

ECON 4514-001: Economic History of Europe

Dr. Nicole V. Jobin

University of Colorado: Humanities 1B90

Fall 2016 MWF 10:00-10:50

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Course Website: <https://learn.colorado.edu>

Office: Sewall Hall 267 (303-492-3555)

Office Hours: M W F 11:00-12:30, and by appointment (especially Wednesday 3:00-4:00)

FYI: Sewall is a residence hall with offices for those of us who teach for the academic program there. Entry to any area but the main lobby is by key card only. Therefore, you will need to come to the west side by the parking circle and up the stairs in the courtyard to the main lobby. From there you can call me on your cell phone to have me let you into the key-card protected area where my office is or you can ask our Administrative Assistant, Martha Shernick in office #292, to let you in. Sewall has no elevator, so let me know if stairs are a problem and we can meet elsewhere if necessary.

Course Description

This course draws on economic reasoning to examine the transformation of European economies from a circumstance in which Malthusian population pressure on resources was the dominant historical force to one in which growth of income per-capita has become the norm. This transformation, covering the period from roughly 1200-1900, marks one of history's great changes. This course aims to provide both historical perspective and experience in the application of economic analysis to major issues. The topics of the course divide into three chronological and topical sections. The first examines the preconditions of European economic development, paying particular attention to the demographic, technological, and institutional changes that supported growth through the centuries before industrialization. The second section focuses on the period of the Industrial Revolution in England and Europe and pays particular attention to answering the questions of why this revolution occurred in Britain and not elsewhere. The third section examines the establishment, or not, of modern economic growth in other European economies following the British Industrial Revolution and explores growth and development as it continued in Europe during the 19th and 20th centuries. It brings us back to the central question we started the course with, "Why are some countries so rich, while others remain poor?"

Texts – CU Bookstore, Amazon, Chegg, CourseSmart, etc.

- Rondo Cameron and Larry Neal, *A Concise Economic History of the World*, 4th ed. (Oxford, 2003). [Referred to below as Cameron and Neal – page numbers are for the 5th edition with 4th edition page numbers in parentheses]
- Robert C. Allen, *The British Industrial Revolution in Global Perspective*. (Cambridge University Press, 2009). [Referred to below as Allen – do not confuse with articles by Allen which will be followed by a title rather than a chapter number]
- Several articles and chapters located on D2L or through Norlin Library

Accessing Course Web Site and Electronic Copies of Readings

This syllabus and any announcements or updates to the course may all be found on the course web site. Go to <https://learn.colorado.edu>. At this page you will need to enter your CU IdentiKey and password to access D2L course web site information. All of the reading material not found in your main textbooks can be accessed through this site. You may also look for articles using the library's journal finder, <http://ucblibraries.colorado.edu/research/ejournalfinder.htm>. Type in the name of the journal you are seeking, then select volume number etc. You do not have to pay to see the article if you are viewing from on-campus, though you will have to pay in the labs to print. Alternatively – save it to a jump drive. If you connect from off-campus, you will need a VPN connection (<http://oit.colorado.edu/vpn>).

Requirements and Evaluation

This course will be a combination of lecture material and in-class discussion. Students are expected to have done the specified readings before class and will be called upon to answer questions or to discuss points raised during the class. You are responsible for all the material on the reading list. Your grade will have the following components:

- Four single essay take-home Exams during the semester and a final exam of two take-home essays (10% each essay – 60% of total grade)
- Random attendance and general discussion participation (5%)
- Group presentation and write up (10%)
- Jigsaw assignments (in class and on-line) (10%)
- Special Collections paper (15%)

Final Grades issued as follows based on the weights above: 93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, etc. Final grades do not include the A+ designation, as it is not recognized by the University. As each assignment is graded, your grades will be posted to D2L. Please check your grades on D2L as the term progresses to keep a current idea of where your grade stands in the class.

Examinations: There will be five take-home essay exams. Please see due dates in the Readings and Assignments schedule attached to this syllabus. Further instructions will be given when exam questions are posted seven days before each exam is due. Grading rubrics for the essay exams will be posted on D2L.

In-Class Activities and Attendance: I will take attendance on a fairly random basis, though this is especially likely when students are giving group presentations or doing the “Jigsaw Assignments” mentioned below. (Please see *Attendance and Policy on Late Assignments* above.)

