

**University of Waterloo**  
**Department of Economics**  
**Econ 483 – Section 1**  
**Topics in Canadian Economic History**  
**Spring 2020**

**Instructor Information**

Instructor: Ryan George  
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 a quick survey of Canadian economic history. We then turn to our first thematic study: an attempt to understand the differing position of European nations in era of imperialism and how it shaped development of colonies. Next, we will consider settler – First Nations relationship in terms of trade, treaties, settlement, social policies and economic development. Lastly, we will examine the constitution of a national economy by focusing on corporate development, and financial evolution up to the Second World War.

**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 improved their ability to think about and discuss economic processes using the concepts they have accumulated.

## Readings Available on LEARN

- Lecture slides (with audio commentary), seminar readings, assignment rubrics, announcements, news and useful links.

## Course Requirements and Assessment

| Assessment  | Date of Evaluation                            | Weighting   |
|---|---|-------------|
| <i>Introduction</i>   |   |             |
| Take-home exam  | Due Friday, May 22                            | 10%         |
| <i>Contributions to Online Discussions over 9 weeks<br/>(May 25-June 12; June 22-July 10; July 20-August 5)</i> |   |             |
| Student posts – recorded slide presentations  | Once weekly (submit by 4:30pm Wednesdays)     | 15%         |
| Message comments  | 6 - 8 each week (between Thursday and Sunday) | 15%         |
| <i>Student Research and Writing</i>   |   |             |
| Empire and Settler Communities  | Paper (Wednesday, June 17 <sup>th</sup> )     | 20%         |
| First Nations and Development   | Paper (Wednesday, July 15 <sup>th</sup> )     | 20%         |
| Finance and Corporate Form  | Paper (Wednesday, August 12 <sup>th</sup> )   | 20%         |
| <b>Total</b>  |   | <b>100%</b> |

## ***Introduction***

### **Take Home Exam (10% of final grade)**

The first two weeks of the course will be used as an intensive introduction to the field of economy history and Canadian development. At the end of this time students will **submit (Friday, May 22<sup>nd</sup> by 4:30pm)** their answers to short essay questions posted on Learn the week before (by Friday, May 15<sup>th</sup>).

## ***Online Discussions***

There will be 9 weeks during which students will make a close study of assigned readings. Students will make a short presentation of questions and post comments on the discussion boards. Through their opening comments, and by working off the posts of others, students should attempt 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.

Students will be divided into groups at the start of each part of the course. They will be randomly assigned to one of three groups (max 10 members), and will participate in discussion threads with other members for the seminars in that section.

### **Student submission of seminar questions (15% of final grade)**

Each week with a seminar every student will record a narrated slide presentation which raises questions for discussion based on the week's readings. The presentation should have one slide for each article or selection from a monograph (chapters from a book). Students will be assessed on the comprehension of the readings, the quality of their questions and clarity of their presentation of them. The presentation should last 5-6 minutes. The instructor will review all of the student presentations and post a selection of them for all students in a group to examine. The posted presentations will be used to initiate the discussion threads for the week.

### **Student message posts (15% of final grade)**

Each week with a seminar every student will make a total of *at least* 6-8 message posts across threads arising from student and instructor questions. Participation will be evaluated in terms of the quality of contributions, meaning the value of comments and questions offered in stimulating and developing discussion. Each post should have a length of around 50-100 words (as appropriate) but should not exceed 200 words.

## Student Essays and Research

Students will write three short essays over the course of the term. Each essay will be 750-1000 words in length (3-4 double spaced pages) excluding images, tables and charts and the bibliography. Each essay must make explicit reference to readings in the specific part of the course PLUS use **at least 2 other journal articles** to develop a specific thesis. The articles should be from peer-reviewed academic publications. I recommend using the database *America: History and life* or *Econlit* to identify your articles. You may also find it useful to examine closely the references in the seminar readings.

### **Short Essay #1 Community, Trade and Empire 1600-1850 (20% of final grade)**

Choose a settler community from among New France/Lower Canada, British colonies in the Maritimes or Upper Canada for a study of development within the time period 1600-1850. In your essay analyze how the community developed through a combination of regional advantages and its position within an imperial structure. Students are expected to thoroughly engage with the Readings for Seminars 1-3. Additional research that strengthens your argument is expected.

**Due** by submission to dropbox on Learn by **4:30pm on Wednesday, June 17<sup>th</sup>**.

### **Short Essay #2 First Nations and Economic Development in 19<sup>th</sup> Century (20% of final grade)**

Choose a First Nation within a specific region of Canada and examine its struggle to direct the course of economic development. Students are expected to thoroughly engage with the Readings for Seminars 4-6. Additional research that strengthens your argument is encouraged.

The essay should be **submitted** to the Learn page dropbox by **4:30pm on Wednesday, July 15<sup>th</sup>**.

