

Course Syllabus



[Jump to Today](#)

 [Edit](#)

Econ 5470/6470-090: Industrialization and Economic Development: The American Case

Fall 2017

Online

- Prerequisites: Econ 2010 and 2020
- Fulfills upper division writing (CW) requirement.
- Fulfills history focus area requirement for Econ majors.

Professor Thomas Maloney

Office: Building 73 Room 219

Office Phone: 581-7704

Dept Phone: 581-7481

E-Mail: maloney@economics.utah.edu

In this class, we will study growth and change in the US economy from the colonial period to the present. While this course is to a great degree a "survey," or a broad overview, of this history, we will give particular emphasis to the study of several "big questions":

- Can economic growth be sustained in the future in the US? Should growth be our primary policy objective?
- Why is inequality rising in the US, and does inequality matter for the functioning of the US economy and society?
- What does new technology do to the conditions faced by workers – levels of pay, unemployment, working conditions?
- Why has the economic presence of the government grown, and how does the growth of government affect the economy?

Objectives:

By the end of the semester, a student who is successful in this course will

- (1) Have a detailed understanding of the evolution of the US economy from colonial times to the present in terms of industrial composition, growth rates, methods of production, and living standards,
- (2) Become familiar with important measures of economic performance (output measures, income measures, inequality measures, etc.) and sources of these measures,
- (3) Gain insight into how economists use models to understand changes in the economy,
- (4) Be able to interpret current economic issues (unemployment immigration, discrimination, inequality, the pace of growth) in the context of related historical phenomena,
- (5) Be better able to write about and discuss economic content in a way that is engaging and persuasive.

The required reading for this class will consist of journal articles and book chapters which will be made available through Canvas. There is no required text. It may, however, be useful to have a textbook to rely on as a basic reference. Two that I find useful are

- Walton and Rockoff, [History of the American Economy](#) (Cengage). The newest edition is quite expensive. Other recent editions are likely to be much cheaper and just about as good.
- Atack and Passell, [A New Economic View of American History](#) (Norton). The most recent edition is 1994, but it's still useful and should not be too expensive.

In the lecture videos, I will also present a considerable amount of material that is not specifically available in any of these sources. It is therefore essential to watch these videos and take notes on them.



Canvas

Canvas is where course content, grades, and communication will reside for this course.

- Log in at <http://utah.instructure.com>
 - Your username is your U#, and your password is your global password (the same one you use for CIS or UMail).
- For Canvas questions, contact the Teaching and Learning Technologies.
 - 801 581-6112 Option 2
 - classhelp@utah.edu
- For passwords, or any other computer-related technical support contact the IT Help Desk. contact the Teaching and Learning Technologies.
 - 801 581-4000
 - <http://it.utah.edu>
 - helpdesk@utah.edu
- Canvas Notification Preferences
- Please make sure your Canvas notification preferences are set so that you will receive course announcements ASAP or Daily (click the appropriate link to set your preference).

Instructor Feedback/Communication

- I will be in the course several times a week to follow up on any discussion questions. Please allow 48 hours for turnaround time on questions, requests, or feedback. Virtual office hours will be by appointment and I will be using a web conferencing tool called Zoom. Please see the first module for instructions on how to use Zoom.
- There is a general discussion board, called "**Class Forum**," where you can post questions about the mechanics of the course, due dates, etc.

Econ 3905-001 ("Modes of Learning"):

Econ 3905 is a one-credit course which provides additional instruction in writing research papers and essays in economics. It is **not** necessary to register for Econ 3905 to fulfill the CW requirement (successful completion of Econ 5470 fulfills the requirement). Nonetheless, some students will find enrolling in Econ 3905 useful, both because it will provide an additional hour of credit and because it will give you access to resources which will help you improve your writing and thereby improve your grade in Econ 5470 (and in other classes).

Econ 6470-090 (Graduate Section):

Students planning to use this course for graduate credit must register for Econ 6470 (rather than Econ 5470). Also, you must contact me early in the semester to discuss additional work that will be required for graduate credit.

