

ECON 5470/6470 – Industrialization & Economic Development: The American Case
Fall 2017: Mondays & Wednesdays 1:25pm-2:45pm

Instructor: Luciano Pesci, Lucianopesci@gmail.com, 801-842-7962

Classroom: [BEHS 102](#)

3 Credit Hours (fulfills CW credit requirement)

Office Hours: I'll meet anytime, anywhere, just email me & CC my assistant amy@x.ai

Recommended Prerequisites: ECON 2010 (Principles of Micro) and ECON 2020 (Principles of Macro). If you need additional writing assistance you can concurrently enroll in ECON 3905 (Modes of Learning).

Course Description: Graduate students should register for ECON 6470 and will be held to higher standards and additional work. Economic growth and development in the United States from the colonial period through the present will be examined. Growth due to industrialization, as well as the accompanying evolution of technology and social institutions, will be heavily emphasized.

Course Objectives:

1. To conduct a professional/academic quality research project.
2. To give you a historical context for the U.S. economy so you may critically apply it to your research project and future career.
3. To help you develop the skills to clearly discuss and debate the complex phenomena of American economic development and its connection to history.

General Approach to the Semester: This is a communication/writing course so grammar, spelling, and stylized formatting issues will be critically discussed in class and in the feedback you receive. **Each week the lectures will be broken into two parts:**

Mondays will be a Socratic lecture based on the assigned reading, which means you will be asked to discuss questions related to the textbook and the material it presents. The purpose of this section is to give you a chronological understanding of the development of the American economy. You must come to class each Monday having read the material due for that week.

Wednesdays will involve class discussions around specific topics being covered in the semester, and will require that you synthesize all the readings for that week, and Monday's lecture, in order to fully participate. This is meant to give you the chance to apply the theory you're learning to broader economic topics and their related components, across all of American history.

Grading Rubric:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	F

Grade Weighting By Course Component:

Class Participation (20%):

Everyone has something to add to the discussion (everyone!). Speak up in class and earn credit, or stay silent and lose points (know that eventually, I'll call on you anyway). This is worth two full letter grades, and you'll be graded as an individual for this portion.

Quizzes (10%):

Quizzes will be given online through Canvas. They will always cover the material we have already discussed or will be discussing that week. This is to incentivize you to read the textbook so we can have meaningful discussions in class. You will be allowed to drop one quiz. You'll be graded as an individual for this portion.

Bi-Weekly Updates (10%):

Every two weeks your entire team will join a 20-minute online meeting to update me on your project progress. You'll be graded as a team for this portion.

Assignments (30%):

There will be three team-based assignments, each worth 10%, given during the semester. These will help you build toward the final project and will include:

1. ***Sources & Evidence*** (Due 10/22 by 11:59pm)
2. ***Project Outline*** (Due 11/19 by 11:59pm)
3. ***90-Second Project Pitch*** (These will happen 12/4 & 12/6)

All assignments will be done as a team, with no more than 5-6 people per team. For each assignment your team will make a single submission through Canvas. I will then provide direct feedback and a grade. You'll be graded as a team for this portion. **To avoid the "free rider" problem each person on your team will be given a survey at the end of the semester that asks your team members to individually rate your level of involvement on the project. If you are identified as a freer rider I'll hold a meeting with you and the team. If the evidence points to your guilt as a free rider you will fail this course (big time).**

Project Briefing (20%):

This is the culmination of your team's work on the three assignments. Based on the feedback you received after your 90-second project pitch to the class, and my direction via the bi-weekly updates, you'll finalize your project brief using the provided template and submit it (via Canvas) no later than December 13th at 11:59pm. You'll be graded as a team for this portion.

Final Exam (10%):

Our final exam will take place on December 11th from 1:25-3:55 and will consist of an in-class discussion around 4 key questions relevant to the economic development of the United States (which you will be given on 11/27 via the lecture slides). This will build on everything you've done during the semester. You'll be graded as an individual for this portion.

Textbooks & Articles

Walton and Rockoff. *History Of The American Economy*. 12th Ed. (978-1111822927).¹

Academic Code of Conduct Regarding Plagiarism²

Plagiarism is a shortcut to nowhere, and in a digital age it will inevitably catch up with you. One of the purposes of this course is to empower you with the tools and methods to avoid making a mistake that could even be misconstrued as plagiarism. There is nothing to be lost by giving others credit for their work, so when in doubt CITE! The formal definition of plagiarism and the consequences of plagiarizing are as follows:

The University of Utah's "Student Code" defines plagiarism as:

"Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Section I.B.2.c)

If plagiarism is discovered, the "Student Code" states:

"Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student no later than twenty (20) business days after receipt of the complaint, and give the student an opportunity to respond. Within ten (10) business days thereafter, the faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student's right to appeal the academic sanction to the Academic Appeals Committee for the college offering the course. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course (8). In no event shall the academic sanction imposed by the faculty member be more severe than a failing grade for the course." (Section V.B.3)

¹ The 11th edition is also fine.

