



ECON 327 A01

**Economic History of North America**  
**CRN 31243**

**Summer Session: July -August 2022**

**Instructor Name: Dr Maliha Nazir**

**Zoom Office Hours:** <https://uvic.zoom.us/j/85244100074> (Friday 1-2 pm) by appointment

Teaching Assistant: Rouzbeh Parsi (rparsi@uvic.ca)

Class Location: Cornett Building-B135

Class time: Tuesday and Friday (10:30 A.M. – 12:20 P.M.), Wednesday's class session will be asynchronous.

**Prerequisites:**

- One of ECON 103, ECON 103C, ECON 180; and ECON 104; and
- One of ECON 225, ENGR 240.

**Course Content**

This course prepares students to explore a variety of questions and approaches within economic history, the history of economic thought, the history of capitalism, labor history and the history of economic life. It explores the catalytic role past economic trends and dynamics. We will discuss the development of our economic society with a balanced perspective of why our economy is the way it is.

**Course Format**

This course will be delivered face-to-face on Tuesdays and Fridays during the summer term. I will upload the lecture for Wednesday's session on Brightspace.

**Learning Outcomes**

After successful completion of this course, the students will be able to:

- Understand the basic political, economics and social narrative of Canadian history.
- Identify and analyse historical developments which enhance our understanding of contemporary economic conditions.
- Develop an understanding of the causes and effects of inequalities rooted in social, economic, legal, and political structures.

**Textbook**

The optional textbooks for this course are as follows:

Norrie, K., Owsram, D., & Emery, J. (2007) *A history of the Canadian economy* (Fourth Edition).  
Toronto: Harcourt Brace Jovanovich.

Atack, J., & Passell, P. (1994). *A new economic view of American history from Colonial Times to 1940* (Second Edition). New York: W. W. Norton & Company.

## **Grading**

The final grade is determined as follows

Assignments	15 %
Final Paper	30 %
Quizzes	15%
Midterm Exam	15%
Presentation	10 %
Contribution to Discussion forums (Groups)	15%

**Assignments:** Three assignments submitted (electronically) and graded, each worth 5%. They are designed for the students to learn the material in depth and prepare for the long questions in the exams. They will be posted on Brightspace and must be submitted before the relevant deadline. You may discuss with other students how to answer them. However, you must submit your own work. *Note:* if caught copying other students' answers, the assignment will receive a grade of zero. In addition, the standard procedures pertaining Academic Integrity will also be initiated.

**Quizzes:** Three quizzes, each worth 5%. These quizzes serve as study guides, and to prepare the students for the short answers of the exam.

*Note:* it is the student's responsibility to submit assignments and quizzes in a timely fashion. Late assignments and quizzes will not be accepted.

**Midterm:** One midterm exam worth 15%. If you miss a midterm test due to illness or family affliction, please contact me by email. Make-up exams for midterms will not be given. In the event that you miss it the weight of the missed exam will be shifted to the final exam. Should you miss an exam without approval of the instructor, you will receive a grade of zero for that exam. *Note:* whenever needed, it is the student's responsibility to provide medical and other documentation in a timely manner.

**Discussion forums:** Three discussion forums of 5% each. The questions will be posted on Brightspace and each group will submit the answers. You are required to enroll in groups on Brightspace by the July 10. Details will be provided during the class session.

### **Final Paper:**

Each student will write a 1500-word research paper worth 30%. Students must have a minimum of one scholarly peer-reviewed source. The final paper can take several forms. It may be a review of the literature in which you are expected to bring your own critical insight to the topic. You are also encouraged to do primary research of your own in which you use primary or secondary data along with theory to help address a historical question.

**The topic of your paper must be related to the History of British North America.**

You can choose from the following topics:

1. An economic analysis of some aspect of Native American life
2. North American fur trade
3. Income growth in Canada before 1870
4. An aspect of slavery
5. Slave trade in the Americas
6. Financing of Railroads
7. Migration and farm settlement in North American history
8. Agricultural productivity change in North American history
9. Conflict and wars in North America History
10. Population of Native Americans
11. The Great Depression

12. Post-World War II Economic Growth
13. The Baby Boom
14. The Women’s Revolution in North America
15. Industrial revolution in North America

You can choose articles from the following journals:

- American Economic Review
- Canadian Journal of Economics
- Canadian Journal of Economics and Political Science
- Explorations in Economic History
- Economic History Review
- Journal of Economic History

Your essay must be written using the 7th edition of the APA style guide, as found on the OWL Purdue writing website at [General Format // Purdue Writing Lab](#) . You must submit the essay as a Word document.

**Presentation:**

- Each student will give a 10-minute-long presentation in MS PowerPoint based on the final paper.
- The references must be written in APA format at the end of the presentation.
- Questions will be asked at the end of the presentation.

**Explicitly list the Mandatory Course Components of the course**

The following are the mandatory components of the course:

- Midterm and Final paper
- Two of the three quizzes
- Two of the three assignment

**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](#).

**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.

### **Examinations**

Attendance at all scheduled examinations is mandatory. Consideration for missed examinations will be given only on the basis of documented illness, accident or family affliction, and for no other reasons. In the event of a missed final examination, students are advised to follow the procedures outlined in the [University Calendar](#).

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. There will be no special accommodation if travel plans conflict with the examination.

### **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 show up in the first seven 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.

You will be asked to sign a pledge of integrity on each exam/assignment that you undertake online. Review [What is Plagiarism](#) for the definition of plagiarism. Note: Submitted work may be checked using plagiarism detection software.

