

University of Waterloo
Department of Economics
Econ 483 – Section 1
Topics in Canadian Economic History
Spring 2019
Monday 11:30-2:20 am DWE 3517

Instructor Information

Instructor: Ryan George

Office: HH 218

Office Phone: 519-888-4567 ext. 33169 (please do not leave voice mails)

Office Hours: Monday 10-11am, Wednesday 11am-12noon, or by appointment

Email: r22georg@uwaterloo.ca

The instructor will only respond to emails that include “Econ 483” or “Economic History” in the subject line of the message.

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Course Description

The course begins with an examination of the processes of state formation, trade, migration, borrowing, and transfer of technologies and institutions that contributed to the development of a settler colonial economy. We will study how the internal economic geography of Canada was differentiated, and how the economy modernized through changes in market and business organization and state development. An overarching concern will be with how a national economy could be articulated.

Course Pre-Requisites

Econ 101 and Econ 102 are pre-requisites for the course. Previous knowledge of Canadian history is desirable but not required.

Course Goals and Learning Outcomes

Upon completion of this course, students should:

- A. Be able to discuss dynamics of Canadian economic development and bring an historical perspective to bear upon economic questions.
- B. Have gained experience in public speaking and writing on economic subjects.

Required Text

Gregory P. Marchildon, *Profits and politics: Beaverbrook and the gilded age of Canadian finance* (University of Toronto Press, 1996).

Copies available at the Campus Bookstore. One copy is on reserve at the Porter Library, and an electronic version is available through course reserves.

Readings Available on LEARN

- Seminar readings, assignment rubrics, announcements, news and useful links.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Seminar Participation	11 seminar meetings	20%
Short Essay #1: Empire and Trade in NA	Friday, June 7 th 4:30pm	15%
Short Essay #2: Colonialism	Friday, June 28 th 4:30pm	15%
Research Essay inspired by <i>Profits and Politics</i>		
- Essay Proposal	Sunday, July 7 th 12 midnight	2.5%
- Presentation of arg	Monday, July 8 th	2.5%
- Essay	Friday, July 26 th 4:30pm	30%
Reflection paper	Monday, August 5 th 4:30pm	15%
Total		100%

Seminar Participation (20% of final grade)

There will be eleven scheduled seminar discussions. Students are expected to prepare for the discussion by doing the assigned reading and preparing notes on the arguments presented. During each meeting students will break into groups (of 4-5 students) and try to agree upon the main arguments in a reading. Each group will offer its statement to the entire class and our discussion will develop from that starting point. Students should be prepared to i) identify the argument of each author, and discuss how effective it is; ii) offer comments on the research questions, general approach taken and the practical and policy implications of the research. Participation will be evaluated in terms of the quality of contributions, meaning the value of comments and questions offered in stimulating and developing discussion.

Short Essay #1 Empire and Trade in 17th and 18th Centuries (15% of final grade)

Write an essay of 750-1000 words (3-4 double-spaced pages) that responds to the following question:

“To what extent were co-operation and rivalrous struggle significant for the development of New France/Lower Canada and the British colonies in the Maritimes during the 17th and 18th Centuries?”

Students are expected to thoroughly engage with the Readings for Seminars 1-3. Additional research that strengthens your argument is encouraged. The essay should be **submitted** to the Learn page dropbox by **4:30pm on Friday, June 7th**.

Short Essay #2 Settler Colonialism in 19th Century (15% of final grade)

Write an essay of 750-1000 words (3-4 double-spaced pages) that responds to the following question:

“What processes differentiated the economic opportunities and outcomes of peoples as Ontario and the Prairies developed economically during the 19th Century?”

Students are expected to thoroughly engage with the Readings for Seminars 2-5. Additional research that strengthens your argument is encouraged. The essay should be **submitted** to the Learn page dropbox by **4:30pm on Friday, June 28th**.

Finance and Capitalism turn of 20th C - Essay (proposal 2.5%, presentation 2.5% and essay 30% of final grade)

Seminar 8 (July 8th) will be a discussion of Machildon's *Profit and Politics: Beaverbrook and the gilded age of Canadian finance*. Students are expected to read the book closely and prepare a proposal (due July 7th) for an essay that builds on a specific theme of the book. Part of the seminar discussion will be student presentations of their proposal (July 8th).

The essay should have an analytical argument about some pattern of behaviour or process of change in business organization and finance in the period 1890s-1920s. A basic understanding of the Readings for Seminar #6-8 is the starting point for research. Building on this, students may use primary source material (generated in the period under study) or secondary (academic publications) to build their arguments.

The research essay will be 7-8 pages double spaced (1750-2000 words).

The essay should be **submitted** to the Learn page dropbox by **4:30pm on Friday, July 26th**.

Reflection paper (aka take-home-exam) (15% of final grade)

In 3 double spaced pages (750 words) explain using specific examples how studying economic history has challenged, qualified and/or deepened your learning about economies. The essay should be **submitted** to the Learn page dropbox by **4:30pm on Monday, August 5th**.