Plan of the Course / Grading:

1. Lectures, core readings, and quizzes: **50 Points Total**

Most of the modules and lecture videos are devoted to presenting a survey/overview of key topics in US economic history. Most (but not quite all) of these modules include required readings. The list of topics and readings is presented below. Six times during the term we will have relatively short quizzes on the preceding weeks' material. Quizzes may also include material from the previous weeks' "big question" presentations (these are discussed in greater detail below). Each of these quizzes will be worth 10 points. I will drop your lowest quiz. Quizzes will be made available on the listed date, and you will have 20 minutes to take each

quiz. If you fail to take a quiz during the assigned time, that becomes your lowest quiz, so don't miss more than one. No extensions or make-ups will be given.



Quiz 1	September 8
Quiz 2	September 22
Quiz 3	October 6
Quiz 4	October 27
Quiz 5	November 10
Quiz 6	December 8

2. "Class Participation" assignments: **13 Points Total**

There are several "class participation" assignments consisting of a background survey, an introduction of yourself, and discussion of three of the general readings.

- The background survey asks about your educational and career goals and your experience in economics. It also asks you to rank the "big question" groups in order of your preference. This survey must be submitted by September 2. It is worth 2 points.
- All students will be asked to submit an introduction of themselves in text, audio, or video form to the "Introductions" discussion board by September 2. Submitting some sort of reasonable introduction of yourself on time is worth 2 points.
- I will provide detailed presentations (in the lecture videos) of most of the general course readings. For three, however, I will provide only a brief overview, and we will discuss these articles in Canvas. Responsible participation in each of these discussions is worth 3 points, so there are 9 total points available in these reading discussions. The three articles that we will discuss this way, and the dates of discussion, are as follows:
 - Engerman and Sokoloff: August 30 to September 1
 - Lewchuck: November 15 to 17
 - Coates: November 27 to 29

3. "Big Question" outlines, presentations, and discussions: **47 Points Total**

Each student will explore deeply one of the big questions listed above by reading, writing on, and presenting journal articles or book chapters relating to that topic. This will work as follows:

- Four times during the semester, you will read a research paper dealing with your "big question." For three of these, you will write and submit an outline of the paper, no more than 2 sides of a page in length. These outlines are worth 8 points each.
- For ONE of the four papers connected to your "big question," rather than write an outline you will create a presentation examining the argument made in the paper, the evidence presented, and your critique, pointing out both effective and ineffective parts of the paper, and making suggestions for improvement or extension of the work. This presentation is worth 15 points.
- You will participate in group discussions of each of the four articles connected to your big question. Responsible participation in these discussions is worth 8 points (two points for each discussion).

Additional details on the "big question" outlines and essays can be found in the "Big Question Instructions" document in Module 1, "Course Background and Logistics."

4. Research/Policy paper: **45 Points Total**

Each student will write a roughly 10 page (counting pages of text, not cover pages or reference pages) paper making a policy argument related to your "big question" topic. This paper should draw on historical evidence including, but not limited to, the papers you read during the term. Your paper topic should be something along these lines:

"To sustain economic growth, the US should...."

"US economic policy should reduce its emphasis on growth and shift its focus to...."

"To reverse growing inequality, the US should..."

"Economic inequality should not be a policy concern because...."

"New robotic technology threatens the living standards of workers, so we should...."

"Excessive government regulation harms economic growth, so we should...."

There are three deadlines and grades related to this assignment:

- You will turn in a "proposal," worth 10 points, by October 27
- You will turn in a rough draft, worth 10 points, on November 22. This will be returned to you with comments and suggestions for revision by December 1.
- You will turn in your final paper, worth 15 points, incorporating these suggested revisions, on December 15.

Note that your rough drafts and final papers will be submitted to Turnitin, a plagiarism checking utility, through Canvas. Additional details on the Research/Policy Papers will be distributed by early October.

Final Semester Grade: There are 155 points available to be earned above. Your grade will be calculated as a percentage of 150 points, so there are effectively 5 "extra credit" points built in to the structure of the course. The grade scale is below.

