



**University
of Victoria**

COURSE SYLLABUS

Department of Economics
Economics and Indigenous Nations (CRN 11197)

ECON 423 A01

September, 2022 – December, 2022

Instructor: **Dr. Donn. L. Feir**

Office: Business and Economics Building (BEC) 380

Office phone: 250-721-8533

E-mail: dfeir@uvic.ca

Class Times: TWF, 1:30-2:20pm

Location: CLE C109

Office Hours: Wednesday, 2:30pm

Course Website: <https://bright.uvic.ca/d2l/home>

Course Description:

Provides an introduction to economic theory and policy analysis relevant for Indigenous nations in Canada and elsewhere; draws on literature in development economics, health economics, economic history, and labour economics; applies economic principles to policy design in Indigenous contexts; introduces Indigenous research methods to economics students. Provides basic guidance on principles of conduct for working with Indigenous communities. Topics may include an economic history of specific Indigenous peoples, self-governance, labour market outcomes and property rights.

Course Pre-requisites: ECON 313; ECON 345 or 365; or permission of the department

Course Weekly Structure:

Each week will be separated into three “types” of classes. The first is a lecture related to facts theory, and context. The second is a lecture related to methods or applications. The final is a discussion class based on the course readings. Dr. Feir will also identify a few classes which they will deliver via video lecture due to other job commitments that require them to be out of town. There will also occasionally be guest speakers that will speak on topics relevant to their own areas of expertise.

Course Objectives:

The course is designed to introduce you to the economic theory and policy analysis relevant for Indigenous nations and settlers in Canada and elsewhere. The course will use economic principles and literature to discuss the history of Indigenous-settler relations, modern economic development, and the broader social policies salient to Indigenous contexts, such as health, education, property rights, and governance.



University of Victoria

Resolving the economic questions surrounding land claims, governance, and service delivery are some of the most significant questions you will face as you move forward a policy maker, business person, analyst or resident in Canada. This course will give you the opportunity to become aware of some of the history and policies relevant in Indigenous contexts, to think about Indigenous economies from the perspective of the discipline of economics, and to think critically about the discipline of economics from the perspective of Indigenous scholars. Finally, the course's delivery and design will seek to aid in the decolonization and Indigenization mission of the University of Victoria.

This Course in the Scheme of the Economics Program:

The course is a 400 level course with 300 level pre- or co-requisites covering theory and empirical methods. Students will be expected to read and contribute to the technical literature on Indigenous economic development. This course is what is known as a “cap-stone” course usually taken near the end of your program since you will be given the opportunity to integrate all the knowledge you have gained in your economics program with important real world topics.

Learning outcomes:

By taking this course, you will be able to:

1. Broadly describe of the history of Indigenous-settler relations in Canada, modern institutions and legislation facing Indigenous peoples and nations, a basic set of facts regarding Indigenous nations in Canada and the set of theories regarding Indigenous economic development by economists and Indigenous scholars;
2. Identify errors in reasoning of policy proposals or the assessment of causal relationships;
3. Apply basic economic concepts to Indigenous policy contexts;
4. Discuss the creation, interpretation, and ethics of data regarding Indigenous peoples and have a basic grasp of causal statistical arguments.
5. Write clear and concise economic arguments for policy and academic audiences.

Course goals:

In addition to the learning outcomes, by taking this course you will have the opportunity to:

1. to synthesize the literature on a specific economic topic facing Indigenous peoples;
2. practice “two-eyed” seeing in policy evaluation and statistical analysis;
3. practice your oral communication skills;
4. enhance your written communication skills for policy and other audiences; and
5. learn from your colleagues.

Readings:

An extensive reading list will also be provided for the class. Required readings will be indicated in class. The other readings are offered as a guide to the literature for students wishing to pursue the topics in greater details.



Assessment:

Class Component	Percentage of the Grade
Knowledge Checks (3, 10% each)	45%
Class participation (5% attendance, 5% contributions)	10%
Take Home Final Exam (Position or Policy Paper)	45%

Alignment of Learning Objectives and Assessment:

Learning Outcome	Knowledge Checks	Participation	Take Home Final Exam Paper
1	X	X	X
2	X	X	X
3		X	X
4	X	X	X
5		X	X

Expected Schedule

This *tentative* schedule will be modified to follow the progression of the class. Space will be made for speakers outside of the economics department to come and give guest lectures.

Week	Lecture Subject	Due Dates
1: Sep 7-9 (W, F)	Introduction to Course and Topic	
2: Sept 12-16	Methods and Approaches	
3: Sept 19-23	Pre-contact Economies	
4: Sept 26-30	Early Trade and the Reservation Era	
5: Oct 3-7	The Historical Origins of Development	First Knowledge Check October 7
6: Oct 10-14	<i>Reading Break</i>	
7: Oct 17-21	The Historical Origins of Development	



8: Oct 24-28	Land and Property Rights	
9: Oct 31-Nov4	Natural Resources	Second Knowledge Check Nov 1
10: Nov 7-11	Access to Capital and Labor Markets	
11: Nov 14-18	Self-Government	
12: Nov 21-25	Reparations and Policies that Work	
13: Nov 28-Dec 2	Graduate Student Presentations	Final Knowledge Check Dec 2 nd
14: Dec 5-19	Final Exam Period	Final Exam Due December 15th

The Standards of Student Behavior in the Tri-Faculty

The standards are posted here: [Student code of conduct](#). All apply to conduct in this class and students should familiarize themselves with these standards.

Other Policies and Procedures:

Policy on Use of Email: Go ahead. I will respond as soon as I can. Please be patient though since I get way more email than is sensible.

Inclusivity and Diversity: The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.” (University Calendar, p. 10.)

Waitlisted Students: I cannot guarantee that waitlisted students will eventually be added to the class roster. If you have an urgent need to take 203 this term and have a scheduling conflict, please see the undergraduate advisor. I have no personal ability to increase class size or admit students into the class as much as I would like to.

Missing a Test: Accommodations can be made for missed tests, but only in cases of unforeseen emergencies, such as serious illness (a cold does not qualify). Relevant documentation (such as a doctor’s certificate) *must* be promptly provided in such cases. If you cannot provide adequate documentation you will receive a score of zero for the missed test.



University of Victoria

University Policy on Plagiarism and Cheating: The standards and the reputation of a University are the shared responsibility of its faculty and student body. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. Plagiarism and cheating are considered a most serious breach of academic integrity and shall be dealt with as such by the Department of Economics.

University Policy on Examinations and Travel Arrangements: Students are advised not to make 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 after the end of the examination period (see the University Calendar). There will be no special accommodation if travel plans conflict with the examination.

Accessibility Statement: 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, please feel free to approach me and register with the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://www.uvic.ca/services/rcsd/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Course Experience Survey (CES): I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). 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. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Undergraduate Grading Scale:

Letter Grade	Point Value	Percent	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations . Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material , a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding
B	5	73 – 76	
B-	4	70 – 72	



University of Victoria

			and/or application of the course material. Normally achieved by the largest number of students.
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.