Faculty of Social Sciences  
Department of Economics  

Economic History of North America  
ECON 327 A01 (1.5 credits)  
CRN 11011  
January 7, 2019 – April 5, 2019

Instructor: Alan Chaffe  
Office: Business and Economics Building (BEC) 318  
Office phone: 250-721-8586  
E-mail: achaffe@uvic.ca  
Office Hours: Monday: 3:30–5:00pm; Thursday: 1:00–2:15pm; or by appointment. Additional hours will be announced prior to the midterm and exam.  
Classroom: David Strong Building (DSB) C118  
Class Times: Monday, Wednesday, & Thursday: 2:30–3:20pm

Calendar description:  
The economic history of the United States, Canada, and Mexico over the period 1750-1950. Topics to be covered include the settling of the frontier and the development of farming; water and rail borne infrastructure, especially sail and steam shipping and the impact of the railroads; slavery and the cotton South; mercantilism, protectionism and industrialization; and immigration and population growth.

Prerequisites:  
- One of ECON 103, ECON 103C, ECON 180; and ECON 104; and  
- One of ECON 225, ENGL 135 with a minimum grade of B+, ENGL 146 with a minimum grade of B+, ENGL 147 with a minimum grade of B+, ENGR 240.

Course objective:  
This course has been designed to provide students with a broad overview of the major developments in the economic history of the United States, Canada, and Mexico. The first part of the course provides a chronological economic history of North America from 1600 until 1960s. The second part of the course covers important themes in the economic history of North America including slavery, the railroad, the War on Poverty, the role of race in American economy history, and other topics. The purpose of the course is to provide students with a basic understanding of North American economic history, to expose students to economic history as a method of economic analysis, and to examine the main features of Canada, Mexico, and America's economic growth and development. Emphasis will be placed on participation in discussions and a demonstration of the mastering of the tools of economic history in evaluating materials in class and through the completion of a final research paper.
**Required course textbook:**

There are a variety of textbooks that can provide students with an overview of the economic history of North America. The textbooks that I have chosen for this course are listed below. I have chosen these textbooks because I believe that they provide a well-rounded survey of the major developments in the economic history of North America. I will make use of additional journal articles and research papers to supplement the textbooks. The additional resources will be posted to our Course Spaces site.


**Assessment summary:**

<table>
<thead>
<tr>
<th>Part</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
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</tbody>
</table>

*Note that the midterm, final exam, and research paper are essential course requirements, meaning that they must be attempted in order to pass the course.*

Please see the evaluation schedule for the date of the research paper and the date for the midterm examination. These dates are subject to change.

**Undergraduate grading scale:**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minimum of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>
Numerical score (%) and grade point value equivalencies:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Students should review the University’s more detailed summary of grading.

**Participation:**
This course is intended to present economic history as an active subject that is continuously evolving and open to questioning and reinterpretation. Students are expected to actively participate in class with questions and comments, and to participate in class activities (e.g., the World Research Cafés where we will discuss research topics, and small-group discussions). I encourage you to attend all classes so that you can get the most out of the lectures and achieve the best possible participation grade. You cannot participate if you are not present in class and participation scores will thus be impacted if you have unexcused absences.

**Team presentation:**
During the second-half of this course, teams of three (a couple groups of two will be permitted) will make a short presentation to the class based on one of the academic readings. You are free to choose your own team; however, I can help you find a team if you need one. Each team will select a reading (any reading that has “presentation” written beside it on the reading list). Selection is on a first-come, first-served basis. Each group will provide a maximum 20-minute presentation to the class and submit a hard copy and soft copy of a 1-2-page summary of the reading. As part of the presentation, each team must engage the class in a discussion/activity on the reading. A sign-up sheet and detailed rubric for the presentations will be distributed mid-January.

**Midterm examination:**
The midterm examination will cover all material up until and including February 7th (see course structure below) and will be held during class time. It will consist of a series of short-answer and essay questions. The main criteria for assessment will be correct answers with partial credit based on evidence of thinking and learning. The midterm examination is scheduled for February 13th.

