some Thoughts on the Question 'Why Was England First?',' *Economic History Review*, 2nd ser. 30 (1977), 429 - 31.

Charles K. Hyde, *Technical Change and the British Iron Industry, 1700 - 1870* (Princeton, 1977), pp. 76-7.
[The form used in a footnote]

Hyde, Charles K., *Technical Change and the British Iron Industry, 1700 - 1870*, Princeton, New Jersey: Princeton University Press, 1977. [The form used in the full bibliographic citation]

Joan Thirsk, ed., *The Agrarian History of England and Wales*, Vol. IV: 1500 - 1640, Cambridge: Cambridge University Press, 1967.

Alan Everitt, 'Farm Labourers,' in Joan Thirsk, ed., *The Agrarian History of England and Wales*, Vol. IV: 1500 - 1640, Cambridge: University Press, 1967, pp. 399 - 467.

E. Anthony Wrigley, 'Family Limitation in Pre-Industrial England,' *Economic History Review*, 2nd ser. 19 (1966), 82-109; reprinted in Michael Drake, ed., *Population in Industrialization*, London: Methuen Publications, 1969, pp. 157-94.

Peter Lindert and Keith Trace, 'Yardsticks for Victorian Entrepreneurs,' in Donald N. McCloskey, ed., *Essays on a Mature Economy: Britain After 1840*, Princeton, New Jersey: Princeton University Press, 1971, pp. 239-74.

William A. Shaw, ed., *Select Tracts and Documents Illustrative of English Monetary History, 1626 - 1730*, 1st edn., London: Wilsons and Milne, 1896; reprinted New York: Augustus Kelly, 1967.

Some observations on producing footnote and bibliographic citations:

- a) The normal order of presentation is: author(s) or editor(s), Title, Place of Publication (City), Publisher, Date of Publication, and Page Numbers. As noted above, however, the name of the book publisher need not be given in a footnote/endnote citation, and the place and date are placed within parentheses; e.g., (Princeton, 1971).
- b) The differences between footnote and bibliographic citations:
 - i) Names:
 - in a footnote/endnote the sequence is first name and then surname
 - in a bibliography, the sequence is surname, followed by first name
 - b) Publication data:
 - in a footnote, only the place of publication and the year need be cited

(London, 2001).

- in a bibliography, cite, in this order: place of publication, name of publisher, date.

- c) When citing an essay in a collection of studies, or chapter in a book, use this order:

Author of the Essay, Title of the Essay, Editor of the book containing the Essay, Title of the Book or Collection of Essays, Place of Publication, Publisher, Date of Publication, Page Numbers of the Essay. It is also permissible, however, to place the editor's name after the book, as in the following example (as cited in a footnote):

Charles Kindleberger, 'Technical Education and the French Entrepreneur,' in E. C. Carter, ed., *Enterprise and Entrepreneurs in Nineteenth and Twentieth Century France* (Baltimore, 1976), pp. 3-40.

OR: Charles Kindleberger, 'Technical Education and the French Entrepreneur,' *Enterprise and Entrepreneurs in Nineteenth and Twentieth Century France*, E. C. Carter (Baltimore, 1976), pp. 3-40.

- d) If the work cited is in more than one volume, give the total number of volumes after the title, and before the publication data: e.g.,

Richard Tawney and Eileen Power, eds., *Tudor Economic Documents*, 3 vols., London: Longmans, 1924.

- e) Citations, especially in a footnote, may be simplified by eliminating 'Vol.' and 'pp.' when they are self evident. For example:

William Kennedy, 'Economic Growth and Structural Change in the United Kingdom, 1870 - 1914,' *Journal of Economic History*, 42 (1982), 87-118.

- f) That volume number may also be given in Roman numerals; the choice of Arabic or Roman is purely a matter of style (but dictated by the journal editors). With books, however, there may be some confusion between volume and page number; if so, then always use Roman numerals for the volume, as in the following:

Richard Tawney and Eileen Power, ed., *Tudor Economic Documents*, 3 vols. (London, 1924), III, 47-56.

- g) For repeated citations in a series of footnotes/endnotes, you may give the full citation, as above, for the **first** reference only, and thereafter provide an easily recognizable abbreviation. Avoid, however, the use of *op. cit.* [Latin for 'the work cited'], formerly favoured, but now frowned upon as redundant. Instead, use the title in short form, e.g.,

Hyde, *Technical Change*, p. 86.

