

ECO321H1F section L0101
Canadian Economic History before 1850
University of Toronto
2018

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	M1-4• BA1200 Office hours: R11-12 or by appointment. Lectures are two hours per week. The third hour will be used for presentations.
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 development.2) Learn to apply economic theory to understand outcomes.3) Learn how to evaluate empirical evidence.4) Communicate effectively – both in written work and orally.5) Gain competence in working with data & graphing in excel.6) 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

Quercus: Lecture handouts, links to readings, announcements and marks will be available on Quercus. 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 Quercus.

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. One assignment	5 %
3. Two short essays	2 x 20% = 40%
4. One presentation	8 %
5. <u>Participation</u>	7 %
Total	100 %

Important dates

Week	Lecture Date	Due dates
1	Sept 10	
2	Sept 17	
3	Sept 24	
4	Oct 1	Assignment
	Oct 8	No Class - Thanksgiving
5	Oct 15	Essay 1
6	Oct 22	Test 1
7	Oct 29	
	Nov 5	Reading Week
8	Nov 12	Essay 2
9	Nov 19	
10	Nov 26	Essay 3
11	Dec 3	
12	Dec 5	Test 2

* students are required to complete 2 of 3 essays.

Elements of Evaluation: descriptions and rules

1. Tests

The tests 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 two weeks 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 make-up midterm (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. Assignment

The assignment is designed to ensure that you have some basic familiarity with the excel functions you need for your essays – some variable transformations (formulas) and graphing.

3. Papers

You will be required to submit two short essays during the term. For each essay, I 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.

4. Presentations

Student will make one short presentation during the term (lasting no more than 10 minutes). You will present one of your essays. Students will sign up for a presentation in advance (corresponding to either essay 1, 2, or 3). If class size exceeds 30, students can work in pairs for the presentations. Presentations will be spaced throughout the term, with the bulk of presentations on a given essay

occurring the day the assignment is due and the following week. If time is short, it is possible that not all presentations will take place in the classroom (if necessary, people can present to me in my office). I will accept ten presentations per topic in class time (competitively assigned). Up to 2 people can sign up for a given time slot. If two people sign up for a given time slot – the two will work as a team and produce one presentation. While the presentation is a team project, meaning that the graphs themselves will be jointly produced (for one of the two essays), the essays themselves are to be written up individually.

Students should construct their presentation using powerpoint (or equivalent) and email it to me prior to 11am the day of the first round of presentations for the topic – i.e., (the essay due date). This ensures that I have the relevant documents prior to the tutorial and I have time to upload the presentations onto my computer.

5. Participation

Students will have many opportunities to gain participation marks. The participation grade will be determined by students' participation in class discussion and oral & written feedback on student presentations. Essentially you can earn points per class or presentation – as long as you participate.

Extensions and penalties:

In general, late essays and late presentations will not be accepted because they would disrupt the flow of the course.*

If you fail to hand in your essay on time, you will receive zero on it. Given that there are three possible essays, it is theoretically possible to miss one and still hand in two essays. As all of the essays 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.

The assignment can be handed in late (with penalty). The penalty is 5% per day. It will be accepted for up to one week following the due date. After that, a grade of zero will be assigned.

* I will accept one late essay during the term – you can have a 24-hour (maximum) extension, no questions asked. No further extensions will be allowed.

Turnitin

We will make use of turnitin. It is integrated with Quercus (so it does not require a separate submission).

“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"

Planned coverage and list of required readings [] = skim.

Links can be found on Quercus. Note: reading list may change.

1. Growth perspectives

Acemoglu, Daron and James Robinson. Why Nations Fail 2012 chapter 1

[Acemoglu, Johnson and Robinson. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91 no 5 (2001): 1369-1401.]

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.

The Indians of British Columbia / by Franz Boas. 1896. Library e-source:
<http://eco.canadiana.ca/view/oocihm.14288/3?r=0&s=1>

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 Market for Montreal Apprentices: Contract Length and Information.” *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. TBA