**Research paper:**
You will be required to write a short essay on a research topic of your choice. It may address any content from the economic history of North America, although it is recommended that you address a topic covered in class. The essay must be between 2,000-2,500 words in length and be written using the APA style. The research paper may take one of two forms. The first option is to write an argumentative essay on a topic of your choice. This argument should be original in nature, but supported by existing literature in economic history. The second option is to write an essay that reviews an existing area of research, identifies gaps, and suggests a research strategy to fill these knowledge gaps. Regardless of the essay type chosen, you are encouraged to attend office hours regularly to discuss your paper. A detailed marking rubric will be posted to Course Spaces mid-September. The essay is due in class on April 4th.
**Final examination:**
The final examination will focus primarily on the material following the midterm examination (see course structure below). However, you will need to understand the material prior to these topics, as there is some overlap. Similar to the midterm examination, the final examination will consist of a series of short-answer questions and longer essay questions. The main criteria for assessment will be correct answers with partial credit based on evidence of thinking and learning. The date of the final examination will be set by the registrar’s office and will be held sometime between April 8\(^{th}\)-27\(^{th}\). The exam timetables will be posted in February.

**Evaluation schedule:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>20%</td>
<td>February 13</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Varies</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
<td>April 4</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
<td>TBD</td>
</tr>
</tbody>
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**Technology requirements:**
You will have to register to have access to our Course Spaces (http://coursespaces.uvic.ca/) site, as I will be posting all course materials to this site. Course Spaces is an e-learning platform that will allow us to interact and collaborate over the course of the semester. If you need help setting up your Course Spaces account you can find detailed instructions on how to set-up your account and navigate the site at: http://coursespaces.uvic.ca/help/students/index.php. Please also feel free to ask me if you need further help. The earlier you register for Course Spaces the better, as I will regularly post relevant resources and course material to this site.

**Course experience survey (CES):**
The university has recently changed to an online survey format for course evaluations. I value your feedback on this course. Towards the end of the term, as in all other courses, 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 of Economics 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. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca to complete the survey if you don’t do so in the time provided in class. I will remind you and provide you with more detailed information closer to the time that it is to be completed, but please be thinking about this important activity during the course.

**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
• Review of an assigned grade
• 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 (i.e., a doctor’s note), 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 to increase the number of students allowed in a course. Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event that they are admitted. Waitlist offers cease after the last date for adding courses irrespective of published waitlists.
• Registered students who do not show up in the first seven calendar days from the start of the course may be deregistered. 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 to waitlisted students.

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 consequence by the University.
• Please 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. I expect you to embrace an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are all here to learn and should have equal opportunities to do so. Please visit and review the UVic equity policy: https://www.uvic.ca/equity/index.php.
Discrimination and harassment

- Discrimination and harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study, and participate in activities at the university in an environment free of discrimination and harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying or harassment as it is defined by regulations pursuant to the British Columbia Workers’ Compensation Act. Please visit and review the discrimination and harassment policy: https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf.

Accessibility

- The University is an equal opportunity university. Students with diverse learning styles and needs are welcome in this course. If you encounter barriers to academic goals that may require academic accommodations, please feel free to approach me and register with the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. For further information on the wonderful services provided by the Centre please visit: https://www.uvic.ca/services/cal/. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Sexualized Violence Prevention and Response at UVic

- UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students 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). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out to the Sexualized violence resource office in EQHR, Sedgewick C119 (Phone: 250.721.8021; Email: svpcoordinator@uvic.ca).

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. I teach many courses, so I ask that you include your full name and student number in the e-mail. It is best if questions on course material are asked during office hours or in class.

General policies

- The best way for you to learn the material and succeed in this course is to (i) attend each class having read the material for that lecture, (ii) actively participate in the class by taking part in classroom discussion and activities, (iii) study and review the material in the textbook, (iv) complete all assessments, and (v) ask questions in class, after class during office hours, by e-mail, through Course Spaces, or by arranging a meeting with me outside of office hours.
- I will post additional required readings on the Course Spaces site. You should thus visit this site regularly to stay up-to-date.
- To fully benefit from the course, I encourage you to actively participate in lectures. Active participation in the class involves participating in classroom discussions and activities, asking questions, and taking notes on pertinent material. Doing so will help you achieve greater success in the course.
• In fairness to your fellow classmates who submit their work on time, I will deduct 15% per day for late research papers. After three days, I will not accept the assignment unless you provide a formal doctor’s note.

