

ECO321H1F section L0101
Canadian Economic History before 1850
University of Toronto
2015

Course Syllabus

Instructor	Professor Gillian Hamilton Office: Max Gluskin House, 150 St. George St., room 138 Email: gillian.hamilton@utoronto.ca Phone: 416-978-3070
Time and location	R10-12 • MP137 F 10-11• MP137 Office hours: R 9-10 or by appointment. Lectures are two hours per week. The third hour (Friday) will be used for presentations and tests.
Teaching assistant	Arasi V.
Course content	The objective of this course is to gain a better understanding of why the country grew and developed the way it did from the beginning of European contact until roughly 1850. We will focus on interesting topics in early Canadian history as opposed to a strictly chronological approach. While most of our perspective will be Canadian, we will at times broaden our viewpoint in order to gain an understanding of Canada's relative experience.
Learning objectives	<ol style="list-style-type: none">1) Gain a better understanding of Canada's early economic development2) Learn to apply economic theory to understand outcomes3) Learn how to evaluate empirical evidence4) Communicate effectively – both in written work and orally.5) Gain competence in working with data & graphing in excel6) Gain competence in reading and summarizing academic papers succinctly
Prerequisites Exclusions	ECO200Y1/ECO204Y1/ECO206Y1 ECO221Y1, ECO307H1, ECO323Y5 Note that some knowledge of statistics is beneficial.

Prerequisites are strictly checked and enforced and must be completed before taking a course. By taking this course you acknowledge that you will be removed from the course at any time

if you do not meet all requirements set by the Department of Economics. For further information you can consult the Academic Course Calendar.

Academic misconduct

Academic integrity is essential to the pursuit of learning and scholarship in a university. It ensures that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- 1 Using someone else's ideas or words without appropriate acknowledgement.
- 2 Submitting your own work in more than one course without the permission of the instructor.
- 3 Making up sources or facts.
- 4 Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- 1 Using or possessing unauthorized aids.
- 2 Looking at someone else's answers during an exam or test.
- 3 Misrepresenting your identity.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources

From the OSAI website: "As a student, you alone are responsible for ensuring the integrity of your work and for understanding what constitutes an academic offence. Not knowing the University's expectations is not an excuse. Educate yourself!"

See <http://www.artsci.utoronto.ca/osai/The-rules>

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. If you require accommodation, get in touch with Accessibility Services as soon as possible:
<http://www.accessibility.utoronto.ca/>.

Communication

Blackboard: Lecture handouts, links to readings, announcements and marks will be available on blackboard. You are expected to consult it regularly.

Email: I will try to respond to email within 24 hours on weekdays. Please consult the course outline & course webpage before submitting your email inquiry. Include the course code in the subject of your message (ECO321) and use your utoronto email address. These practices will help ensure that your message does not get stuck in my spam filter and subsequently deleted. If I do not respond within 48 hours please re-send the message or contact me in class or office hours.

Readings

There is no required textbook. Articles will be assigned; links to the articles will be available on blackboard.

If you wish to consult a text, you may find the following useful: Norrie, K., D. Owrarn, and H. Emery. A History of the Canadian Economy. 4th edition. Toronto: Nelson -Thomson Canada, 2008.

Evaluation

1. Two tests	2 x 20% = 40 %
2. Three short essays	3 x 15% = 45 %
3. One presentation	10 %
4. <u>Participation</u>	5 %
Total	100 %

Important dates

Week	Lecture Date	Tutorial Date	Due dates
1	SEP 17	SEP 18	
2	SEP 24	SEP 25	
3	OCT 1	OCT 2	Assignment 1 (Oct 1) Presentations 1 (Oct 2)
4	OCT 8	OCT 9	Presentations 1 (Oct 9)
5	OCT 15	OCT 16	Assignment 2 (Oct 15) Presentations 2 (Oct 16)
6	OCT 22	OCT 23	Test 1 (Oct 23) Presentations 2 (Oc 23)
7	OCT 29	OCT 30	
8	NOV 5	NOV 6	Assignment 3 (Nov 5) Presentations 3 (Nov 6)

9	NOV 12	NOV 12	Presentations 3 (Nov 7)
10	NOV 19	NOV 20	Assignment 4 (Nov 19) Presentations 4 (Nov 20)
11	NOV 26	NOV 27	Presentations 4 (Nov 27)
12	DEC 3	DEC 4	Test 2 (Dec 4)

* students are required to complete 3 of the 4 assignments.

Elements of Evaluation: descriptions and rules

1. Tests

The tests will be held during the Friday tutorial time. They will be one hour in duration. They will consist of (mostly) short answer questions drawn from the lectures and readings. Particular emphasis will be given to the topic handouts.

Previous test questions will be circulated prior to the tests.

Tests will be accepted for re-reading for only one week after it is returned. A student must submit their specific concerns in writing. The TA may re-grade the entire test.

If you miss a test, you will receive a grade of zero for that midterm. If you missed the test for a legitimate reason (illness or other unavoidable calamity), you may qualify for the make up test (described below). To be considered for the make-up, you must document that you were unable to attend class on the relevant date as a result of your calamity. If you were ill, have your medical doctor complete a University of Toronto Verification of Student Illness or Injury form, which can be found here:

<http://www.illnessverification.utoronto.ca/>

Hand the medical note to me or to the department administrative assistant within one week of the test. I would also appreciate it if you would email me on the day of the test and explain your absence.

