



ECON 327 A01

Economic History of North America

Summer Session: 2024 5 – Term May-June, 31219, Unit Value, Contact hours (classes, labs, tutorials, etc.), Course schedule (TWF/10.30-12.20, locations)

UVic Land Acknowledgement

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

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TA Name: Shravasti Nath

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Office Hours:

Course Content

The goal of the course is to provide students with a basic understanding of North American economy history along with an introduction to the kind of methodology employed by contemporary economic historians. Topics likely to be covered include: Indigenous economies pre and post-European contact; land expansion; mass migrations; slavery and the civil war; railroads and industrialization; Great Depression and Recovery; WWII and the increased role of governments; labour markets and human capital; natural resources and the environment; civil rights, race and gender; cities and (sub)urbanization; health and demographics.

This is a course that requires regular work, with substantial amounts of reading and writing. Non-native speakers will not be penalized for grammar issues – quality of the arguments is what matters.

Course prerequisites/corequisites

Complete all of the following

Complete 1 of:

ECON103 - Principles of Microeconomics (1.5)

ECON103C - Introduction to Principles of Microeconomics and Financial Project Evaluation (1.5)

ECON180 - Introduction to Economics and Financial Project Evaluation (1.5)

Complete all of:

ECON104 - Principles of Macroeconomics (1.5)

Complete 1 of:

ECON225 - Writing for Economists (1.5)

ENGR240 - Technical Writing (1.5)

Textbook (recommended)

Norrie, Kenneth, Douglas Owsram and J.C. Herbert Emery. (2007) *A History of the Canadian Economy*. Fourth Edition. Harcourt Brace Jovanovich, 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

Additional readings will be circulated as required.

Additional (general) recommended books:

Acemoglu, Daron and James A. Robinson. (2012), *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Crown Business.

Diamond, Jared. (1997) *Guns, Germs and Steel: The Fate of Human Societies*, W. W. Norton.

Diamond, Jared. (2005) *Collapse: How Societies Choose to Fail or Succeed*, Viking Press.

Recommended Podcasts:

[The Economic History Podcast](#), by Seán Kenny

[A History of the United States](#), by Jamie Redfern

Brightspace

- Brightspace will be used extensively for the course. All students are expected to be able to navigate this system.

- The readings, slides, assignments, journaling, class discussions, etc. will be posted and transacted in Brightspace. Please note that slides are not lecture notes and they do not substitute recommended - they are only outlines of the actual lectures. It is very important to attend lectures and do the required readings

E-mail correspondence

I receive in excess of one hundred emails every day, please make sure you follow these rules so that your email gets the appropriate attention. Use only my personal email vgabriel@uvic.ca. Emails should be limited to critical matters, such as inability to attend 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#. Text message lingo should not be used (see here for a gentle guide on how to email faculty).

Office hours

The default is in-person office hours (BEC360), although a chat or video call via Zoom or MS Teams can also work – typically slots of 10-15 minutes. If you have questions about the course topics, please prepare beforehand by revising the material and doing the required readings. If the times of the office hours do not work for you, please send me an email (see rules above) and I will try to find alternative slots.

Grading

Mandatory/Essential Course Components

All components are mandatory, they must be attempted in order to pass the course.

Grading Scheme

The course grade is determined as follows (all components are mandatory):

Class discussions: 18% (mandatory)

Economic history is an active subject that is continuously evolving and open to questioning and reinterpretation. Each week there will be assigned/required readings which will be debated by students in smaller groups, typically during the first part of Fridays lectures. Discussion groups are randomly allocated and will change every week. Students are required to debate and highlight key insights of the weekly readings, submitting a summary by the end of the lecture. Students must submit reading notes each Thursday 23.59pm (typically) in order to be eligible for the class discussion grade. Students that do not contribute to the class discussion will get a grade of 0. Participation in these sessions is required, failure to attend and complete fewer than four sessions will result in a grade of “N” regardless of the cumulative percentage on the course. N is a failing grade and factors into GPA as a value of 0.

Journaling: 18% (mandatory)

Students will keep a journal that tracks their own engagements with the course on a regular basis. You are strongly encouraged to draw from the readings/podcasts each week in preparing your journal entries, reflecting on how the themes discussed impact your learning and understanding of Economic History. Journal entries should be submitted every week on Brightspace, these can entail bulleted notes or just a

few paragraphs. Consider reaching out to the [Centre for Academic Communication](#) - it offers coaching on [academic integrity](#), including preventing accidental plagiarism. It also provides support to students with time management, reading, writing, speaking, understanding academic expectations, and other aspects of academic communication.

At least 6 weekly entries are required, failure to complete fewer than three entries will result in a grade of “N” regardless of the cumulative percentage on the course. N is a failing grade and factors into GPA as a value of 0.

In-class quizzes: 14% (mandatory).

There will be between seven weekly in-class quizzes that will be randomly undertaken during class. These are to encourage active learning and to offer opportunities to engage with the course material as well as for you (and me) to assess your understanding. Having difficulty completing a quiz is a signal for you to work on the related material. Failure to complete fewer than 4 quizzes will result in a grade of “N” regardless of the cumulative percentage on the course. N is a failing grade and factors into GPA as a value of 0.

Midterm exam: 15% (mandatory)

The midterm will be a 40 min closed-book written exam and will focus on the material covered in class and the weekly assigned readings. **The midterm date is 12 June 2024, 10.30am.** A normal class will take place after the midterm.

Research proposal outline with data collection: 35% (mandatory)

You are asked to submit an outline of a research proposal. This should take the form of a 2-page proposal that reviews an existing area of research, identifies gaps, and suggests a research strategy to fill these knowledge gaps. It should contain a statement of the paper’s topic, an outline of the main argument to be made, plus critical summaries of at least 2 key references. Each critical summary should be a 1-page document, with one or two paragraphs summarizing the main contribution, data and methods, with the remainder paragraphs containing a critique (potential weaknesses, relation to the literature, relation to the proposed topic, etc.).

In addition, you need find, collect and present data from relevant historical data sources (even if incomplete or preliminary) that supports your research proposal. You are encouraged to use your journal entries to reflect on the relevant material. Moreover, you are encouraged to attend office hours regularly to discuss your proposal.

Consider reaching out to the [Centre for Academic Communication](#) - it offers coaching on [academic integrity](#), including preventing accidental plagiarism. It also provides support to students with time management, reading, writing, speaking, understanding academic expectations, and other aspects of academic communication

The submission date is 19 June 2024, 23.59pm (on Brightspace). **A mandatory one-to-one in-person meeting for presentation/discussion of the main idea and feedback will take place the following week (w/c 24 June).** The grading will take into account both the submission and the discussion.

Dates of Assessments, Due Dates of Assignments

Assignment: Research proposal outline – 19 June 2024, 23.59pm

Midterm: The midterm exam is scheduled for 12 June 2024.

Final exam: There is no final exam.

Grading Scale

A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%
B	73-76%
B-	70-72%
C+	65-69%
C	60-64%
D	50-59%
F or N	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. For in-course extensions, please [fill in the form and follow the instructions on the form](#) *[or specify alternative means of communicating a request such as filling in a request on Brightspace]*. I will not respond to informal requests of academic concessions. *[Note any automatic academic concessions such as putting the weight of a missed midterm for a legitimate reason on the final, dropping the two worst grades of quizzes etc.]* 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.

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 Liason 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.

Use of AI

AI may be used to polish text, but you must declare the prompt used. Uses of AI outside this policy will be a violation of academic integrity.