Group Presentation: You will each be assigned to a group of three or four students that will be responsible for a 20-minute presentation of a journal article from the reading list. This presentation will be followed by questions on your article from the class and from Professor Jobin. Complete instructions and a grading rubric for the presentations are posted on D2L. Sign up for groups occurs during the first two weeks of class and you will be given some choice over

which group presentation you sign up for. Look for days marked “Group Presentation” in the schedule of Readings and Assignments below. You will also need to turn in a short write-up of who contributed what to your presentation and include a bibliography of sources consulted which should go beyond the article being presented.

Jigsaw Assignments: Over the term there will be several “Jigsaw” assignments (see Readings and Assignments schedule attached below). On these days, students will be divided into sections, each reading something different for homework before the class meets. The written portion of the Jigsaw will either entail answering a question or two on D2L or completing a question with a group in class concerning the reading. In class you will need to be prepared to describe the article you read to those who did not read it, and to analyze the most important issues in the article. By the end of class, through discussion with your fellow students, you should have all the pieces of information necessary to answer a question about the larger issue all articles address – thus the name “Jigsaw.” Instructions for these assignments are posted on D2L as they appear during the semester.

Norlin Special Collections Assignment: On Monday September 12th and Wednesday September 14th we will meet in Norlin Library. The class will divide in half with each half going to either Special Collections (Room N345) or Gov. Info. (E3303). We will see items held in special collections and Gov. Info. that pertain to the subject of our course and you will choose a particular item once the overview presentation is complete to act as the focus for the special collections paper that will be due November 4th. Instructions for the Paper will be posted on D2L.

Schedule of Readings and Assignments

Anything not from your textbooks should have a link on the D2L course site under “Readings” including the articles for group presentations in PDF format. Please check back with D2L often as I will note any changes to the syllabus schedule in the announcements section of the course home page on D2L. Page numbers for Cameron and Neal are for 5th edition (4th edition pages in parentheses following).

Economic History: Growth and Development	
We start the course with the basic issue of defining important turning points in the pre-industrial economy. How does a modern economy differ from traditional agrarian economies or early imperial economies? How do we distinguish “traditional” from “modern”?	
8/22	Introduction – Modern VS Historical Economic Development Indicators
	Cameron and Neal Ch. 1 Syllabus
8/24	Economic History and Economic Development
	Allen Ch. 1
8/26	Economic Development in Ancient Times – Agricultural Revolution
	Jigsaw #1: Read Diamond, Ch. 8, 9, or 10 from <i>Guns, Germs, and Steel</i> All read Cameron and Neal Ch. 2 pp. 19-27 & 45-48 (20-29)
8/29	Economic Development in Ancient Times – State and Empire
	Jigsaw #2: Temin – <i>The Economy of the Early Roman Empire</i> (Journal of Economic Perspectives 2006) or Geraghty – <i>The Impact of Globalization in the Roman Empire</i> ,