Or, alternatively (without p. for page number), i.e.,: Hyde, *Technical Change*, 86.

- h) More modern forms of footnoting when a bibliography is provided.

Many journals now have the author supply an alphabetized list of sources (by surname) at the end of the article. In doing so, these journals no longer provide the full citation in the first footnote (or endnote) reference, but only the short form title, as indicated above. Students in this course are also free to do so.

- i) If the two or more references to the same source are given in sequence without another intervening source, then the second and subsequent references may be cited as *Ibid.* [Latin for 'the same', the same source]. *Ibid.* given alone means the same page previously cited. Consider the following three examples in direct sequence.

Hyde, *Technical Change*, 92

Ibid., 97.

Ibid. [i.e.,: also citing page 97 in Hyde, *Technical Change.*]

- j) **A Simple Alternative Method of Footnoting:** known as the 'Scientific Form':

- (i) For all published source citations, including the first, present just the author's or editor's surname, the year of publication in parentheses, and the page number:

Hyde (1977), p. 86.

- (ii) If you are citing more than one work published by the same author in the same year, then differentiate them by the letters a, b, etc. after that year in both the notes and the bibliography: e.g.,

Kindleberger (1978b), p. 213.

- (iii) The reader is then directed to the alphabetical listing of the sources in the bibliography appended to the article/essay. It is customary, though but not mandatory, to place the year of publication in parentheses immediately after the author's name.

Kindleberger, Charles (1978a), *Economic Response: Comparative Studies in Trade, Finance, and Growth*, Cambridge, Mass: Harvard University Press.

Kindleberger, Charles (1978b), *Manias, Panics, and Crashes: A History of Financial Crises*, New York: Basic Books.

- (iv) Several journals now permit such citations, if brief, to be given in parenthesis in the text itself, as in this example:

In the early 1720s, the Forest of Dean accounted for the largest single share of England's pig iron output, 24.4%, while Staffordshire had the largest share of refined bar iron output, 29.4% (Hyde, 1977, p. 12).

APPENDIX B:

MAJOR AND COMMON FAULTS IN ENGLISH SYNTAX AND GRAMMAR

In my web document entitled **Grades on essays and the mid-year test: for Eco. 201Y and 303Y** (also provided as a hand-out), I provided **a list of the most common faults on student essays & examinations**, with the indication that those that were checked off in the following list apply either wholly or partially to the answer given in the student's paper or examination. The final one, no. 8, states that: **Your written English is deficient in one or more of the following:**

Grammar and syntax (e.g., 'run-on' sentences, dangling modifiers), spelling, word usage, punctuation. While the grade is not primarily based on the quality of your English, bad writing nevertheless hinders my understanding of what you are trying to express; and bad writing will almost inevitably produce a lower grade. Please refer to the handout supplied to you in the Fall Term: **'Major and common faults in English syntax and grammar.'**

Striving to write good English is not a matter of mere pedantry; for, in writing any essay, report, examination, etc., your objective must be to convince the reader of your arguments, with the greatest possible clarity. In achieving this objective you must also appeal to the reader's sympathies, i.e., you must elicit a favourable impression to maintain the reader's attention and interest in what you have to say. Even if you are reasonably clear and cogent in your writing, you are unlikely to maintain the readers' attention and sympathy if your writing is clumsy, ugly, or in other ways deficient.

So please take the following examples of bad English seriously; and strive to improve your written (and spoken) English.

1. **DANGLING MODIFIERS:**

A participle (a present or past-tense participle, serving an adjectival function) that is lacking the correct noun to be modified (described):

Example: Before discussing the Dutch advantages in early-modern northern commerce, it is important to understand the disadvantages to be found in the Dutch economy.

As written, the present participle 'discussing' modifies 'it'; and 'it' cannot do any discussing.

Correct forms:

(1) Before discussing the Dutch advantages in early-modern northern commerce, we must first consider the disadvantages to be found in the Dutch economy. [Correct: 'discussing' properly modifies 'we', who do the discussing. But this is clumsy; and please keep personal pronouns out of your essay.]

