

ECO321H1F section L0101
Canadian Economic History before 1850
University of Toronto
2019

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	Wednesday 2-4; Friday 1-2 BL313 [both meeting sessions] Office hours: Tuesday 4-5 or by appointment.
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	ECO200Y1/ECO204Y1/ECO206Y1
Exclusions	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

		Weight (%)
1.	Midterm	20
2.	Assignment	3
3.	Two (short) essays	2x20% 40
4.	Poster	6
5.	Feedback on posters	4
6.	Participation	7
7.	Final examination	20
Total		100

Important dates

Week	Lecture Date	Due dates
1	Sept 11	
2	Sept 18	
3	Sept 25	Assignment
4	Oct 2	
5	Oct 9	Essay 1*
6	Oct 16	
7	Oct 23	Test 1
8	Oct 30	
Reading Week		
9	Nov 13	Essay 2
10	Nov 20	
11	Nov 27	Essay 3
12	Dec 4	

* students are required to complete Essay 1; they can choose between Essay 2 or 3.

Elements of Evaluation: descriptions and rules

1. Midterm test

The test and exam 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 midterm.

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.

Missing the midterm

If you miss the midterm, you will receive a grade of zero. If you missed it for a legitimate reason (illness or other unavoidable calamity), you may qualify for a makeup test (described below). To be considered for the makeup, you must document that you were unable to attend class on the relevant date as a result of your calamity. If you were ill or injured, 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/>

Other acceptable notes include a Student Health or Disability Related Certificate; a College Registrar's letter; or an Accessibility Services letter.

Hand the note to me or to the department administrative assistant within one week of the test. In addition, please email me on the day of the test so that we are aware of 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 objective of the assignment is to help you get started working with datasets – transforming variables and graphing (well). Details will be circulated. Late penalties: 5% per day, including weekend.

3. Essays

You will be required to submit two short essays during the term. Essay #1 is required; students can choose to do either essay #2 or #3. 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.

Extensions and late marks

In general, late essays will not be accepted because they would disrupt the flow of the course. That said, 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”

4. Poster

Student will create and present a poster in one of several poster sessions (held during the tutorial time slot). The poster will distill the principal elements from one of your essays.

Students will sign up for a poster session. There will be two or three poster sessions per essay topic with a limited number of openings per session. If you fail to hand in and participate in your assigned poster session, you will receive a zero on the poster. You may be able to present a poster on another essay topic, but due to time and space constraints there is no guarantee that there will be an available opening.

5. Feedback on Posters

Students will submit written formative feedback on four posters per topic (attending at a minimum one poster session per essay topic). Students will sign up ahead of time for poster feedback.

6. Participation

Students will have many opportunities to gain participation marks. The participation grade will be determined by students’ participation in class discussion as well as in-class written work (e.g., exit tickets, practice problems). Please bring a name tag to class each week.

7. Final Examination

A two-hour exam will be held during the exam period. It is not cumulative; it will focus on the topics covered after the midterm test.

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

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

1. Canadian Economic History: The Big Picture

[Hamilton, G., I. Keay and F. Lewis (2017) "Contributions to Canadian economic history: the last 30 years" *Canadian Journal of Economics*, 50, no.5, pp. 1632–1657.]

Redish, Angela. "Treaty of Paris vs Treaty of Niagara: Rethinking Canadian economic history in the 21st century." *Canadian Journal of Economics*, forthcoming.

2. Growth reconsidered

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 [up to p.1380].

3. Indigenous economies

a. Diversity, Stature and Well-being

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>

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.

Paola Giuliano & Nathan Nunn (2018) Ancestral Characteristics of Modern Populations, *Economic History of Developing Regions*, 33:1, 1-17
<https://doi.org/10.1080/20780389.2018.1435267>

b. The Fur Trade

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-

[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.]

Umfreville, Edward. The present state of Hudson's Bay : containing a full description of that settlement, and the adjacent country, and likewise of the fur trade, with hints for its improvement, & c. &c. : to which are added, remarks and observations made in the inland parts, during a residence of nearly four years, a specimen of five Indian languages, and a journal of a journey from Montreal to New York. London : 1790 : read pages 176-220

Source:

<http://www.canadiana.ca/view/ocihm.26060/4?r=0&s=1>

4. Colonial 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.