



ECON 327 A01

The Economic History of North America

Spring Session: 202501 – CRN 21011, 1.5 units, 3.0 hrs, MR 11:30-12:50 COR A221

UVic Land Acknowledgement

We acknowledge and respect the Lək'wəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək'wəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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Course Content

Economic historians use the tools and concepts of economics to understand events in the past. This course will broaden your understanding of the events and institutions you encounter in other courses in Economics.

The lectures are structured using a mix of chronological and thematic elements. This course is intended to be delivered in person. From time to time I may provide some short videos, notes or PowerPoint slides, but as a rule I will not post material in this manner. Office hours are scheduled on zoom for the entire term. The midterm will be in person during class **March 3** and the final written in person at the time arranged by the university. You will benefit from regular viewings of the Brightspace page, and I recommend that you subscribe to all discussion forums and pay attention to my announcements posted there.

Learning Outcomes

By completing the course students can expect to have learned how to:

- Understand how economists use economic theory and methods to interpret historical events
- Understand how economists use historical events to develop the discipline of economics and understand current economic issues.
- Acquire knowledge of the broad facts of North American economic history from the time before Europeans arrived to the recent past, with most attention paid to the mid-18th to mid-20th centuries.

Skills you will get practice in:

- Connecting economic events over time;
- Applying basic economic models to historical economic institutions and events;
- Writing non-technical summaries of documents.
- Conducting simple policy evaluations, and summarize complex information in the form of short essays and briefing notes.

Course prerequisites/co-requisites

ECON 103, ECON 104 and ECON 225

Textbook and Course Readings

Recommending but not required

Norrie, Kenneth, Douglas Owsram and J.C. Herbert Emery. (2008) *A History of the Canadian Economy*. 4th ed. Thomson Nelson, Toronto.

Atack, Jeremy and Peter Passell. (1994) *A New Economic View of American History from Colonial Times to 1940*. Second Edition. W W Norton & Co Inc.

I will make extensive use of the recommended textbooks, so if they are within your budget you should buy one or both. I will do my best to summarize the key points you *need* to know in slides and notes that will be posted to the Brightspace page. More detail and the emphasis on important ideas will be made clear during the lectures. Other readings will be used to round out the lectures and complement the textbooks.

My selection of readings will in part be based on their on-line availability. The slides, notes and readings are the basis of the progress quizzes. All readings are useful for following lecture material and performing well on discussion forum questions and the exams. It is feasible to achieve satisfactory performance in the course by focusing on the readings marked primary. Readings marked secondary will not be emphasized in exams, but will be useful for achieving a superior grade

Brightspace

Brightspace is used extensively for the course. All students are expected to be fully functional with the system. The lecture notes will be posted in *Brightspace*. Please note that the lecture notes online are only outlines of the actual lectures.

All announcements will be posted in *Brightspace*. Students are advised to check it frequently.

Grading

Grading Scheme

In- Class Assignments:	10%
On-line Progress Check quizzes	5%
Homework Assignments:	15%
Midterm Exam	20%
Final Exam:	50%

I will assess participation and engagement by your **progress check quizzes** and your successful completion of **in-class writing assignments**. Progress check quizzes will be on line, and will partly be used keep you on track with the reading. The in-class writing assignments will focus on the weekly primary reading assignments. Further details will be found on the course Brightspace page. Grading reflects the fact that these components count toward participation, so your continued engagement and effort will ensure a superior grade.

The three **writing assignments** will be **briefing notes**. These will be based on real events and focus on framing the rationale for choosing a particular policy. The topics, expectations and templates for these will posted two weeks prior to their due dates, announced in the Brightspace Calendar. The two **exams** will cover the material discussed in class and the readings marked as primary. The exams will have questions resembling in style and structure the participation components.

Mandatory/Essential Course Components

Students who have completed the following **course requirements** will be considered to have completed the course:

- two or more homework assignments
- the final exam

Failure to complete one or more of these elements will result in a grade of "N" **regardless of the cumulative percentage on other elements of the course**. N is a failing grade and factors into GPA as a value of 0. **Attendance at all classes is expected. Students who miss more than 5 classes may be denied permission to write the final exam. Please ensure that your schedule permits you to attend all classes and contact me immediately if you are unable to attend a class.**

Grading Scale

A+	A	A-	B+	B	B-	C+	C	D	F or N
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Students should review the University's more detailed [summary of grading](#).

Missing Assessments

Should students encounter a situation where they miss an exam or cannot submit an assignment at its due date, they may qualify for an academic concession. Students are required to indicate the specific grounds on which they are requesting an academic concession and to provide a justification outlining the impact of the circumstances on their ability to complete course requirements. Concessions must not significantly alter the assessment of overall performance in the course and will not alter the required components of the course, as described below under the heading grading. Please let me know as soon as possible if you need an in term academic concession. For in-course extensions, please follow the instructions on the [Undergraduate requests for academic concession](#) webpage. In case you miss the final exam, fill in a [request for a deferral](#).