Grade Scale:

Grade	Points	Percentage Score
A	138 and above	92 and above
A-	135 to < 138	90 to < 92
B+	132 to < 135	88 to < 90
B	123 to < 132	82 to < 88
B-	120 to < 123	80 to < 82
C+	112 to < 120	75 to < 80
C	105 to < 112	70 to < 75
C-	97 to < 104	65 to < 70



D+	94 to < 96	63 to < 65
D	85 to < 93	57 to < 63
D-	82 to < 84	55 to < 57
E	< 82	< 55

Nondiscrimination and Accessibility Policy

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran's status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University's Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action

201 South Presidents Circle, Rm. 135

Salt Lake City, UT, 84112

801-581-8365 (voice/tdd)

801-585-5746 (fax)

www.oeo.utah.edu

Other University policies such as harassment, withdrawal, and the student grievance process can be found at the website of the registrar.

Faculty and Student Rights and Responsibilities:

My commitment to you is that we will cover the material described above and carry out the quizzes and other assignments on the scheduled dates (barring unforeseeable complications such as my becoming severely ill, closure of the campus, destruction of the internet, etc.). I will also enforce the student code to ensure fairness in evaluating your work (particularly with regard to the originality of your writing assignments). Your responsibilities include keeping up with lectures and assignments, observing a high level of academic integrity in all of your work, and helping to create a respectful atmosphere conducive to learning.

Please contact me as soon as possible regarding any confusion you have with regard to the course, the schedule, the assignments, etc. Have a great semester.

Schedule of Topics

8/21 to 8/25: Module 1 – Course Background and Logistics

8/28 to 9/1: Module 2 – Introduction and Overview of Growth



READING:

Sokoloff and Engerman, "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World," Journal of Economic Perspectives 14:3 (Summer 2000).

9/5 to 9/8: Module 3 – Colonial Economic History

READING:

Rosenbloom, Joshua. "Indentured Servitude in the Colonial U.S." EH.Net Encyclopedia, edited by Robert Whaples. March 16, 2008.

9/11 to 9/15: Module 4 – Early Industrialization in the US

READING

Sokoloff, "Inventive Activity in Early Industrial America: Evidence from Patent Records, 1790-1846," Journal of Economic History December 1988 (48:4), p. 813-850.

9/18 to 9/22: Module 6 - Demography and US Economic History: Fertility, Mortality, and Health

READINGS:

Steckel, "Stature and the Standard of Living," Journal of Economic Literature December 1995 (33:4), p. 1903-1940.

-

9/25 to 9/29: Module 8 – Immigration and US Economic History

READING:

Abramitzky and Boustan, "Immigration in American Economic History," NBER Working paper 21882, January 2016.

10/2 to 10/6: Module 10 – Slavery and the South

READINGS:

Hanes, "Turnover Cost and the Distribution of Slave Labor in Anglo-America," Journal of Economic History 56:2 (June 1996).

[10/8 to 10/15 – Fall Break]

10/16 to 10/20: Module 12 – The Post-Civil War South

[No new reading this week.]

10/23 to 10/27: Module 13 - 19th Century Wealth Inequality

[No new reading this week.]

10/30 to 11/3: Module 15 – Change in Industrial Structure

READING:

McCurdy, "American Law and the Marketing Structure of the Large Corporation, 1875-1890," Journal of Economic History 38:3 (September 1978).

11/6 to 11/10: Module 17 – The Evolution of Labor Markets in the 19th Century

[No new reading this week.]



11/13 to 11/17: Module 19 - Female Labor in the 20th Century

READING

Lewchuck, Wayne A., "Men and Monotony: Fraternalism as a Managerial Strategy at the Ford Motor Company," Journal of Economic History 53:4 (December 1993)

-

11/20 to 11/22: Module 21 - African American Labor in the 20th Century

READINGS:

Maloney, "African Americans in the Twentieth Century," in Whaples, ed., EH.Net Encyclopedia, January 2002.

Coates, Ta-Nehisi, "The Case for Reparations," The Atlantic 313:5 (June 2014), p. 54-71.

[11/23 - 11/24 Thanksgiving Break]

11/27 to 12/1: Module 22 - The Great Depression and The New Deal

READING:





Olney, "Avoiding Default: The Role of Credit in the Consumption Collapse of 1930," Quarterly Journal of Economics February 1999 (114:1), p. 319-335.