### **University 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.

See [General University Policies](#)

### **Accessibility & Health Resources**

#### **[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.

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

[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.

[Elders' Voices](#) - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

**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.

**Repeating Courses**

Be aware of the policy regarding the repeating of courses; see [University Calendar](#). In order to request permission to attempt this course for the third time, you must follow the instructions provided under the [Repeating Courses](#) policy on the Economics website. Failure to obtain permission will result in deregistration from the course.

**Course Schedule**

The tentative course schedule is below:

Date	Grade Item Due Date
July 5	
July 6	
July 8	Discussion forum 1
July 12	Assignment 1
July 13	
July 15	Quiz 1
July 19	
July 20	Assignment 2
July 22	
July 26	Quiz 2
July 27	
July 29	Assignment 3
August 2	Mid term Exam
August 3	
August 5	Quiz 3
August 9	Discussion forum 2
August 10	Final paper
August 12	Presentations
August 16	Presentations
August 17	Presentations
August 19	Discussion forum 3 (no in-person class)

## Tentative Topics

The following is list of tentative topics will be covered during the course.

- The Economic Problem
- The premarket Economy
- Emergence of Market Society
- Staple Theory
- Fur Trade
- The settlement of Canada
- Industrial Revolution
- The Settlement of the United States & Independence
- Slavery
- The Civil War, Industrialization
- Railroads & World War I
- Immigration
- The Great Depression
- World War II & Reconstruction and Post-War Growth
- The Baby Boom & The Women's Revolution

## Articles

Below are the articles from journals and other websites. You can choose your final paper topics from the list.

- Greenwood, J., Ananth Seshadri, A., & Vandenbroucke, G. (2005). The baby boom and baby bust. *American Economic Review* 95, 183-207.
- Bailey, M. J. (2006). More power to the pill: The impact of contraceptive freedom on women's lifecycle labor supply. *Quarterly Journal of Economics*, 121, 289-320.
- Costa, D. (1995). Pensions and retirement: Evidence from Union Army Veterans. *Quarterly Journal of Economics*, 110, 297-320.
- Boustan, L. P. (2009). Competition in the promised land: Black migration and racial wage convergence in the North, 1940-1970. *Journal of Economic History* 69, 756-783.
- Cutler, D. M., Glaeser, E. L. & Vigdor, J. L. (1999). The rise and decline of the American ghetto. *Journal of Political Economy* 107(3), 455-506.
- Collins, W. J. & Margo, R. A. (2004). The economic aftermath of the 1960s riots: Evidence from property values. *NBER Working Paper 10493*. Retrieved from <https://www.nber.org/papers/w10493>
- Baum-Snow, N. (2007). Did highways cause suburbanization? *Quarterly Journal of Economics* 122, 775-805.
- Bailey, M. J. & Danziger, S. (2013). Legacies of the War on Poverty (Chapter 1). Russell Sage Foundation. Retrieved from <http://www.jstor.org/stable/10.7758/9781610448147>
- Bailey, M. & Duquette, N. J. (2014). How Johnson fought the War on Poverty: The economics and politics of funding at the Office of Economic Opportunity. *Journal of Economic History*, 74(2), 351-388
- Engerman, S. & Sokoloff, K. (2002). Factor endowments, inequality, and paths of development among new world economies. *Economia* 3, 41-102.
- Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The colonial origins of comparative developments: An empirical investigation. *American Economic Review*, 91, 1369-1401.
- Acemoglu, D., & Robinson, J.A. (2008). The persistence and change of institutions of the Americas. *Southern Economics Journal*, 75(2), 282-299.

### **E-mail correspondence**

1. You should contact me by email primarily on matters that relate to your personal participation, e.g. you have a medical condition that prevents you from taking an exam. General administrative matters, such as the arrangement and the format for the assignments or exams, will not be addressed via e-mail.
2. E-mail is a terribly inefficient way of communicating regarding course material. Any clarifying questions about the syllabus and/or course content have to be asked in class.
3. If you contact me at my UVic e-mail address, please include your legal name (the name in the university records), student number and course title in the subject of your e-mail. Without such information, it is sometimes hard for the instructor to understand the nature of your queries. Please avoid inappropriate nicknames, e-mail id's and signatures. Text message lingo should not be used.
4. To maintain work/life balance, I will not respond to emails on weekends and statutory holidays.

**E-Mail:** Malihanazir@uvic.ca

### **Electronic devices**

No electronic devices, chatting, or web searching during tests

### **Educational Technology**

Brightspace is an e-learning platform that will allow us to interact and collaborate over the course of the semester. Some course material including readings, lecture notes, and course announcements will be posted on our Brightspace page. For further information on Brightspace please visit the following pages:

(1) <https://www.uvic.ca/systems/services/learningteaching/brightspace/index.php>

(2) <https://www.uvic.ca/students/index.php> click on the Brightspace tab and then sign in using your NetLink ID and password

### **Educational Technology involving storage outside Canada**

I will be using Zoom for my online office hours. While Zoom is currently updating their service so that a user can select the data centre region (*i.e.*, Canada in our case) that their account can use for real-time meeting data in-transit, the data is currently stored on US servers. To set-up a Zoom account, personal information is required. Information on Zoom's privacy policy and the terms of use can be found at <https://zoom.us/docs/en-us/privacy-and-security.html>

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the *first week* of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

### **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](http://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](mailto:svpcoordinator@uvic.ca).