

McMaster University
Department of Economics
Fall 2019

Course # and Title: ECONOMICS 2K03 ECONOMIC HISTORY OF CANADA
Course Webpage: <http://avenue.mcmaster.ca>

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Lecture:	TuWeFr 9:30AM - 10:20AM, HSC 1A6	
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1 COURSE DESCRIPTION

This course approaches economic theory and economic questions from an historical perspective using Canada as a case study. It will familiarize you with the growth and evolution of the Canadian economy over the last four hundred years. How did we become so rich? We examine the development of Canada in different time periods and the patterns of growth in different regions of Canada. Why are some parts of Canada richer than others? As well as an exploration of the economic history of Canada, the course will be organized around an examination of Canada's economic relationship with Britain and the United States. What lasting impact did our early relationship with Britain leave and how did our economy get so integrated into the American economy?

2 PREREQUISITES

ECON 1B03 and 1BB3 (or ARTSSCI 2E03)

3 COURSE OBJECTIVES

The ultimate objective is to deepen your understanding of how an economy functions and an understanding of Canada's current economic role in the North American and the global economy.

4 CLASS FORMAT

To be successful in this class you must complete the required readings and attend classes. Classes will touch on a number of the key items in the readings as well as introducing material not in the readings.

5 COURSE TEXT AND READINGS

Text: K.Norrie, D.Owram & J.C.Emery. 2008. A History of Canada, 4th edition. Canada, Nelson.

We will watch several videos during class and use these as opportunities to discuss issues related to Canadian economic history.

Required readings are either from the text, posted on Avenue to Learn or available electronically through the library.

6 AVENUE TO LEARN

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

7 COURSE EVALUATION – OVERVIEW

Term Test 1	25%	1 th October	60 minutes
Term Test 2	25%	5 th November	60 minutes
Final Examination	50%	TBA	120 minutes
100%			

8 COURSE EVALUATION – DETAILS

8.1 Term Test 1 (25%)

The Term Test 1 date is Tuesday October 1. It will be held in HSC1A6, in our regular classroom. In the event the University is closed on October 1, the Term Test 1 will be held Wednesday October 2 in HSC1A6.

8.2 Term Test 2 (25%)

The Term Test 2 date is Tuesday November 5. It will be held in HSC 1A6, in our regular classroom. In the event the University is closed on November 5, the Term Test 2 will be held Wednesday November 6 in HSC1A6.

8.3 Final Exam (50%)

There will be a final exam in the regular examination period.

9 COURSE POLICIES

9.1 Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE	MARK	GRADE
90-100	A+	67-69	C+
85-90	A	63-66	C
80-84	A-	60-62	C-
77-79	B+	57-59	D+
73-76	B	53-56	D
70-72	B-	50-52	D-
		0-49	F

9.2 Grade Adjustment Techniques

Requests for re-reading exams will be accepted during the week following the date the exam is returned. The student must have a specific concern with the grading and must state the reason why the grade should be changed. It is not sufficient to simply state the grade should be higher. The first request should be made to the TA for the course. If you feel you still have a case I will look at it.

9.3 Absences, Missed Work, Illness (MSAF)

Please note that the MSAF may not be used for term work worth 25% or more (including the essay and the mid-term) nor can it be used for the final examination.

10 UNIVERSITY POLICIES

10.1 Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic

dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#). The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

10.2 Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements. Academic accommodations must be arranged before classes or academic work **begins**, and for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

10.3 Academic Accommodation for Religious, Indigenous and Spiritual Observances

Students who require academic accommodation due to an Observance must submit a RISO form to their Faculty office, electronically or in person, normally within ten working days from the beginning of each term in which they are anticipating a need for Accommodation. For further information, consult McMaster University's [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#).

10.4 Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

10.5 Requests for Relief for Missed Academic Term Work McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

10.6 Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

10.5 Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

11 COURSE SCHEDULE

11.1 Introduction: Survey of Canadian Economic Growth

Video: Canada's Economic History from the Governor of the Bank of Canada
Canada's economic history, Stephen S. Poloz, the Governor of the Bank of Canada, Tuesday, 28 March 2017.
https://www.youtube.com/watch?v=NOhXMIRKm_w

Questions to consider during the video

1. What were the key periods of economic growth in Canada?
2. What factors made that growth?
3. How did our relationships with Britain and the United States change and how did they shape our development?

