

# UNIVERSITY OF TORONTO

## Department of Economics

### **ECONOMICS 322H1S L0101: Canadian Economic History**

Fall, 2024 (Wednesdays, 10 AM – 1 PM, and Friday Seminar, 9-10 AM, in UC161)

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Office Hours:      (Zoom online)

ECO322H1 F is an in-person course, though students will submit their reviews and essay online and I will conduct office hours through Zoom.

I will post readings and complete lecture notes in advance so that you can prepare for our seminars (10:10 to 11:00 AM Wednesdays and 9:10 to 10:00 AM Fridays EST) and lectures from 11:10 AM - 1:00 PM EST on Wednesdays. You will submit your one-page reading reviews and 15-page essay as Turnitin assignments on our Quercus page (see the Turnitin statement below). We will use our Friday time period (9:10 -10:00 AM EST) for our October 18 in-person midterm and for one of the seminar groups for the other Fridays.

<u>Evaluation</u>	Two One-Page Reviews	(5% each; One each half of the course)	10%
	Seminar Participation	(Up to one potential mark per seminar)	11%
	Midterm Exam	October 18: 9:00 – 10:00 AM in UC161	14%
	15 page essay due	November 13 by midnight	25%
	Final Exam (3 hours: Must Pass)	Final Exam Period (December 6-23)	40%

This course surveys literature on Canadian economic history between 1850 and 1950, focusing on the debate over the ability of the market mechanism to optimize economic development. I will provide notes and you need only read the articles listed below for each lecture. If you wish to consult a ‘textbook’, Kenneth Norrie, D. Owsram, and J.C. Emery’s *A History of the Canadian Economy* (Thomson Nelson, 2007) is useful.

The following explanation of procedures and evaluation of the course should clarify your responsibilities in the course. I will answer questions on this outline in the first hour of the first lecture. If you have any issues, you need to ask about them then. Please take advantage of this, since students must familiarize themselves with the requirements of the course.

The one-hour midterm (Friday, October 18, 9:00 AM sharp – 10:00 AM) will take place in our lecture room UC161. The 3-hour final exam (during the final examination period, December 6-23) will also be in-person. You will have a choice of 2 out of 3 essay-type questions for the midterm and 5 out of 8 essay-type questions on the final. You must answer these questions in your own words. The final exam represents 40% of the final grade, but students must pass the final to pass the course to prevent the disproportionate impact on a passing grade of reviews and essays. Students who miss the midterm will complete an Absence Declaration form on Acorn and write a make-up from 9-10 AM on the following Friday, October 25, in a room to be determined. If you were to miss the final for some legitimate documented reason, you would write a make-up final. Please note that make-ups are more difficult than the regular exams since I use the fairest questions for the regular exams and have little comparison to judge the relative difficulty of make-up questions. In short, don’t miss an exam unless you are incapacitated.

The 15-page essay (i.e., 15 double spaced pages with normal margins and 12-point type, not including bibliography) analyzes specific primary and secondary sources on one of three topics specified by me concerning issues discussed in the course. You will submit your essay to Turnitin at our course site on Quercus by midnight, November 13. Since I will provide the readings online, I will not give any extensions. The penalty for lateness is a modest 1% (of 100%) per day up to the last day of class, which is another reason why I will not give extensions.. Late essays are not eligible for

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remarking. You may wish to consult the *Faculty of Arts and Science Writings Centres* for help in writing reviews and essays. You may wish to consult them for help with your writing. Note that you may have to discuss your essay orally with me to confirm that it is yours.