Students are advised not to make work or travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. Students do not qualify for an academic concession if travel plans conflict with the examination.

Course Policies

This course adheres to the [Undergraduate Course Policies](#) of the Department of Economics that deal with the following issues:

- Academic concessions

- Academic integrity (plagiarism and cheating)
- Attendance
- Grading
- Inclusivity and diversity
- Late adds
- Late assignments
- Repeating courses
- Review of an assigned grade
- Sexualized violence prevention and response
- Students with a disability
- Term assignments and debarment from examinations
- Travel plans
- Waitlists

The following policies are explicitly included because of their importance:

Waitlist Policies

- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event they are admitted.
- Registered students who do not participate as specified in this outline during the first 7 calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.

Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour, including the practices described in the [Policy on Academic Integrity](#) in the University Calendar, is subject to penalty by the University. See below for a statement in the use of Generative AI.

Review [What is Plagiarism](#) for the definition of plagiarism. Note: Submitted work may be checked using plagiarism detection software.

Student Code of Conduct

The Humanities, Science, and Social Sciences Faculties have adopted this [Student code of conduct](#). Please, review.

University Policies

- University Calendar - Section "[Information for all students](#)"
- [Creating a respectful, inclusive and productive learning environment](#)
- [Accommodation of Religious Observance](#)
- [Student Conduct](#)
- [Non-academic Student Misconduct](#)
- [Accessibility](#)
- [Diversity / EDI](#)
- [Equity statement](#)
- Discrimination and Harassment [Policy](#)
- [Policy on Human Rights, Equity and Fairness](#) - The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Sexualized Violence Prevention & Response

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Contact svpcoordinator@uvic.ca.

Resources for Students

[UVic Learn Anywhere](#) - UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.

[Centre for Accessible Learning](#) - Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the [Centre for Accessible Learning](#) (CAL) for formal arrangements to be made. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

[Centre for Academic Communication](#) - Offers coaching on [academic integrity](#), including preventing accidental plagiarism. Provides support to students with time management, reading, writing, speaking, understanding academic expectations, and other aspects of academic communication as well as creating academic posters, blogposts, PowerPoint slides, and e-portfolios.

[Health Services](#) - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[Support Connect](#) - a 24/7 mental health support service for students

- Toll-free (calls from North America): 1-844-773-1427
- International collect calls: 1-250-999-7621

[Counselling Services](#) - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

[Indigenous Student Services](#) - Indigenous UVic students have access to many sources of support on campus. Before, during and after your time at UVic, you are encouraged to explore programs and services available to you, such as [Indigenous counselling services](#) and the [Elders in Residence](#), as well as non-academic programs that may be of interest to you.

[International Student Support](#) - The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program.

For academic advising-related questions, students in the Economics Department are also encouraged to meet with the Economics Undergraduate Advisor (Brooklynn Comish-Trimble, ecadvice@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#).

The International Student Liaison in the Economics Department is Dr. Paul Schure who can help you connect with other international and domestic students in the Department. His email address is schure@uvic.ca. Please, reach out if you are interested.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future.

When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to the [CES log-in](#). You will use your UVic NetLink ID to access the survey, which can be completed on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

- What strengths did your **instructor** demonstrate that helped you learn in this course?
- Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
- Please provide specific suggestions as to how this **course** could be improved.

In addition to this I will occasionally survey your opinion on various aspects of the course. The Brightspace page under Administration provides a link to a confidential feedback form where you can anonymously offer any thoughts about the course.

Course Structure

The course structure is tentative and depends on progress and class interest. The accurate schedule will be maintained on the Brightspace Page. The following is the current plan.

1. Introduction to Economic History
2. Indigenous Foundations
3. Early Colonization
4. Revolution and Conflict
5. Slavery
6. The Rush for Resources
7. Treaties
8. Money and Banking
9. The Second Industrial Revolution
10. The Great Depression

E-mail Correspondence

Emails should be limited to critical matters, such as inability to attend class, an exam, or prolonged illness, and should include the course name and number in the subject line. Questions on course material should be asked during office hours or in class. The standard format for writing a letter must be used. This means it should begin with a salutation (e.g. Dear....), include full sentences and it must conclude with a signature that includes your **full name and V#**.

Use of Generative Artificial Intelligence

We will discuss the use of Generative AI throughout the course, but please note that on graded material the use of Generative AI **requires explicit permission** and will come with conditions that may exceed the assignment requirements as distributed. Generative AI is embedded in many tools, so if you are in doubt, **ask me**. Be prepared to explain how this tool is assisting rather than replacing the development of your own understanding, and how its use is improving rather than reducing my ability to assess your understanding of the course material.