

ECO321H1F section L0101
Canadian Economic History before 1850
University of Toronto
Winter 2021

Course Syllabus

Instructor	Professor Gillian Hamilton Email: gillian.hamilton@utoronto.ca
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 understanding the limitations of data & inference.7) Gain competence in reading and summarizing academic papers succinctly.
Prerequisites	ECO200Y1/ECO204Y1/ECO206Y1
Exclusions	ECO322Y5, 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.
Online Delivery	This course will be offered online, asynchronously – you are not required to meet at a specified time. At times, I may hold a live/synchronous tutorial, which will be recorded. You can either attend synchronously or watch later. Lecture videos and supporting material (readings, announcements, et cetera) will be available on Quercus. You are expected to consult it regularly.
	Course videos and materials belong to your instructor and are protected by copyright. In this course, you are permitted to download session videos and

materials for your own academic use, but you should not copy, share, or use them for any other purpose without my explicit permission.

- Technology requirements** Please see <https://www.vicereprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/> for UofT's recommended technology requirements for online learning. To successfully complete this course, in addition to a computer with stable internet access, you will need a microphone. A camera will also be beneficial.
- Office/tutorial hours** Office hours will be held online using Zoom, Tuesday 9:00am-10:00am and Friday, 9:00am-10:00am. From time to time, one of these timeslots will be used for a synchronous, recorded tutorial. These events will be pre-announced on Quercus. Please feel free to stop by and say hello, even if you do not have questions.
- 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 office hours.
- No textbook** 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.
- Accessibility** Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.
- Equity, Diversity and Inclusion** The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Evaluation

	Total Weight (%)
1. Three Short Essays*	70
2. Poster	15
3. Participation	11
4. Poster participation	4
5. Total	100

*Best essay counts 27%, worst counts 20%, other counts 23%

Important dates

Week	Lecture/Due Date	Item Due
1	Jan 12	
2	Jan 19	
3	Jan 26	
4	Feb 2	Essay 1
5	Feb 9	Poster1
Reading Week		
6	Feb 23	Essay 2
7	Mar 2	Poster 2
8	Mar 9	Essay 3
9	Mar 16	Poster 3
10	Mar 23	Essay 4
11	Mar 30	Poster 4
12	Apr 6	

All items are due before midnight on the specified day (e.g., 11:59pm at latest).

Elements of Evaluation: descriptions and rules**1. Essays**

You will be required to submit three short essays during the term. There are four options. 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 five pages, typed, double-spaced (excluding graphs, which can be appended). More details will be circulated in a separate document.

Extensions and late marks

I will accept one late essay during the term – you can have one 24-hour (maximum) extension, no questions asked. Otherwise, the penalty for lateness is 3% per day (all days count).

Note that for 2021 S-term, a Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Students should also advise their instructor of their absence.

If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or

accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

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 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 website.”

2. Poster

Students will create a poster that distills the principal elements of one of their essays. They will also record a short poster presentation and answer questions raised by other students on their poster.

There will be a limited number of posters per essay topic, so students will sign up for a poster in advance. If you fail to submit your assigned poster, 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.

3. Feedback on Posters

Students will pose written questions on their peer's posters.

4. Participation

Packback Questions platform will be used for online discussion about class topics and student posters. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. Information on how to sign up for Packback can be found on Quercus.

Packback/participation Requirements:

There will be a weekly deadline for submissions on course content (see Quercus for deadlines). In order to receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question per week with a minimum Curiosity Score of 50, each worth 33.33% of each assignment grade
- 2 Responses per week with a minimum Curiosity Score of 50, each worth 66.67% of each assignment grade
[Half credit will be provided for questions and responses that do not meet the minimum curiosity score.]

In addition, on the four weeks that the Posters are due (see schedule above), students must also submit two questions (in total) on two posters (one question per poster; question cannot be the same across the two posters).

A sketch of topics to be coverage and required readings. Note: reading list is subject to change - see Quercus for up-to-date information and links.

[] = skim.

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, 2019, Volume 52 , Issue 4 , pp. 1325 - 1348

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/oocihm.26060/4?r=0&s=1>

Rethinking the Fur Trade: Cultures of Exchange in an Atlantic World, edited by Susan Sleeper-Smith. Selected pages.

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.