



EFFECTIVE: JANUARY 2009 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **January 2009**

B. Department / **Commerce & Business Admin.** Revision New Course
 Program Area: **Business**

If Revision, Section(s) Revised: **H**

Date of Previous Revision: **September 2004**

Date of Current Revision: **August 2008**

C: **ECON 1111** **D:** **Canadian Economic History** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:

Canada has developed from being a small number of isolated Maritime settlements into a modern economy enjoying membership in the "G-7", a group of seven industrialized democracies that includes Germany, Japan and the United States. This course examines that progression. Special attention will be paid to the relationship of Canada within the British Empire, theories of Canadian economic development and the role of government legislation since Confederation.

<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lectures and Seminars</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 3 Hours Seminar: 1 Hour Total: 4 Hours</p> <p>Number of Weeks per Semester:</p> <p>15 Weeks X 4 Hours per Week = 60 Hours</p>	<p>H: Course Prerequisites:</p> <p>BC Principles of Math 11. One course in Economics recommended.</p> <hr/> <p>I: Course Corequisites:</p> <p>Nil</p> <hr/> <p>J: Course for which this Course is a Prerequisite</p> <p>Nil</p> <hr/> <p>K: Maximum Class Size:</p> <p>35</p>
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L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

<p>M: Course Objectives / Learning Outcomes</p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the economic development of Canada both before and after Confederation. 2. Analyze how economic forces and policies have shaped the development of Canada both before and after Confederation. 3. Identify the contributions, and limitations, of economic analysis to broadening our understanding of the process of Canadian economic development. 										
<p>N: Course Content:</p> <ol style="list-style-type: none"> 1. An introduction to the economic history of the Maritimes and the rivalries among colonial powers in the North Atlantic region. 2. The early staples: The exploitation of renewable natural resources. 3. The changing structure of the Canadian economy: The National Policy. 4. Land policy and the development of agriculture. 5. Banking and capital markets before and after Confederation. 6. Capital formation and the industrialization of Canada. 7. Transportation and investment in infrastructure. 8. Labour and the role of labour organization in the Canadian economy. 9. Foreign investment: Its role and impact on the Canadian economy. 10. Regional variations in economic development and growth. 11. Recent developments in the economic analysis of Canada's historical development. 										
<p>O: Methods of Instruction</p> <p>Lectures and seminars.</p>										
<p>P: Textbooks and Materials to be Purchased by Students</p> <p><i>Texts and reading materials will be chosen from the following list, as determined by the instructor:</i></p> <ol style="list-style-type: none"> 1. Norrie, Kenneth Harold and D. Owram. <u>A History of the Canadian Economy</u>, Latest Ed. Toronto: Harcourt Brace Jovanovich Canada Inc. 2. Easterbrook, W.T. and M.H. Watkins. <u>Approaches to Canadian Economic History</u>, Latest Ed. Ottawa: Carleton University Press. 3. Marr, William L. and Donald G. Paterson. <u>Canada: An Economic History</u>, Latest Ed. Toronto: Gage Educational Publishing Company. 4. Easterbrook, W.T. and H.G.J. Aitken. <u>Canadian Economic History</u>, Latest Ed. Toronto: MacMillan of Canada. 										
<p>Q: Means of Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Final Examination</td> <td style="text-align: right; padding: 2px;">30% - 40%</td> </tr> <tr> <td style="padding: 2px;">Term Test(s)</td> <td style="text-align: right; padding: 2px;">30% - 70%</td> </tr> <tr> <td style="padding: 2px;">Written Assignments</td> <td style="text-align: right; padding: 2px;">0% - 30%</td> </tr> <tr> <td style="padding: 2px;">Class Participation</td> <td style="text-align: right; padding: 2px;"><u>0% - 10%</u></td> </tr> <tr> <td></td> <td style="text-align: right; padding: 2px;">100%</td> </tr> </table> <p style="text-align: center; margin-top: 10px;">THERE WILL BE A MINIMUM OF THREE (3) EVALUATIONS.</p>	Final Examination	30% - 40%	Term Test(s)	30% - 70%	Written Assignments	0% - 30%	Class Participation	<u>0% - 10%</u>		100%
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Term Test(s)	30% - 70%									
Written Assignments	0% - 30%									
Class Participation	<u>0% - 10%</u>									
	100%									

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s): **Les Marshall**

Education Council / Curriculum Committee Representative

Dean / Director: **Robert Buller**

Registrar: **Trish Angus**

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