12/4 to 12/8: Module 23 - Late 20th Century Performance of the US Economy




















READING:

Gordon, "Two Centuries of Economic Growth: Europe Chasing the American Frontier," NBER Working Paper No. 10662, August 2004.






















Course Summary:

Date	Details	
	 Background Survey https://utah.instructure.com/courses/459639/assignments/4099108	due by 11:59pm
Fri Sep 1, 2017	 Engerman and Sokoloff Discussion https://utah.instructure.com/courses/459639/assignments/4099143	due by 11:59pm
	 Introductions (https://utah.instructure.com/courses/459639/assignments/4099139)	due by 11:59pm
Fri Sep 8, 2017	 Quiz 1 (https://utah.instructure.com/courses/459639/assignments/4099114)	due by 11:59pm





















Date	Details	due by
Wed Sep 13, 2017	 Growth Reading 1 Outline https://utah.instructure.com/courses/459639/assignments/4099162	11:59pm
	 Growth Reading 1 Presentation https://utah.instructure.com/courses/459639/assignments/4099163	11:59pm
	 Inequality Reading 1 Outline https://utah.instructure.com/courses/459639/assignments/4099174	11:59pm
	 Inequality Reading 1 Presentation https://utah.instructure.com/courses/459639/assignments/4099175	11:59pm
Fri Sep 15, 2017	 Growth Reading 1 Discussion https://utah.instructure.com/courses/459639/assignments/4099144	11:59pm
	 Inequality Reading 1 Discussion https://utah.instructure.com/courses/459639/assignments/4099138	11:59pm
Wed Sep 20, 2017	 Government Reading 1 Outline https://utah.instructure.com/courses/459639/assignments/4099151	11:59pm
	 Government Reading 1 Presentation https://utah.instructure.com/courses/459639/assignments/4099152	11:59pm
	 Technology Reading 1 Outline https://utah.instructure.com/courses/459639/assignments/4099185	11:59pm
	 Technology Reading 1 Presentation https://utah.instructure.com/courses/459639/assignments/4099186	11:59pm
Fri Sep 22, 2017	 Government Reading 1 Discussion https://utah.instructure.com/courses/459639/assignments/4099135	11:59pm
	 Quiz 2 (https://utah.instructure.com/courses/459639/assignments/4099106)	11:59pm
	 Technology Reading 1 Discussion https://utah.instructure.com/courses/459639/assignments/4099136	11:59pm
Wed Sep 27, 2017	 Growth Reading 2 Outline https://utah.instructure.com/courses/459639/assignments/4099165	11:59pm
	 Growth Reading 2 Presentation https://utah.instructure.com/courses/459639/assignments/4099167	11:59pm
	 Inequality Reading 2 Outline https://utah.instructure.com/courses/459639/assignments/4099177	11:59pm
	 Inequality Reading 2 Presentation https://utah.instructure.com/courses/459639/assignments/4099178	11:59pm
Fri Sep 29, 2017	 Growth Reading 2 Discussion https://utah.instructure.com/courses/459639/assignments/4099133	11:59pm
	 Inequality Reading 2 Discussion https://utah.instructure.com/courses/459639/assignments/4099132	11:59pm