• I take cheating, plagiarism, and other forms of academic misconduct very seriously. You are permitted and encouraged to work in groups for all assignments, but you are required to submit original work. Original work is one not received from others, copied, nor based on the work of others. For further information on the University’s plagiarism policy please visit: http://www.uvic.ca/library/research/citation/plagiarism/index.php.

• As do I, the University has a strong commitment to student learning, as well as social, personal, and ethical development. As such, the University offers a wide range of personal, learning, career counseling services (e.g., depression, self-esteem, loss and grief support, stress, anxiety, speaking publicly, thinking critically, making and using notes, and career advice), and other resources for students. Please visit: www.coun.uvic.ca for further information.

• There is no such thing as a stupid question! All questions are welcomed in and out of the class. You should make use of my office hours and are free to set up appointments with me for individual or group sessions in order to ask questions, review course material, or to speak about research topics. If you find that you are struggling with the course material, please see me as early as possible so that we can work to resolve this. I am here to work with you and to help you succeed.

• The University does set out other course policies that we are required to follow, and these can be found at: http://www.uvic.ca/science/math-statistics/undergraduate/course-policies/index.php/23-course-policies/675-important-course-policy-information.

• The Department of Economics also sets course policies that we must follow, and these can be found at: http://www.uvic.ca/socialsciences/economics/undergraduate/home/courses/course-policies.php.

• In the first class we will develop community standards (i.e., classroom etiquette) for our learning environment (community-learning standards). You should uphold these community-learning standards and the requirements stated above. I will ask you to sign a course agreement indicating that you agree with and understand the course requirements and community learning standards. This course agreement should be submitted at the start of the second class, and it will count towards your participation grade.

Important dates
• January 7: Second term classes begin for all faculties
• January 20: Last day for 100% reduction of second term fees for standard courses.
• January 23: Last day for adding courses that begin in the second term
• January 31: Last day for paying second term fees without penalty
• February 10: Last day for 50% reduction of tuition fees for standard courses.
• February 18-22: Family Day February 18th and reading break February 18-22
• February 28: Last day for withdrawing from full year and second term courses without penalty of failure
• April 8: Examinations begin for all faculties
• April 19: Good Friday
• April 22: Easter Monday
• April 27: Examinations end for all faculties
Ready, set...let’s go:

As is the case with all history topics, the economic history of North America lends itself to debate and interpretation. As a result, this class requires extensive participation from students. Together, we will discover the topics through open discussions.

If you do not learn a lot about the economic history of North America, or do not find this course interesting or enjoyable, then I am not doing my job. I love teaching economics, and I consider it my responsibility to help you succeed. As we move together as an organic learning community, we must work together. If you have questions in lecture, ask them. If you discover publications or videos related to the course material, please send them to me so that they can be shared. If you have suggestions for improving the course, please let me know. As in any university course, what you get out of this course will depend on what you put into it. Together, let’s create a community-learning environment where we all succeed!

“There is no such thing as a free lunch” (Milton Friedman).

“In the long-run, we are all dead” (John Maynard Keynes).

The most obvious things are often right there, but you don’t think about them because you’ve narrowed your vision” (Steven Levitt).

“The difficulty lies not so much in developing new ideas as in escaping from old ones” (John Maynard Keynes).

“Data, I think, is one of the most powerful mechanisms for telling stories. I take a huge pile of data and I try to get it to tell stories” (Steven Levitt).

“Educate yourself as much as you can with life. Just go out there” (Julian Morris)
Tentative course structure:

Week 1:
January 7 – Introduction
  • Course Syllabus
January 9 – Approaches to Economic History / The Settlement of Canada [1]
  • Norrie et al. Introduction (ix – xiv, xvii – xxvii)
  • Atack and Passell Introduction (xiii – xxi)
  • Norrie et al. Chapter 1: The Background to Colonization (4-16)
  • Norrie et al. Chapter 2: The Atlantic Colonies to 1763 (18-20, 24-29)
  • Norrie et al. Chapter 3: New France (32-38, 42-48)
  • Norrie et al. Chapter 4: The Atlantic Colonies (52-57)
  • Norrie et al. Chapter 5: Quebec and Lower Canada (74-79, 85-90)
  • Norrie et al. Chapter 6: Upper Canada (92 - 119)