	<p>200 BC – AD 100 (Journal of Economic History, Dec. 2007, v. 67) All skim Cameron and Neal Ch. 2 pp. 27-45 (29-43)</p>
8/31	<p>Economic Development in Medieval Europe I – Agriculture</p>
	<p>Read Cosgel – <i>Risk Sharing in Medieval Agriculture</i> (Journal of European Economic History, Spring 1992, v. 21 no 1) and Cameron and Neal Ch. 3 pp. 49-62 (44-50) All skim Gary Richardson – <i>The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture</i> (Journal of Economic History, June 2005, v. 65, No. 2)</p>
9/2	<p>Economic Development in Medieval Europe II – Trade and Technology</p>
	<p>Read Epstein – <i>Craft Guilds, Apprenticeships, and Technical Change in Pre-industrial Europe</i> (Journal of Economic History 1998, v. 58), Cameron and Neal Ch. 3 pp. 62-77 (50-72) Film Clip from <i>Connections</i> on D2L</p>
9/5	<p>Labor Day Holiday</p>
	<p>No Class</p>
9/7	<p>The Transition from Medieval to Early Modern</p>
	<p>Group #1: Karackacili – <i>English Agrarian Labor Productivity Rates Before the Black Death</i> (Journal of Economic History, March 2004, v. 64) All Read Cameron and Neal Ch. 4 78-86 (Ch. 3&4 72-82) & Ch. 5. 100-104 (94-98) Landon and Masschaele <i>Commercial Activity and Population Growth in Medieval England</i> (Past and Present, February 2006, No. 190)</p>
<p>Institutions, Exploration and Trade, Technology, and Culture In this section of the course our focus shifts to discovering the necessary pre-cursors to industrialization. Economic historians still dispute about the weight of importance that should be given to each of these transitions. Looking at their arguments will also help illuminate the important question of when European growth diverged from the rest of the world and why?</p>	
9/9	<p>Enlightenment and Industry</p>
	<p>Jigsaw #3: Read either Mokyr – <i>The Intellectual Origins of Modern Economic Growth</i> (Journal of Economic History 2005, v. 65) or de Vries – <i>The Industrial Revolution and the Industrious Revolution</i> (Journal of Economic History, 1994. V. 54, no. 2)</p>
9/12 & 9/14	<p>Visit to Norlin Library – ½ class each in Special Collections and Government Info</p>
	<p>These two class periods we will meet in Norlin Library to see some of the sources for how Economic Historians put together a picture of the past. Please be on time and bring a pencil (no pen) and paper for taking notes. Special Collections is located on the third floor of Norlin Library, room N345. Please no drinks, pens, or gum. Lockers are available for storing valuables outside the special collections room. Government Info has reserved room E3030 on the third floor of Norlin Library located on the south side of the floor. Backpacks and other materials may be left at one side of the room. First Exam Essay Due 9/14 Turn in your exam essays by 11:59 pm on D2L.</p>
9/16	<p>The Age of Discovery</p>
	<p>Drelichman – <i>The Curse of Montezuma: American Silver and the Dutch Disease</i> (Explorations in Economic History, 2005, v. 42) and Cameron and Neal Ch. 5 pp. 104-119 (98-113)</p>
9/19	<p>Overseas Trade</p>
	<p>Jigsaw #4: Read either Van Zanden and Tielhof – <i>Roots of Growth and Productivity Change in Dutch Shipping Industry 1500-1800</i> (Explorations in Economic History, 2009, vol. 46) or O'Rourke and Williamson – <i>After Columbus: Explaining Europe's</i></p>

	<i>Overseas Trade Boom 1500-1800</i> (Journal of Economic History, 2002, Vol. 62 No. 2) All Skim Cameron and Neal Ch. 5 pp. 119-134 (113-127)
9/21	States, Predictability, and Property Rights
	Group #2: Pincus and Robinson – “What Really Happened During the Glorious Revolution?” in <i>Institutions, Property Rights, and Economic Growth: The Legacy of Douglass North</i> . New York: Cambridge University Press, 2014. All Read North and Weingast – <i>Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England</i> (Journal of Economic History, December 1989)
9/23	States and Infrastructure
	Group #3: Bogart – <i>Did the Glorious Revolution Contribute to a Transport Revolution?</i> (Economic History Review, v. 64. No. 4, 2011) All Read Cameron and Neal Ch. 6 pp. 135-165 (128-159) & Ch. 9 pp. 222-233 & 243-248 (206-218)
9/26	Joint Stocks
	Jigsaw #5: Read Carlos, Key, and Dupree – <i>Learning and the Creation of Stock Market Institutions</i> (Journal of Economic History, 1998, v. 58) or Carlos and Nicholas – <i>Early Chartered Companies: Analogues of the Modern Multinationals</i> (Business History Review, Autumn 1988, v. 62) All read Carlos – <i>Joint Stock Trading Companies</i>
9/28	Development of Banking and Credit - Part I
	Group #4: Carlos and Neil – <i>The Micro-Foundations of the Early London Capital Market</i> (Economic History Review, 2006 Vol. 59, No. 3) All Read Neal – <i>The Finance of Business During the Industrial Revolution</i> (Ch. 7) Cameron and Neal Ch. 9 pp. 233-243
9/30	Development of Banking and Credit - Part II
	Group #5: Temin and Voth – <i>Private Borrowing and the Financial Revolution: Hoare’s Bank and its customers 1702-1724</i> , (Economic History Review, 2008, Vol. 61, No. 3) All Read Brunt - <i>Rediscovering Risk: Country Banks as Venture Capital Firms in the First Industrial Revolution</i> (Journal of Economic History, 2006 Vol. 66)
Demography and Agriculture The study of demography captures another important slice of economic history: the relationship between man and the environment and the role of agricultural productivity in the standard of living. For many pre-industrial societies per-capita income and population were inversely related. Why, how and when did this pattern begin to change?	
10/3	Demography
	Group #6: De Moor and Van Zanden – <i>Girl Power: The European Marriage Pattern and Labor Markets in the North Sea Region in the Late Medieval and Early Modern Period</i> (Economic History Review, 2010, v. 63) All Read Wrigley <i>Population Growth: England 1680-1820</i> and Allen Ch. 2 Second Exam Essay Due Turn in your exam essays by 11:59 pm this evening on D2L.
10/5	More on Demography – Irish Potato Famine
	Group #7: O’Rourke – <i>Did The Great Irish Famine Matter?</i> (Journal of Economic History, March 1991) All Read: Mokyr and O’Grada – <i>Emigration and Poverty in Pre-famine Ireland</i> (Explorations in Economic History, 1982, Vol. 19)