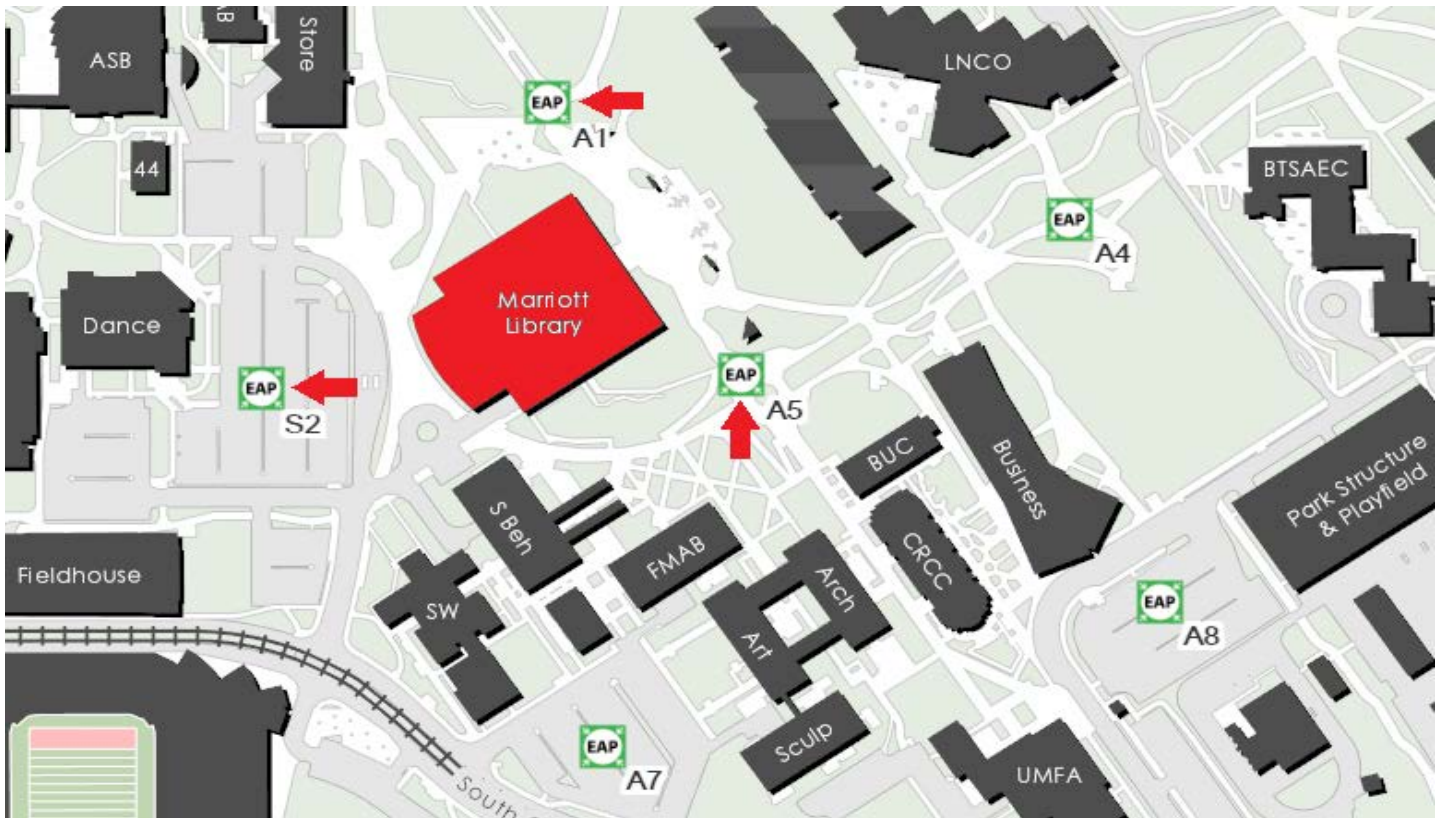


Date	Details	
Wed Oct 4, 2017	 Government Reading 2 Outline https://utah.instructure.com/courses/459639/assignments/4099154	due by 11:59pm
	 Government Reading 2 Presentation https://utah.instructure.com/courses/459639/assignments/4099155	due by 11:59pm
	 Technology Reading 2 Outline https://utah.instructure.com/courses/459639/assignments/4099187	due by 11:59pm
	 Technology Reading 2 Presentation https://utah.instructure.com/courses/459639/assignments/4099188	due by 11:59pm
Fri Oct 6, 2017	 Government Reading 2 Discussion https://utah.instructure.com/courses/459639/assignments/4099127	due by 11:59pm
	 Quiz 3 (https://utah.instructure.com/courses/459639/assignments/4099101)	due by 11:59pm
	 Technology Reading 2 Discussion https://utah.instructure.com/courses/459639/assignments/4099130	due by 11:59pm
Wed Oct 25, 2017	 Growth Reading 3 Outline https://utah.instructure.com/courses/459639/assignments/4099168	due by 11:59pm
	 Growth Reading 3 Presentation https://utah.instructure.com/courses/459639/assignments/4099169	due by 11:59pm
	 Inequality Reading 3 Outline https://utah.instructure.com/courses/459639/assignments/4099179	due by 11:59pm
	 Inequality Reading 3 Presentation https://utah.instructure.com/courses/459639/assignments/4099180	due by 11:59pm
Fri Oct 27, 2017	 Growth Reading 3 Discussion https://utah.instructure.com/courses/459639/assignments/4099126	due by 11:59pm
	 Inequality Reading 3 Discussion https://utah.instructure.com/courses/459639/assignments/4099129	due by 11:59pm
	 Proposal (https://utah.instructure.com/courses/459639/assignments/4099183)	due by 11:59pm
	 Quiz 4 (https://utah.instructure.com/courses/459639/assignments/4099112)	due by 11:59pm
Wed Nov 1, 2017	 Government Reading 3 Outline https://utah.instructure.com/courses/459639/assignments/4099156	due by 11:59pm
	 Government Reading 3 Presentation https://utah.instructure.com/courses/459639/assignments/4099158	due by 11:59pm
	 Technology Reading 3 Outline https://utah.instructure.com/courses/459639/assignments/4099189	due by 11:59pm
	 Technology Reading 3 Presentation https://utah.instructure.com/courses/459639/assignments/4099190	due by 11:59pm
Fri Nov 3, 2017	 Government Reading 3 Discussion https://utah.instructure.com/courses/459639/assignments/4099123	due by 11:59pm