Each student will submit 2 one-page written, not point form, reviews of designated pages from your chosen assigned author for a potential 5 marks each. You must submit your reviews to Quercus with 12-point type, double-spacing, and normal margins by 10:00 AM on the Wednesdays of your chosen seminar topics or there is a deduction of one of the five marks off the top before you submit it again properly. Note that there are two different readings each seminar; you are to sign up for only one of them. You will sign up for the readings that you review in either the Wednesday or the Friday seminar group in the Reviews tabs under People in Quercus. Students will sign up initially for Review 1 to present in the first 6 weeks and then will sign up later in the term for the second review in the last 5 weeks. Note that there will be only enough review choices as students so that you need to sign up for a review immediately or risk having no available choice. Please submit your review as doc or docx files to the Assignment page for your group. Your review must be entirely on the pages that you are supposed to read; there should be no reference to ideas beyond those readings, although you may consult my notes or other sources to clarify your understanding. The purpose of these reviews is to improve your ability to convey the essence of a reading, not merely to summarize various points, which is why I will deduct 1 mark of the 5 marks for any review that is more than one page or without the proper format. Our TA will edit your review to give feedback on improving your writing, which you can apply in your 15-page essay. The reviews will also help you understand two of our issues as an added bonus. See the *Academic Integrity Statement* below for proper sourcing and writing on reviews and the essay.

You also acquire marks for participating in the seminars from 10:10 to 11:00 AM on Wednesdays or 9:10 -10:00 AM on Fridays . Your seminar group will be the seminar that you signed up for to submit your review. We will assign per seminar ½ mark for a comment relevant to the material and another ½ mark for a comment that actually responds to the comments of other students, for a potential of 11 marks during the term. There are, of course, 0 marks for no comment. You will not receive marks for participating in the lecture discussions, but these will be vital for your understanding.

### OUTLINE OF LECTURES AND READINGS (POSTED ON WEBSITE)

September 4 **Introduction and Lecture: The Reciprocity Treaty, 1855 -1866** (Norrie (N): Ch. 8)

"The Canadian-American Reciprocity Treaty of 1855 to 1866"

L.H. Officer and L.B. Smith. *Journal of Economic History* (1968) 28, 598-623

"Tariffs, Trade and Reciprocity: Nova Scotia, 1830-1866"

Marilyn Gerriets and Julian Gwyn. *Acadiensis*, XXV, 2 (Spring 1996), pp. 62-82

September 11 **Seminar: Officer and Smith (1968); Gerriets and Gwyn (1996)**

### **Lecture: Agriculture in Lower and Upper Canada, 1800-50** (N Ch. 5 & 6)

"The Rise and Fall of the Ontario Wheat Staple" (Ch. 2, 9-24) and "The Agricultural Crisis in Quebec" (Ch. 3, 25-37), John McCallum. in *Unequal Beginnings: Agriculture and Economic Development in Quebec and Ontario until 1870*. Toronto: 1980. 9-37.

"The Efficiency of the French-Canadian Farmer in the Nineteenth Century", Frank Lewis and Marvin McInnis, *Journal of Economic History*, vol. 40, no. 3 (Sept, 1980), pp. 497-514

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September 18 **Seminar: McCallum (1980), pp. 25-37; Lewis et al (1980)**

**Lecture: The Economic Background of Confederation** (N: 158 – 163, Ch. 10)  
"The Economic Objectives at Confederation", Donald Creighton  
"Toryism. Classical Liberalism, and Capitalism: The Politics of Taxation and the Struggle for Canadian Confederation", Andrew Smith, *Canadian Historical Review*, 89, 1 (March, 2008), pp. 1-25.

September 25 **Seminar: Creighton; Smith (2008)**

**Lecture: The National Policy: Dominion Lands Policy and the CPR** (N: 196-203)  
"Canada and the Quest for a National Policy", Donald V. Smiley in *The Canadian Journal of Political Science*, vol. 8, no. 1 (March, 1975), pp. 40-62.  
"Rate of Return in Railway Investment...of the CPR..."  
Peter J. George. *Canadian Journal of Economics*, 1968. 1:740-62.