10/7	Agricultural Revolution - Introduction
	Allen Ch. 3
10/10	Agricultural Revolution – Enclosures
	Humphries – <i>Enclosures, Common Rights, and Women: The Proletarianization of Families in the late Eighteenth and Early Nineteenth Centuries</i> (Journal of Economic History, March 1990) Cameron and Neal Ch. 7 pp. 166- 176 (160-172) & Ch. 8 pp. 200-207 (no equivalent in 4 th edition)
10/12	Agricultural Revolution - Technology
	Jigsaw #6: Liam Brunt – <i>Nature or Nurture: Explaining English Wheat Yields in the Industrial Revolution c. 1770</i> (Journal of Economic History, 2004. Vol. 64 No. 1) or Liam Brunt – <i>Mechanical Innovation in the Industrial Revolution: The Case of Plough Design</i> (Economic History Review, August 2003)
Technological Change and the Industrial Revolution	
Technology was once considered the main driving factor behind the Industrial Revolution. What was the impact and importance of technology, and is there evidence of the growth it caused? Why was Britain at the forefront of inventing and adopting new technology that spurred industrial growth?	
10/14	Defining the Industrial Revolution
	Cameron and Neal Ch. 7 pp. 176-193 (172-186), Ch. 9 pp. 194-200 (no equivalent in 4 th edition) and Allen Ch. 2
10/17	British Economic Growth – The Rate and Nature of Change
	Jigsaw # 7: Harley – <i>British Industrialization Before 1841: Evidence of Slower Growth During the Industrial Revolution</i> (Journal of Economic History, June 1982), Crafts – <i>British Economic Growth 1700-1831: A Review of the Evidence</i> (Economic History Review, May 1983), or Crafts - <i>Productivity Growth in the Industrial Revolution: A New Growth Accounting Perspective</i> (Journal of Economic History, June 2004)
10/19	Energy, Resources, and Early Transportation Advantages
	Group #8: Turnbull – <i>Canals, Coal, and Regional Growth During the Industrial Revolution</i> (Economic History Review, 1987. V. 40, No. 4) All Read Allen Ch. 4 Cameron and Neal Ch. 8 pp. 207-211 (192-197)
10/21	Why Britain? Allen’s Argument on British Success
	Allen Ch. 5 & 6
10/24	Measuring Technological Change
	Jigsaw #8: Allen Ch. 7, Ch. 8 or Ch. 9 All Skim intro and conclusion: Crafts – <i>Steam as a General Purpose Technology: A Growth Accounting Perspective</i> (Economic Journal, 2004 Vol. 495) Optional Cameron and Neal Ch. 8 pp. 211-221 (197-206) Third Exam Essay Due Turn in your exam essays by 11:59 pm this evening on D2L.
Standard of Living Debate – Impact of the Industrial Revolution	
No discussion of industrialization would be complete without a discussion of its impact on the standard of living. The Dickensian view that the Industrial Revolution brought nothing but misery to workers living in poverty in English slums long held sway over historians, and even today retains its champions. What exactly were the effects of factory work and the urban migration it caused? Were people better off as a result, and if so, exactly when did the benefits start to be felt?	