	 Technology Reading 3 Discussion https://utah.instructure.com/courses/459639/assignments/4099124	due by 11:59pm



Date	Details	due by
Wed Nov 8, 2017	 Growth Reading 4 Outline https://utah.instructure.com/courses/459639/assignments/4099171	11:59pm
	 Growth Reading 4 Presentation https://utah.instructure.com/courses/459639/assignments/4099172	11:59pm
	 Inequality Reading 4 Outline https://utah.instructure.com/courses/459639/assignments/4099181	11:59pm
	 Inequality Reading 4 Presentation https://utah.instructure.com/courses/459639/assignments/4099182	11:59pm
Fri Nov 10, 2017	 Growth Reading 4 Discussion https://utah.instructure.com/courses/459639/assignments/4099121	11:59pm
	 Inequality Reading 4 Discussion https://utah.instructure.com/courses/459639/assignments/4099120	11:59pm
	 Quiz 5 (https://utah.instructure.com/courses/459639/assignments/4099110)	11:59pm
Wed Nov 15, 2017	 Government Reading 4 Outline https://utah.instructure.com/courses/459639/assignments/4099159	11:59pm
	 Government Reading 4 Presentation https://utah.instructure.com/courses/459639/assignments/4099160	11:59pm
	 Technology Reading 4 Outline https://utah.instructure.com/courses/459639/assignments/4099191	11:59pm
	 Technology Reading 4 Presentation https://utah.instructure.com/courses/459639/assignments/4099192	11:59pm
Fri Nov 17, 2017	 Lewchuck Discussion https://utah.instructure.com/courses/459639/assignments/4099142	11:59pm
	 Technology Reading 4 Discussion https://utah.instructure.com/courses/459639/assignments/4099118	11:59pm
	 Government Reading 4 Discussion https://utah.instructure.com/courses/459639/assignments/4099117	11:59pm
Wed Nov 22, 2017	 Rough Draft (https://utah.instructure.com/courses/459639/assignments/4099184)	11:59pm
Fri Dec 1, 2017	 Coates Discussion (https://utah.instructure.com/courses/459639/assignments/4099140)	11:59pm
Fri Dec 8, 2017	 Quiz 6 (https://utah.instructure.com/courses/459639/assignments/4099103)	11:59pm
Fri Dec 15, 2017	 Final Research Paper https://utah.instructure.com/courses/459639/assignments/4099150	11:59pm

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate a building either by campus text alert system or by building fire alarm, please proceed in an orderly fashion to the EAP designated for that building. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.