OR: Before discussing the Dutch advantages in early-modern northern commerce, historians should first examine the disadvantages to be found in the Dutch economy. [Better, but still clumsy.]

(2) No analysis of the Dutch advantages in early-modern northern commerce can commence without a prior examination of the disadvantages. [Solution: get rid of the participle.]

Another example:

Wrong: By prohibiting the manual exchange of foreign coins, so often debased and clipped, and by requiring that all commercial and financial transactions be effected through Wisselbank deposit accounts, perfect monetary stability was established in the Netherlands, with the scarce supply of silver reserved for the overseas trades. [Who or what did the prohibiting?]

Correct: The Wisselbank, by prohibiting the manual exchange of foreign coins, so often debased and clipped, and by requiring that all commercial and financial transactions be effected in bills through its deposit accounts, established perfect monetary stability within the Netherlands and thus more effectively ensured that the scarce supply of silver would be reserved for the overseas trades.

[Note as well the correct use of parallel structure in this complex sentence, in the manner explained below, in no. 3.]

2. **RUN-ON SENTENCE:**

Two principal clauses that are strung together without appropriate punctuation and/or conjunctions, thus forming two (or more) sentences that run confusingly together.

Examples:

- (1) The Dutch gained commercial and financial supremacy during the later sixteenth, seventeenth, and early eighteenth centuries, however, they lost that supremacy to Great Britain during the later eighteenth and early nineteenth centuries.

Fault: confusing ‘however’ (adverb) with ‘but’ (conjunction); ‘but’ is the proper and only conjunction to be used in linking these two principal clauses, which, however, should also be separated by a semi-colon, for better clarity.

Note: ‘However’ may be used as a conjunction, but only in one restricted set of circumstances, when ‘however’ means ‘in whatever manner or way’. Thus: ‘We can go however he likes’ [in whatever manner he likes]. Normally, however, the word ‘however’ is an adverb and thus cannot and may not be used as a conjunction (i.e., meaning ‘but’).

Correct: The Dutch gained commercial and financial supremacy during the later sixteenth, seventeenth, and early eighteenth centuries; but subsequently, during the later eighteenth and early nineteenth centuries, they lost that supremacy to Great Britain.

- (2) During the fifteenth century, the Dutch gained supremacy over the Hanseatic Germans in both the herring fisheries and the Baltic trades, many of the German Hanse towns then suffered slow but irredeemable decline. [Note how these two distinctly separate sentences run on together without the proper conjunction or proper punctuation.]

Four possible correct alternative forms:

- (a) During the fifteenth century, the Dutch gained supremacy over the Hanseatic Germans in both the herring fisheries and the Baltic trades; and subsequently, many

of the German Hanse towns suffered slow but irredeemable decline.

[The two principal clauses are properly separated by the conjunction ‘and’ and also by a semi-colon.]

- (b) During the fifteenth century, the Dutch gained supremacy over the Hanseatic Germans in both the herring fisheries and the Baltic trades. Subsequently, many of the German Hanse towns suffered slow but irredeemable decline. [Two completely separate sentences.]

- © During the fifteenth century, the Dutch gained supremacy over the Hanseatic Germans in both the herring fisheries and the Baltic trades, *so that* many of the German Hanse towns subsequently suffered slow but irredeemable decline.

[Convert the second principal clause into a subordinate clause introduced by the conjunction *so that* --- i.e., with the result that...]

- (d) During the fifteenth century, the Dutch gained supremacy over the Hanseatic Germans in both the herring fisheries and the Baltic trades, *while* many of the German Hanse towns thereafter suffered slow but irredeemable decline.

[Similarly convert the second principal clause into an adverbial subordinate clause].

3. LACK OF PARALLEL STRUCTURE IN SENTENCE CONSTRUCTION:

The use of subordinate (relative) clauses and/or adverbial/adjectival phrases that are dissimilar or unequal in form, in modifying the verb in the principal clause:

Wrong: The Dutch gained supremacy in the northern herring trades, *because* they developed superior, much larger-scale, more efficient fishing boats, *because of* the fifteenth-century shift of the herring spawning grounds from Scania in the Baltic to the North Sea fishing grounds between the Netherlands and England, and *also with* the benefits derived from on-board salt-curing.