Course Schedule

Week	Date	Topic	Readings
1	May 6	Introduction: What is Economic History?	Lamoreaux, "Economic History and the Cliometric Revolution," in <i>Imagined Histories</i> .
2	May 13	Seminar 1: Empire and State	I. Wallerstein, <i>Mercantilism and the Consolidation of the European World Economy</i> , ch.3 and 6; [library e-reserves] Ronald Findlay and Kevin O'Rourke, "Ch. 5: World Trade, 1650-1780" in <i>Power and Plenty: Trade, War, and the World Economy in the Second Millennium</i> , 227-310.
3	May 20	Victoria Day Holiday	
4	May 27	Seminar 2: Empire and Land-Taking	John Weaver, <i>The Great Land Rush</i> – Introduction and Chapters 1-4. [library e-reserves]
5	June 3	Seminar 3: Colonies, Communities and Trade	Harold Innis "An Introduction to the Economic History of the Maritimes" David S. Macmillan, "The 'New Men' in Action: Scottish Mercantile and Shipping Operations". Graham D. Taylor and Peter A. Baskerville, "Ch. 5 – Old Regime Business in the New World" in <i>A Concise History of Business in Canada</i> Allan Greer, "Fur Trade Labour and Lower Canadian Agrarian Structures" Salée, "Seigneurial Landownership and the Transition to Capitalism"
Short Essay #1 Due Friday, June 7th at 4:30pm in Learn dropbox			

6	June 10	Seminar 4: Development of Ontario: Centre-Periphery	<p>McInnis "The Economy of Canada in the Nineteenth Century" in Cambridge EH of the US. Vol2.</p> <p>Clarke – <i>Land, Power and Economics</i>, "Ch.2 Peace, Order, Good Govt; Ch. 11 Context and Conclusion. [library e-reserves]</p> <p>Hugh G.J. Aitken, "The Family Compact and the Welland Canal Company", <i>CJEPS</i> 18(1) (Feb. 1952): 63-76.</p> <p>Platt and Adelman, "London Merchant Bankers in the First Phase of Heavy Borrowing: The Grand Trunk Railway of Canada" <i>Journal of Imperial and Commonwealth History</i> 18(2): 208-27.</p>
7	June 17	Seminar 5: Western Expansion and Labouring Classes	<p>Frank Lewis, "Farm Settlement on the Canadian Prairies"</p> <p>Emery, Inwood and Thille, "Heckscher-Ohlin in Canada"</p> <p>Frank Tough, 'As Their Natural Resources Fail': <i>Native Peoples and the Economic History of Northern Manitoba</i>, Ch.7-14 pp.143-298. [library e-reserves]</p>
8	June 24	Seminar 6: Banking and International Monetary System	<p>Davis and Gallman, "Ch. 4 Domestic saving, international capital flows, and the evolution of domestic capital markets: The Canadian experience" in <i>Evolving Financial Markets and International capital flows</i>.</p> <p>Georg Rich, "Canada without a Central Bank" in <i>A Retrospective on the Classical Gold Standard</i></p> <p>Georg Rich, "Review of Dick and Floyd's <i>Canada and the Gold Standard</i>"</p> <p>George Borts, "Review of Dick and Floyd's <i>Canada and the Gold Standard</i>"</p>
Short Essay #2 Due Friday, June 28th at 4:30pm in Learn dropbox			

9	July 2	(Monday schedule on Tuesday) Seminar 7: Politics of Development	John Richards and Larry Pratt, "Ch.3 Alienation and Resources" in <i>Prairie Capitalism</i> Alexander Dow, "Metal Mining and Canadian Economic Development to 1939" Trevor Dick, "Canadian Newsprint" Donald Avery, "Ch.1 – Immigrant Workers and the Canadian Economy, 1896-1914" in <i>Dangerous Foreigners</i>
Proposal Due Sunday, July 7th by 12 midnight in Learn dropbox			
Student presentations of proposed research as part of Seminar 8			
10	July 8	Seminar 8: Capital and business organization	Lamoureux, "Entrepreneurship, Business Organization and Economic Concentration" Gregory Marchildon, <i>Profits and Politics</i> – in its entirety. [library e-reserves]
11	July 15	Seminar 9 Labour markets: segmentation and regulation	Claudia Goldin, "Labor Markets in 20 th Century" Joy Parr, "The Skilled Emigrant and Her Kin". Joy Parr, "Disaggregating the Sexual Division of Labour". Fudge and Tucker, "Pluralism or Fragmentation" <i>Labour/Le Travail</i> 2000
12	July 22	Seminar 10 : Interwar financial turmoil and the Great Depression	Eichengreen "Understanding the Great Depression" P.J. Cain, "Gentlemanly Imperialism at Work: The Bank of England, Canada, and the Sterling Area 1932-1936" Robert B. Bryce, <i>Maturing in Hard Times</i> – in its entirety. [library e-reserves]
Research Essay Due Friday, July 26th at 4:30pm in Learn dropbox			

13	July 29	Seminar 11: National Economy, State and International Connections	Alan Green “Twentieth Century Canadian Economic History” Drainville, “Monetarism in Canada and the World Economy” Karimi, “Chapter 6: Welfare State Restructuring” in <i>Beyond the Welfare State</i> Roger Levasseur and Yvan Rousseau, “Social movements and development in Quebec: The experience of the Desjardins movement”. Robert Anderson et al. “Indigenous land rights, entrepreneurship, and economic development in Canada”
----	---------	--	---

Reflection Essay Due Monday, August 5th at 4:30pm in Learn dropbox

Missed Seminars and Late Penalties

If a student is unable to attend a seminar meeting for documented reasons her/his participation mark will be calculated on the basis of the remaining meetings. Late assignments and essays submitted without documented reasons will be penalized with a 1% *reduction* in the grade per day.

Electronic Device Policy

To avoid disruptions to the learning environment handheld devices must be turned off during the seminar and laptops must be used strictly for class-related purposes. If a student's use of a laptop becomes a distraction for adjacent students that student will be asked to discontinue its use.

Economics Department Deferred Final Exam Policy

Deferred Final Exam Policy found at <https://uwaterloo.ca/economics/current-undergraduates/policies-and-resources/deferred-final-exam-policy>.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70\)](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Note for Students with Disabilities

The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students who do not want to have their assignment screened by Turnitin® must inform the instructor within the first two weeks of classes, and agree to *submitting rough work at various points in the term*, or to some other mutually agreeable alternative.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information