10/26	Wages - Standard of Living Debate Part I
	Jigsaw #9: Clark – <i>Farm Wages and Living Standards in the Industrial Revolution: England 1670-1869</i> (Economic History Review, August 2003) or Lindert and Williamson – <i>English Worker’s Living Standards During the Industrial Revolution: A New Look</i> (Economic History Review, February 1983) All Skim: Angeles – <i>GDP per capita or Real Wages? Making Sense of Conflicting Views on Pre-Industrial Europe</i> (Explorations in Economic History, v. 45, 2008)
10/28	Women - Standard of Living Debate Part II
	Group #9: Horrell and Humphries – <i>Women’s Labor Force Participation and the Transition to the Male Breadwinner Family, 1760-1865</i> (Economic History Review, 1995) Engels – <i>Conditions of the Working Class</i> excerpt
10/31	Children – Standard of Living Debate Part III
	Group #10: Humphries – <i>Childhood and Child Labour in the British Industrial Revolution</i> (Economic History Review, v. 66, no. 2, 2013) All Read Galbi – <i>Child Labor and the Division of Labor in Early English Cotton Mills</i> (Journal of Population Economics, v. 10 no. 4, 1997)
11/2	Urbanization – Standard of Living Debate Part IV
	Group #11: Kesztenbaum and Rosenthal – <i>The Health Cost of Living in a City: The Case of France at the end of the 19th c.</i> (Explorations in Economic History, v. 48, 2011) All Read Clark – <i>Shelter from the Storm: Housing and the Industrial Revolution, 1550-1909</i> (Journal of Economic History, v. 62, no. 2, 2002)
11/4	Disease and Height – Standard of Living Debate Part V
	Jigsaw #10: Nicholas and Steckel – <i>Heights and Living Standards of English Workers During the Early Years of Industrialization, 1770-1815</i> (Journal of Economic History, December 1991) or Oxley – <i>The Seat of Death and Terror: Urbanization, Stunting, and Smallpox</i> (Economic History Review, November 2003) Library Paper Due – please turn in to the dropbox on D2L by 11:59 pm.
11/7	How does Allen fit into the Standard of Living Debate?
	Humphries – <i>The Lure of Aggregates and the Pitfalls of the Patriarchal Perspective: A Critique of the High Wage Economy Interpretation of the British Industrial Revolution</i> (Economic History Review v. 66 no3, 2013) [Optional – Allen – <i>The High Wage Economy and the Industrial Revolution: A Restatement</i> (Economic History Review, Vol 86, no 1, 2015)]
Industrialization in Europe and the creation of a Global Economy	
In this course we don’t have time for an extensive journey into the world beyond British Industrialization, but this section is dedicated to a quick look at what happened once other European countries started to adopt industrialization. Who adopted when, why, and how can we tell? How was their development path different from that of Britain? And what happened to European Economies as we moved into the 20 th century?	
11/9	The Role of Empire and Consumption
	Jigsaw #11: Ward – <i>The Industrial Revolution and British Imperialism 1750-1850</i> (Economic History Review, v. 47 n. 1, 1994), McCants – <i>Poor Consumers as Global Consumers</i> (Economic History Review, v. 61 no. 1, 2008), or Hoffman – <i>Why Was it Europeans Who Conquered the World?</i> (Journal of Economic History, September 2012)