Correct: The Dutch gained supremacy in the northern herring trades, because they developed superior, much larger-scale, more efficient fishing boats; because such craft, during the much longer sea voyages, permitted and indeed necessitated on-board salt-curing, whose very rapidity greatly improved quality; and finally because, during the early fifteenth century, the spawning grounds shifted from Scania in the Baltic to the North Sea fishing grounds between the northern Netherlands and England.

Use either *because* [as a conjunction introducing a subordinate clause] or *because of* [as a preposition introducing an adverbial phrase], but not both forms together.

4. IMPROPER USE OF THE OVERWORKED CONJUNCTION ‘AS’:

Do not use ‘as’ to introduce a subordinate clause that follows the principal clause, when ‘as’

in that subordinate clause explains why: in the sense of ‘because, since, for’.

Example: I opened the front door as the salesman was insistently pressing on the buzzer.

This can be confusing: does the sentence mean that I opened the door just as and at the very moment that the salesman was pressing on the buzzer? -- the only permissible form of ‘as’ in this particular construction; or, more likely, does it mean that I opened the door *because* the salesman was so insistently pressing on the buzzer? If the latter, the sentence is both confusing and inelegant.

5. **CONFUSING PRINCIPAL AND PRINCIPLE:**

- **Principal** means the primary, chief, leading, dominant, etc.; and it is usually an adjective, as in a ‘principal clause’, ‘his principal adversary’. But it may also be a noun, as in ‘the principal of the school.’
- **Principle** is always a noun that refers to a specific concept, procedure, code, intellectual mechanism etc. that governs or directs one mode’s of conduct, or method of analysis, etc., as in ‘the principles of economics’.

6. **USING GERUNDS (VERBAL NOUNS) WITH THE POSSESSIVE CASE.**

A gerund is a verbal noun: a verb form acting as a noun, e.g., as the subject or object of the principal clause in a sentence. As such, any other noun or pronoun modifying that gerund must be in the possessive case [and not in the objective case, in the latter example]

Wrong: The Exchequer officials queried them submitting tax receipts that were so often carelessly compiled.

Correct but clumsy: The Exchequer officials queried their submitting tax receipts that were so often carelessly compiled. [What was queried was not the persons but the actual submission of the carelessly compiled tax receipts: the pronoun thus must be in the possessive case in modifying the gerund ‘submitting’.]

Better: The Exchequer officials queried the submission of the tax receipts that they had so often carelessly compiled. [Change the gerund into a regular noun.]

7. **DISTINGUISH BETWEEN ‘DUE TO’ AND ‘BECAUSE OF’: note that due is an adjective, while ‘because of’ is a preposition introducing an adverbial phrase.**

The growth in English population from the 1740s was principally due to a change in nuptiality and thus in the birth rates. [Was, from ‘to be’, is a copula verb that may be modified by an adjective]

English population grew rapidly from the 1740s, principally because of a change in nuptiality and thus in the birth rate. [‘principally due to’ would be incorrect in this construction.]

8. **AVOID CONTRACTIONS. Do not use the following:** don’t, isn’t, wasn’t, can’t, it’s, etc. Please note as well that it’s is the contraction of ‘it is’, and not the possessive case of it.

9. **‘DIFFERENT FROM’ HAS NO PERMISSIBLE ALTERNATIVES:** the ever so common

‘different than’ and less common ‘different to’ are simply *wrong and unacceptable*. Your views or actions, etc. cannot ‘differ than’ something else; they must differ *from* the others. Those who commit this dreadful solecism condemn themselves to inferior status as writers -- and worse!

10. SOME OTHER EXAMPLES OF INCORRECT USAGE:

- **None:** Please note that this pronoun must take the verb in the *singular*, because it means ‘not one’. Never say: ‘none of them are....’
- **Decimate:** Please note that this verb, with Roman-Latin origins, means to kill one out of ten; and thus do not use it to mean ‘to kill a large number....’. To state that the Black Death (a combination of bubonic and pneumonic plague) ‘decimated’ the population of mid and later 14th-century Europe is a gross understatement, because the combination of those plagues destroyed about 40 percent of the European population, by the 1370s.
- **Plausible.** Despite the very common and generally accepted usage, ‘plausible’ does not really mean credible or believable, since it conveys an underlying tone of deceit.