If you provide the appropriate documentation (as above), and I accept it, you will be invited to write a single make-up midterm that will cover the entire term. It will take place after the last class, but prior to the winter holiday break (date/time TBD). The weight of the test will be transferred to the make-up test. Note that if you miss the make-up test you will receive a mark of zero for that component—there is no make-up for a make-up test.

2. Papers

You will be required to submit three short essays during the term. I will give four possible assignments – you choose three of them. For each exercise, I will provide a dataset. You will construct some interesting graphs from the data (using excel). You will discuss what you find, drawing on two academic sources (journal articles or books, excluding required readings). Your

paper should not exceed four pages, typed, double-spaced (excluding graphs, which can be appended). More details will be circulated in a separate document.

3. Presentations

Each student will make one short presentation during the term (likely lasting no more than 10 minutes). You will present one of your essay assignments. Students will sign up for a presentation in advance (corresponding to either assignment 1, 2, 3, or 4). Presentations will be spaced throughout the term, with the bulk of presentations on a given assignment occurring the day after the assignment is due – during the Friday tutorial hour. It is likely that we will not get through all of the presentations for a topic during that first week, so some will spill into the subsequent week's tutorial time.

Students should construct their presentation using powerpoint (or equivalent) and email it to me prior to 9am the day after the assignment is due (i.e., Oct 2 if the assignment is due Oct 1). This ensures that I have the relevant documents prior to the tutorial and I have time to upload the presentations onto my computer.

4. Participation

Students will have many opportunities to gain participation marks. The participation grade will be determined by students' participation in class discussion (e.g., asking questions in response to student presentations) during class and tutorial time. Essentially you can earn one 'point' per class or tutorial – as long as you participate. Note that if attendance drops during the Friday presentations I reserve the right to move lectures into the Friday slot and hold presentations on Thursday – in that case presentations would be due the same day the assignment is due.

Extensions and penalties:

Late assignments and late presentations will not be accepted.

If you fail to hand in one of your assignments on time, you will receive a zero on that assignment. Given that there are four possible assignments, it is theoretically possible to miss one and still hand in three assignments. As all of the assignments will be available from the beginning of term, it is best to work ahead if you are worried about missing a deadline.

If you fail to hand in your presentation on time or otherwise miss your presentation, you will receive a zero on the presentation. You may be able to present on another assignment topic, but due to time constraints there is no guarantee that this will happen.

Turnitin

Students will upload all of their essay assignments to turnitin.com

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used

solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.”

For more information on Turnitin.com, please contact portal.help@utoronto.ca.

Planned coverage and list of required supplementary readings

*NOTE: I reserve the right to change the readings. Links can be found on blackboard.

1. Growth perspectives

Acemoglu, Daron and James Robinson. Why Nations Fail 2012 ch 1-4

2. Natives Pre-contact

Steckel, Richard. “Inequality Amidst Nutritional Abundance: Native Americans on the Great Plains.” *Journal of Economic History* 70 no. 2 (June, 2010): 265-286.

3. Natives Post-contact

Carlos, Ann and Frank Lewis. “Marketing in the Land of Hudson Bay: Indian Consumers and the Hudson’s Bay Company, 1670-1770.” *Enterprise and Society* 3 (June 2002): 285-317.

Carlos, Ann and Frank Lewis. "Indians, the Beaver, and the Bay: The Economics of Depletion in the Lands of the Hudson's Bay Company, 1700-1763." *Journal of Economic History*, 53, no. 3, (1993): 465-

Le Clerq, Christien. “New Relation of Gaspesia, 1691.” In Thorner, Thomas, ed. A Few Acres of Snow: Documents in Pre-Confederation Canadian History: pp. 30-44.

4. Settlement and indentured servants

Galenson, “The Market Evaluation of Human Capital: The Case of Indentured Servitude.” *Journal of Political Economy*, 1981, 89(3), pp. 446-67.

Moogk, Peter. “Reluctant Exiles: Emigrants from France in Canada before 1760.” *William and Mary Quarterly* 46, no 3 (1989): 463-505.

Boucher, Peter. “True and Genuine Description of New France Commonly Called Canada, 1664, Paris” in A Few Acres of Snow, pp. 68-72

Paul LeJeune “Account of what Transpired in New France in the Year 1636.” Excerpts.
<http://nationalhumanitiescenter.org/pds/amerbegin/settlement/text3/JesuitRelations1636.pdf>

5. Child labour

Hamilton “The Efficiency of the Market for Apprentices in North America” *Explorations in Economic History* 33, no.4 (1996): 496-523.

6. Capital and technology change: rise of the factory

Claudia Goldin and Kenneth Sokoloff. “Women, Children, and Industrialization in the Early Republic.” *Journal of Economic History*. 42, no.4 (1982): 741-774.

Hamilton, G. “The Decline of Apprenticeship in North America: Evidence from Montreal.” *Journal of Economic History* 60 (Sept., 2000): 627-664.

7. Culture

Nunn, Nathan. “Culture and the Historical Process.” *Economic History of Developing Regions* 27: sup 1: 2012, S108-S126.

Alesina, Giuliano and Nunn. “Fertility and the Plow.” *American Economic Review: Papers and Proceedings* 2011, 101:3, 499-503.

TBA