October 2 **Seminar: Smiley (1975); George (1968)**

**Lecture: Manufacture and the National Policy Tariff** (N: 163-9, 216-22)  
"National Policy" and "Tariff and Industrial Expansion". O.J. McDiarmid  
*Commercial Policy in the Canadian Economy*. Cambridge, Mass.: 1946. Ch. VII, VIII, XVI  
"Tariff Structure ... and Canadian Protectionism, 1870 – 1910". Eugene Beaulieu and Jevan Chernewchan, *Canadian Journal of Economics*, vol.47, no. 1 (February, 2014), pp. 144-172

October 9 **Seminar: McDiarmid (1946), Ch. VIII 'Industrial'; Beaulieu et al (2014)**

**Lecture: The Post-1896 Prairie Settlement Boom** (N: 203-06)  
"The National Policy and the Rate of Prairie Settlement: A Review",  
Ken Norrie *Journal of Canadian Studies*, Fall, 1979  
"The Origins of the Canadian Wheat Boom, 1880-1910", Tony Ward  
*Canadian Journal of Economics*, 27, 4 (November, 1994), 865-883.

October 16 **Seminar: Norrie (1979); Ward (1994)**

**Lecture: Maritime Economic 'Backwardness'** (N: 312-314)  
"The National Policy and the Industrialization of the Maritimes, 1880-1910" T.W. Acheson  
*Acadiensis*, vol. 1, #1 (1971), 3-28.  
"Maritime Industrialization from 1870 to 1910: A Review of the Evidence and its Interpretation",  
Kris Inwood, *Acadiensis*, vol. 21, no. 1 (1991), 132-55

**October 18 9:00 (Sharp) – 10:00AM: MIDTERM EXAM in UC161**

October 23 **Seminar: Acheson (1971); Inwood (1991)**

**Lecture: Immigration and Labour**  
"The Economic Goals of Canada's Immigration Policy: Past and Present", Green, Alan G. and David A. (Dec., 1999), *Canadian Public Policy*, Vol. 25, No. 4, pp. 425-451.

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“Immigration and Labour: Australia and Canada Compared”, Iacovetta, Franca, Michael Quinlan, and Ian Radforth (Nov., 1996), *Labour History*, No. 71, pp. 90-115.

November 6 **Seminar: Green et al (1999), pp. 425-435; Iacovetta (1996), pp. 90-103**

**Lecture: Determinants of the 1896-1914 Boom** (N: 188–194, 208-11)

"New Estimates of Output Growth in Canada". A.G. Green & M.C. Urquhart in *Long-Term Factors in American Economic Growth*. (Engerman & Gallman) 1986. 9-26.

"Canadian Economic Development in the Wheat Boom: A Reassessment"

Marvin McNinnis. Unpublished manuscript

November 13 **Seminar: Green et al (1986); McNinnis**

**Lecture: The Great Depression and the 1930s Recovery** (N: Ch. 17)

"Conclusion", *The Canadian Economy in the Great Depression*

A.E. Safarian. Toronto: 1970. 233-247.

"Understanding the Great Depression in the United States versus Canada" Pierre Siklos in *World Economy and National Economies in the Interwar Slump*, 2000, Theo Balderston

November 20 **Seminar: Safarian, pp. 233-247; Siklos (2000), Sections 3 & 4, pp. 5-17**

**Lecture: Monetary Policy and the Bank of Canada** (N: 241-5, 331)

"An Analysis of the Canadian Money Supply: 1925-34", Thomas Courchene *Journal of Political Economy*, 77 (1969), 363-391.

"Why did the Bank of Canada Emerge in 1935?", M. Bordo and A. Redish *Journal of Economic History*, (June 1987) 47: 405-17.

November 27 **Seminar: Courchene, pp. 363-5, 382-390; Bordo et al (1987)**

**Lecture: Dominion-Provincial Relations** (N: Ch. 16)

"The Rowell-Sirois Report, Provincial Autonomy, and Post-War Canadian Federalism", D.W. Smiley, *Canadian Journal of Economics and Political Science* (1962), 27: 55-69

"Impossible Conditions of Equality", Barry Ferguson

*Canadian Historical Review*, v.84 #4 (December, 2003), 551-83

## TURNITIN STATEMENT

“Normally, students will be required to submit their course essays to Turnitin 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 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.”

## ACADEMIC INTEGRITY STATEMENT AND SITE

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, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

**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.*