Thus *The Concise Oxford Dictionary of Current English* (ed. H.W. and F.G Fowler, 3rd edn. 1934, with many reprints) defines **plausible**: ‘Of arguments, statements, etc.: specious, seeming reasonable or probable; of persons: fair spoken (usually implying deceit). [From L *plausibilis*].’

The *Webster’s New Collegiate Dictionary* (1975 edn.) similarly states, for **plausible**: ‘adj (L *plausibilis*: worthy of applause) 1: superficially fair, reasonable, or valuable, but often specious; 2: superficially or pleasing or persuasive; 3: appearing worthy of belief.’

More nuanced, perhaps in accordance with the current temper of the times, is *The Canadian Oxford Dictionary* (1998 edn.), which more curtly states, for **plausible**: ‘of an argument, statement, etc., seeming reasonable, believable, or probable.’ [But note the use of the word *seeming*.]

11. THE USE OF WHICH AND THAT, WITH APPROPRIATE PUNCTUATION, IN RELATIVE/SUBORDINATE CLAUSES: defining (restrictive) and non-defining (non-restrictive).

Since the vast majority of writers, including the vast majority of good writers, neglect to observe the following rule about ‘defining’ and ‘non-defining’ relative clauses, the failure to do so can hardly be considered a major sin, or indeed even an error. Since, however, at least two editors have rapped me on the knuckles for failing to observe this rule in the past, I have been forced to examine this rule more closely, and have thereby concluded that observing it does indeed add to clarity. Please do consider the following carefully, before condemning this advice as mere pedantry.

A defining relative (subordinate) clause is one that specifies that the noun so modified is unique (i.e., the only possible one); such a relative clause should be introduced by the conjunction ‘that’ (rather than ‘which’), and it *must* not be separated by commas from the principal clause.

Example: The river that flows through London [England] is murky and turbid.

[The relative clause tells us specifically what river is meant, and indeed the only river meant in this context. Removal of the relative clause would make the sentence meaningless: The river is murky and turbid. We want to know specifically what river is meant by this criticism.]

A non-defining relative clause is one that merely adds additional but non-crucial information; it should commence with the conjunction ‘which’ (and not ‘that’) and it must be separated from the principal clause by the two commas.

Example 1: The English river Thames, which flows through London, is murky and turbid.

[By specifically naming this river, the author merely supplies additional but non-crucial or ‘non-defining’ information about the river; and removal of this relative clause in no way impairs the meaning of the sentence: The English river Thames is murky and turbid.]

Example 2: The Humber River that flows through metropolitan Toronto is quite polluted.

Explanation: This defining relative clause ensures that the European reader does not confuse this particular and little-known Humber River, in Canada, with the much better known Humber River in England.

Or: The Humber River, i.e., the one that flows through metropolitan Toronto, is quite polluted.

[Here the defining relative clause modifies the noun ‘one’.]

Example 3: **The same rules apply to the use of the relative conjunction ‘who’ and ‘whose’ in defining and non-defining relative clauses, viz:**

The British military officer who defeated Napoleon became a duke: the famed ‘Iron Duke’ of Wellington.

Arthur Wellesley (1769-1852), who received a peerage as the Duke of Wellington, for his victories over Napoleon, was Great Britain’s greatest national hero in the nineteenth century.

The Duke of Wellington, whose peerage was the reward for his victories over Napoleon, was Great Britain’s greatest national hero in the nineteenth century.

The British general whose peerage was earned in the Napoleonic Wars was Arthur Wellesley, the Duke of Wellington, who is perhaps better known as the Iron Duke.

APPENDIX C:

Refer to the web-document on ‘Common Faults in English Grammar and Syntax’, for a further explanation of these terms: <http://www.economics.utoronto.ca/munro5/syntax.pdf>