### **Short Essay #3 Business organization and finance in 20<sup>th</sup> Century (20% of final grade)**

In the third essay you are asked to examine the role of banking and financial intermediation in the process of integrating and co-ordinating an economy stretching over the territory of the Canada in the period 1890s-1920s. A basic understanding of the Readings for Seminar #7-9 is the starting point for research. Additional research that strengthens your argument is encouraged.

The essay should be **submitted** to the Learn page dropbox by **4:30pm on Wednesday, August 12<sup>th</sup>**.

### Course Schedule

| Week   | Topic   | Readings  | Number of pages to read |
|--|---|---|-------------------------|
| May<br>11-15   | Introduction: What is Economic History?<br><br>Survey to 1870 | Lamoreaux, "Economic History and the Cliometric Revolution," in <i>Imagined Histories</i> .   | 27                      |
|  |   | McInnis "The Economy of Canada in the Nineteenth Century" in Cambridge EH of the US. Vol2.  | 51                      |
| May<br>18-22   | 20 <sup>th</sup> Century                                      | Alan Green "Twentieth Century Canadian Economic History"  | 67                      |
| <b>Survey (Exam) Essay – Due Friday, May 22<sup>nd</sup></b> |   |   |                         |
| <b>Part 1 – Empire and Trade</b>                             |   |   |                         |
| <b>Seminar discussions begin May 25<sup>th</sup></b>         |   |   |                         |
| May<br>25-29   | Seminar 1: Empire and Land-Taking                             | Findaly and O'Rourke <i>Power and Plenty</i> Ch. 5 (pp.227-262).  | 35                      |
|  |   | John Weaver, <i>The Great Land Rush</i> – Introduction and Chapters 1-3. [library e-reserves]   | 122                     |
| June<br>1-5  | Seminar 2: Colonies, Communities and Trade                    | Harold Innis "An Introduction to the Economic History of the Maritimes"   | 20                      |
|  |   | David S. Macmillan, "The 'New Men' in Action: Scottish Mercantile and Shipping Operations".   | 62                      |
|  |   | 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> | 24                      |

|  |  |   |   |
|--|--|---|---|
| June 8-12                                      | Seminar 3:<br>Development of Ontario: Centre-Periphery | Hugh G.J. Aitken, "The Family Compact and the Welland Canal Company", <i>CJEPS</i> 18(1) (Feb. 1952): 63-76.<br><br>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.<br><br><i>Code Spatial Dynamics of Financial Intermediation</i> (phd diss 1971) Ch.4 "Montreal's Financial Community, 1821-71", pp.50-186. | 15<br><br>21<br><br>136 (double spaced) |
| June 15-19                                     |  | <b>Short Essay #1 due June 17<sup>th</sup></b>  |   |
| <b>Part Two: First Nations and Development</b> |  |   |   |
| June 22-26                                     | Seminar 4:<br>Treaties                                 | Miller, <i>Compact, Contract and Covenant</i> Ch.4 "Upper Canadian Treaties" (pp.93-122) [ <b>library e-reserves</b> ]<br><br>Wicken, <i>Mi'kmaq Treaties on Trial</i> ch.1-2 (pp.25-58), ch.5-7 (pp.99-159) [ <b>library e-reserves</b> ]  | 30<br><br>95                            |
| June 29 - July 3                               | Seminar 5: Land  | John Weaver, <i>The Great Land Rush</i> – Chapters 4-6. [ <b>library e-reserves</b> ]   | 123                                     |
| July 6-10                                      | Seminar 6: Co-operation to Competition                 | Frank Tough, 'As Their Natural Resources Fail': <i>Native Peoples and the Economic History of Northern Manitoba</i> , Ch.7-14 (pp.143-298). [ <b>library e-reserves</b> ]   | 155                                     |
| July 13-17                                     |  | <b>Short Essay #2 Due July 15</b>   |   |

**Part Three: Finance and a National Economy**

|              |   |  |              |
|--------------|---|--|--------------|
| July 20-24   | Seminar 7:<br>Capital and business organization                   | Lamoureux, "Entrepreneurship, Business Organization and Economic Concentration"<br><br>Kobrak and Martin, <i>From Wall Street to Bay Street</i> Ch. 3 "The Maturing" (pp.92-151).                                      | 32<br><br>60 |
| July 27 - 31 | Seminar 8:<br>Financial Markets                                   | 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> . | 127          |
| August 3-5   | Seminar 9:<br>Interwar financial turmoil and the Great Depression | Eichengreen "Understanding the Great Depression"<br><br>P.J. Cain, "Gentlemanly Imperialism at Work: The Bank of England, Canada, and the Sterling Area 1932-1936"   | 28<br><br>23 |

**Final Essay Due Wednesday, August 12<sup>th</sup> at 4:30pm in Learn dropbox**

### **Missed Seminars and Late Penalties**

If a student is unable to contribute to a seminar for documented reasons her/his presentation and/or posts mark(s) will be calculated on the basis of the remaining weeks. Late essays submitted without documented reasons will be penalized with a 1% *reduction* in the grade per day.

### **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](mailto: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