11/11	Continental Industrialization I
	Crouzet – <i>The Historiography of French Economic Growth in the Nineteenth Century</i> (Economic History Review, May 2003) Cameron and Neal Ch. 10 pp. 249-270 (219-243)
11/14	Continental Industrialization II
	Mokyr – <i>The Industrial Revolution and the Netherlands: Why it Didn't Happen</i> (Conference address 1999) Cameron and Neal Ch. 12 pp. 292-311 (244-269) Fourth Exam Essay Due Turn in your exam essays by 11:59 pm this evening on D2L.
11/16	Growth of the World Economy in the 19th c.
	Group #12: O'Rourke – <i>European Grain Invasion 1870-1913</i> (Journal of Economic History, v.57 no. 4, 1997). All Read Cameron and Neal Ch. 11 pp. 271-291 (290-307)
11/18	Industrialization – Paths not Taken
	Mokyr - <i>Industrialization and Poverty in Ireland and the Netherlands</i> (Journal of Interdisciplinary History, 1980) Rosés – <i>Why isn't the Whole of Spain Industrialized?</i> (Journal of Economic History, December 2003)
11/21-11/25	No classes – Fall/Thanksgiving Break
11/28	First wave of Globalization
	Jigsaw #12: Betran and Pons – <i>Labour Market Response to Globalization: Spain 1880-1913</i> (Explorations in Economic History, v.48, 2011), Williamson – <i>Land, Labor, and Globalization in the Third World, 1870-1940</i> (Journal of Economic History, V. 62 n. 1, 2002) or Jacks – <i>Trade Costs in the First Wave of Globalization</i> (Explorations in Economic History, v. 47, 2010) All Skim Cameron and Neal Ch. 13 pp. 312-330 (307-316)
11/30	World War I and the Great Depression
	Cameron and Neal Ch. 14 pp. 331-357 (339-359)
12/2	The Great Depression – Global Collapse
	Group #13: Bernanke - <i>The Macroeconomics of the Great Depression: A Comparative Approach</i> (Journal of Money, Credit and Banking, 1995) All Read: Cameron and Neal & 14 pp. 348-359 and Eichengreen and Irwin – <i>The Slide to Protectionism in the Great Depression: Who Succumbed and Why?</i> (Journal of Economic History, vol. 70, no. 4, 2010)
12/5	World War II & Reconstruction
	Cameron and Neal Ch. 14 pp. 357-359 & Ch. 15 pp. 360-376 (359-377) Felice and Carreras – <i>When Did Modernization Begin? Italy's Industrial Growth Reconsidered in Light of New Value-Added Series, 1911-1951</i> (Explorations in Economic History, 2012)
12/7	Decolonization and the “Third World”
	O'Rourke – <i>Globalization and Inequality: Historical Trends</i> (Annual World Bank Conference on Development Economics, 2001/2), skim Cameron and Neal Ch. 15 pp. 376-382 (377-382)
12/9	Origins of the EU and other concluding issues
	Cameron and Neal Ch. 15 pp. 382-389 & Ch. 16 pp. 390-422 (382-402)

12/11

Final Exam Essays Due Sunday December 11th Turn in your exam essays by 10:00 pm on D2L.

The essay exams are take-home format. In each case, the drop box for the essays will be open on D2L until they are due. Please make sure your documents are uploaded in PDF or Microsoft Word format only. **If you use Pages for Mac or iPad please save your document as a PDF before uploading as D2L does not handle Pages format well.** Early submissions are always accepted.

University and Class Policies

Classroom Courtesy: Students and faculty each have responsibility for maintaining an appropriate learning environment. Come to class on time with readings prepared. Turn off cell phones and disconnect from Facebook, Snapchat, and other social media. This class requires a collaborative in-class effort on behalf of all of the students and we ask that you give your attention to whoever is speaking and to whatever task in which we are engaged. Disruptive or disrespectful behavior may be grounds for loss of credit or academic sanctions. I reserve the right to ask you to turn off your laptop, tablet, or smartphone if it appears to be a distraction. Those who fail to adhere to such behavioral standards may be subject to discipline.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

Attendance and Policy on Late Assignments: You are responsible for all material presented in class including announcements about readings, discussion, and assignments. Attendance will be taken randomly as well as during group activities such as the presentations or the "Jigsaw" assignment days (see more below). There are no make up points for these in class activities – if you miss class, you miss the points. For the midterms, presentations and written assignments to receive full credit, they must be turned in on time unless you provide documentation of severe illness or other certifiable emergencies.

E-mail: All e-mail communication for the class is sent through the CU e-mail system. If you want to receive e-mail through Yahoo, G-mail, Comcast, etc., you are responsible for setting up your CU account to forward e-mail to your non-university account. (Please see the University Policy on e-mail: <http://www.colorado.edu/policies/email.html>)

Participation: Read assignments before attending class. Come prepared for lecture and discussion. Be an active listener and ask questions if you want more information or need clarification. If you do not help your group when doing group presentation or the Jigsaw assignments, you will not receive credit.

Disability Services: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Absences due to Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me as soon as possible of any conflicts between class attendance, exams, etc. and your religious observances and we will seek to find an appropriate accommodation. See [campus policy regarding religious observances](#) for full details.

Discrimination and Sexual Harassment Policies: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

Academic Integrity: All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).

Students should note that their work may, at the discretion of the instructor, be evaluated through TurnItIn.com, a plagiarism service provided to all faculty at CU-Boulder; and that this service retains a copy of the submitted work for future comparisons.