AS	Improper use of the conjunction ‘as’ , which should not follow the main verb. when it concerns causation: meaning ‘since’, ‘because’, or ‘for’..
AT	Abrupt transitions: abrupt change in topics and/or ideas between paragraphs, without proper connectives and in particular without a proper topic sentence to link them.
DM	Dangling modifier: a participial phrase in which the participle (a verbal form with adjectival properties) does not properly modify or relate to the subject of the sentence. For example: ‘looking at his watch, the thought occurred to him that he was running late’. Did the ‘thought’ look at his watch?
DUE	Improper use of the word ‘due’, which is an adjective (indicating causation) that follows a copula verb (to be). The proper word to use here is either ‘because’, a conjunction introducing a subordinate clause, which provides an explanation of causation, or ‘because of’, a preposition introducing an adverbial phrase similarly explaining causation.
FS	Faulty syntax: other errors, as explained in the web-document.
GE	Grammatical errors: e.g., subject (noun) and verb not in agreement; improper use of personal or relative pronouns; incorrect use of the possessive (its and not it’s).
GER	Faulty use of the gerund: a gerund is a verbal noun and it must, therefore, be governed by another noun or pronoun in the <i>possessive</i> case. See the web document on Grammar and Syntax. For example: ‘Increased productivity led to their achieving rising real incomes’; and not ‘to <i>them</i> achieving rising real incomes’. It would be better to restructure the sentence: ‘Increased productivity resulted in rising real incomes for most of the peasantry’.
LPS	Lack of parallel structure: see the aforementioned web-document on English grammar. The most common example of this fault is to provide an explanation with a sequence of causes, using both ‘because of’ (adverbial phrase) and ‘because’ (conjunction introducing a subordinate clause).
NAS	Not a sentence. A statement that lacks a subject (noun) and/or a proper verb; and is therefore just a phrase or a subordinate clause standing by itself.
NS	Non sequiturs: what you state as a conclusion in this sentence does not logically follow from the arguments and/or evidence that you have previously set forth. The fault may lie in the way in which you have organized the paragraph.
PE	Punctuation errors: especially those involving commas and semi-colons.

- PEWT** **Punctuation errors involving the use of relative conjunctions: ‘which’ and ‘that’.**
- RO** **Run-on sentence:** a sentence containing two or more principal clauses (two sentences), without proper conjunctions (e.g., but) and punctuation (semi-colon or period). The most common version of this irritating fault is the improper use of ‘however’ as a conjunction, instead of the proper one, ‘but’; and to do so with a comma, rather than with the required semi-colon or period.
- SI** **Split infinitives:** justifiable instances for splitting an infinitive, by inserting an adverb, are few and far between, and are virtually never found in student essays. To do so is usually inelegant or ugly.
- SP** **Spelling errors** (e.g.: lead instead of led, for the past tense of the verb to lead.)
- WT** **The wrong tense:** i.e., using the present instead of the past tense; and the past tense instead of the pluperfect – or the reverse of these faults.
- WU** **Improper use of words:** you have used the wrong words or given incorrect meanings.

PROF. JOHN MUNRO

ECONOMICS 303Y:

The Economic History of Modern Europe, to 1914:

SURNAME (CAPITALS)	FIRST NAME	INITIALS
First Term: <input type="checkbox"/>	Second Term: <input type="checkbox"/>	Third Essay: <input type="checkbox"/>
Original: <input type="checkbox"/>	Copy: <input type="checkbox"/>	Word Count:
date of submission:	bonus or late penalty (if any):	Extension granted:
Title of the Essay:		
From Essay List A: No. and title:	From Essay List B: No. and title:	From Essay List C: No. and title:
e-mail address:	phone number(s):	postal address (optional):
U of T student number:	Faculty and Academic Programme:	Year in the programme:
The following is to be filled in only by the instructor or TA:		
Research: out of 30	Analysis: out of 45	Exposition: out of 25
Grade:	numeric:	letter:

A model for taking notes in economic history

Always specify the following:

- (1) The date or period of the event or sub-topic
- (2) a short explanatory title of the note for this particular sub-topic: one note only per page
- (3) The source from which you took the note

Date (or century/period)	Sub-topic: short explanatory title
<p>Put only one single note, on a single sub topic, on this page: never put several topics on one page</p>	
<p>Source: author (editor), short title, (year), page number or: some indication of a published collection of documents: with doc no. and page number</p>	

Use one of the following:

- (1) note pads, measuring 5 inches by 7.5 inches (standard sized pads – but choose your own size)
- (2) index cards of about the same size
- (3) your computer (e.g., MS Word, or Word Perfect): specify the page size, accordingly

Recommended procedure:

- (a) sort your notes or cards first by date (or time), in order to see the sequence of events (causation)
- (b) then re-organize your notes by the topics set forth on the outline for your essay.