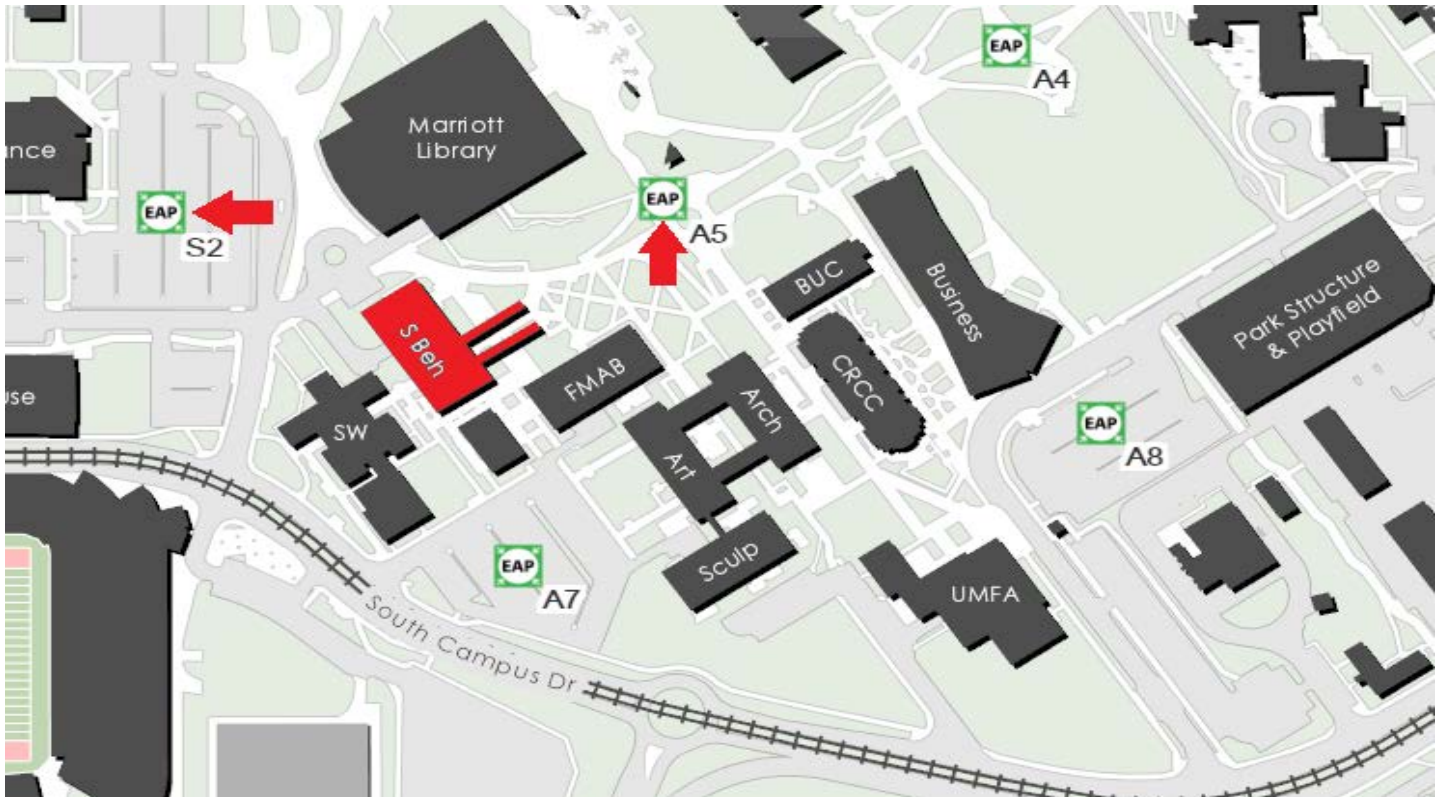
² *Source: Policy 6-400: Code of Student Rights and Responsibilities ("Student Code"). Available online at: <http://www.regulations.utah.edu/academics/6-400.html>

Course Schedule³

Week # (Dates)	W&R Section	Reading For Monday	Topic for Wednesday	Project & Quiz
1 (8/21 & 8/23)	Colonial Era (1607-1776)	Syllabus & Chp 1	The West	Welcome Quiz 0
2 (8/28 & 8/30)		Chp 2-4	Scarcity	Quiz 1
3 (9/4 & 9/6)		No Reading (Labor Day)	Individualism	Bi-Weekly Updates Begin
4 (9/11 & 9/13)	Revolution, Early National & Antebellum (1776-1860)	Chp 5-7, Common Sense & Constitution	Collective Action	
5 (9/18 & 9/20)		Chp 8-9	Trust	Bi-Weekly Update
6 (9/25 & 9/27)		Chp 10-12	Perfectionism	Quiz 2 + Bonus Question
7 (10/2 & 10/4)	Reunification Era (1860-1920)	Chp 13-14	Force	Quiz 3, Bi-Weekly Update
8 (10/9 & 10/11)		No Class: Fall Break		
9 (10/16 & 10/18)		Chp 15-16	Monopoly	Assignment 1 Due, Bi-Weekly Update
10 (10/23 & 10/25)		Chp 17-18	Creative Destruction	
11 (10/30 & 11/1)		Chp 19-20	Urbanization	Bi-Weekly Update
12 (11/6 & 11/8)		Chp 21-22	Education	Quiz 4
13 (11/13 & 11/15)	War, Depression & War (1914-1946)	Chp 23-24	Fear	Assignment 2 Due, Bi-Weekly Update
14 (11/20 & 11/22)		Chp 25	Comparative Specialization	
15 (11/27 & 11/29)	Post War Era (1946-Present)	Chp 26-28	Regulation	Quiz 5 (Bonus), Bi-Weekly Update
16 (12/4 & 12/6)	Project Pitches & Final Exam	Assignment 3 Due: 90-Second Project Pitch (12/4 & 12/6)		
17 (12/11 & 12/13)		Final Exam (12/11) & Project Briefing Due (12/13)		

³ This course and syllabus are subject to change. If a change is necessitated, you will be notified as soon as possible and a revised syllabus will be provided to you.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also 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.