11.2 ECONOMIC HISTORY AND ECONOMIC THEORY

TOPIC I: Introduction: Economic Theory, Economic Institutions and Economic History Required Readings

Norrie et.al. pp. ix-xxx.

Video: Douglas North: Why Institutions Matter Part 2
<https://www.youtube.com/watch?v=sleqhKuq2z0>

Questions to consider during the video

1. Why does North argue only some countries are rich?
2. What are the key factors shaping economic growth?
3. What is the role of institutions?

11.3 THE PRE-CONFEDERATION ECONOMY

TOPIC II: The Europeans Meet the Aboriginal Economy Required Readings

Norrie et.al. pp. 1-17.

Video: The Other Side of the Ledger: An Indian View of the Hudson's Bay Company (First 15 min.)
https://www.nfb.ca/film/other_side_of_the_ledger/

Questions to consider during the video

1. How were First Nations disadvantaged by the arrival of the HBC?
2. How does North's model help us understand what has happened to members of the First Nations?

TOPIC III: European Imperialism and the Shaping of Canada's Economy: Fish & Furs— Required Readings

Norrie et.al. pp. 18-49.

Video: Mercantilism: The European World (8 minutes)
https://www.youtube.com/watch?v=9W4e_rN15xA

Questions to consider during the video

1. What is mercantilism?
2. What was Canada's role in mercantilism?
3. How did mercantilism lead to the American Revolution?
4. What about Canada?

5. Is Donald Trump a Mercantilist?

TOPIC IV: The Atlantic Economy: In the Shadow of New England

Required Readings

Norrie et.al. pp. 52-73.

Video: History of Blacks in Canada

<https://www.thecanadianencyclopedia.ca/en/article/black-enslavement/>

Questions to consider during the video

1. Was Canada's treatment of blacks different from the US?
2. Why did Canada practice discrimination when it had a labour shortage?

TOPIC V: Upper and Lower Canada: Wheat, Timber and Infant Industries

Required Readings

Norrie et.al. pp. 74-120.

TOPIC VI: The West: The Decline of the Native Economy

Required Readings

Norrie et.al. pp. 121-39.

Video: James Daschuk: Recipient of the 2014 Governor General's History Award for Scholarly Research: the Sir John A. Macdonald Prize (2.46)

[http://www.canadashistory.ca/awards/governor-general-s-history-awards/award-recipients/2014/](http://www.canadashistory.ca/awards/governor-general-s-history-awards/award-recipients/2014/james-daschuk)

[james-daschuk](http://www.canadashistory.ca/awards/governor-general-s-history-awards/award-recipients/2014/james-daschuk)

Questions to consider during the video

1. Why are the first nations so poor?
2. What role did the federal government play in this outcome?

11.4 CONFEDERATION: THE TRANSITION FROM A BRITISH COLONY TO AN AMERICAN SATELITTE

TOPIC VII: Canada on the Eve of Confederation: Economics On Our Own

Required Readings

Norrie et.al. pp. 142-170.

TOPIC VIII: Confederation: Protectionism Versus Free-Trade

Required Readings

Norrie et.al. pp. 171-183.

TOPIC IX: Regional Impacts of the National Policy

Required Readings Norrie et.al. pp. 186-231 & 302-16.

11.5 AMERICANIZATION OF THE CANADIAN ECONOMY, 1914-1989

TOPIC X: Searching for Markets – Searching for Investors

Required Readings

Norrie et.al. pp. 256-301 & 317-41.

Video: Keynesian Economics (11 minutes)

<https://www.youtube.com/watch?v=qtAeINU3FKM>

Questions to consider during the video

1. What was Keynes, key insight into how economics function.
2. What changes in the Canadian and American economy after the 1930s Great Depression appear to be Keynesian.

TOPIC XI: The Post-War Boom and Managed Trade: 1945-1973

Required Readings

Norrie et.al. pp. 342-84.

TOPIC XII: FTA, NAFTA the WTO and

GATT Required Readings

Norrie et.al. pp. 401-18