Week 2:
January 14 – Industrial Development & Confederation
  • Norrie et al. Chapter 7: The Western Economy, 1713-1870 (121-125, 128-130)
  • Norrie et al. Chapter 8: Adjustment to the End of Mercantilism (142-143, 144, 147-148, 149-156)
  • Norrie et al. Chapter 9: Railways and Early Industrialization (158-169)
  • Norrie et al. Chapter 10: Confederation and the British North America Act (171-183)
January 16 – The Settlement of the United States and Independence [1]
  • Attack and Passell Chapter 2: The Colonial Economy (29-51)
  • Attack and Passell Chapter 3: The American Revolution: Some Causes and Consequences (54-78)
January 17 – The Settlement of the United States and Independence [2]
  • Attack and Passell Chapter 5: Foreign Trade and Commercial Policy Development (112-116)
  • Attack and Passell Chapter 6: The Transportation Revolution and Domestic Commerce (143-148, 160-171)
  • Attack and Passell Chapter 7: The Beginnings of Industrialization (175-180, 191-193, 201-205)
  • Attack and Passell Chapter 9: Westward Expansion and Public Land Policy (249-254)

Week 3:
January 21 – Slavery [1]
  • Attack and Passell Chapter 11: Slavery and Southern Development (299-323)
January 23 – Slavery [2]
  • Attack and Passell Chapter 12: How the Southern Slave System Worked (326-352)
January 24 – Overview of final research paper, APA, and World Café: Research topic exploration
Week 4:

January 28 – The Civil War
- Attack and Passell Chapter 13: The Economics of the Civil War (355-374)
- Attack and Passell Chapter 14: The South After the Civil War (376-378)

January 30 – Industrialization and the Role of Women

January 31 – Railroads
- Attack and Passell: Chapter 16: Railroads and Nineteenth Century American Economy Growth and Development

Week 5:

February 4 – World War I
- Norrie et al. Chapter 14: World War I (256-278)
- Attack and Passell Chapter 20: America Comes of Age (554-560)

February 6 – Immigration & Migration

February 7 – Catch-up and Midterm review

Week 6:

February 11 – Library class. No official class today. Use today’s class to gather research for your final research paper and/or to catch up on your readings. 😇

February 13 – MIDTERM EXAM

February 14– Natural Resources and Agriculture

Week 7:

Reading Break: February 18 – 22: NO CLASS

Week 8:

February 25 – Health and Mortality

February 27 – The Great Depression [1]
- Norrie et al. Chapter 17: The Great Depression (317-339)
February 28 – The Great Depression [2]
- Attack and Passell Chapter 21: The Great Depression: Explaining the Contraction (583-618)

Week 9:
March 4 – World War II
- Norrie et al. Chapter 18: World War II (342 – 359)

March 6 - Reconstruction and Post-War Growth
- Norrie et al. Chapter 19: Growth and Prosperity (362 – 399)

March 7 - The Baby Boom and The Women’s Revolution

Week 10:
March 11 & 13 – Collective Bargaining, Unions, and Pensions

March 14 – Race in Modern America [1]

Week 11:
March 18 – Race in Modern America [2]

March 20 – Urbanization and Suburbanization
March 21 – War on Poverty

PRESENTATION

Week 12:
March 25 – War on Poverty continued
March 27 - Indigenous Peoples of Canada and the United States [1]
- Norrie et al. Chapter 1: The Background to colonization (13-16)


Week 13:
April 1– Institutions, Path Dependence, and Long Run Outcomes [1]

April 3 – Institutions, Path Dependence, and Long Run Outcomes [2]

April 4 – Catch-up and exam review class
- FINAL RESEARCH PAPER DUE

ECON 327: Course Outline — Last updated December 15, 2018
Course agreement:

I, ________________________________ have read the course outline and understand the (Student Name) course requirements stated in the course outline and the community-learning standards that we established during the first class (see Course Spaces site for the list of community-learning standards developed by the class).

_______________________________________  ________________________
(Student Signature)  (Date)

Please sign and put this in your presentation folder at the beginning of the second class.

I will also be signing this agreement 😊

Welcome to our learning community!