

**UNIVERSITY OF UTAH
ECONOMICS DEPARTMENT**

Instructor: Holly Sue Hatfield – please call me Holly (pronouns: she, her hers)

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Office hours: by appointment

Econ 1740-090

3 credit hours

Fall 2019

U.S. Economic History

Online session

About the course

When I was about 27 years old, I had a plan to end poverty in Kenya (where I was working as an international aid practitioner); when I was about 28 years old, I learned that my plan had already been tried ... lots of times ... by lots of people ... throughout the world. This, students, is why you are required to take a U.S. Economic History class - to inform your ideas and plans for the world with what has already been proven not to work ... but also what does work.

The history we cover is primarily economic – related to how people in the U.S. have gotten their daily bread and shelter, how firms and industries have developed and grown, and how the role of the local, state, and federal governments have evolved. We will review examples of real-world events that substantiate theoretical claims in economics. And we will discuss (and hopefully respectfully argue about) all of this together. Welcome to class – I'm thrilled to have you join us!

Official course description

Historical foundations of American economic growth and development from the colonial period to the present. Institutional and structural change and processes of growth.
(Fulfills general education *American Institutions AI* credit)

Course objectives

By the end of the semester, a student can expect to

1. Identify everyday issues that are economic in nature, and explain why they are economic,
2. Trace out the historical development of various current economic issues, including discrimination, climate change, automation, immigration, and rural-urban tensions
3. Describe historical periods in terms of various economic undercurrents, such as labor, natural resources, and technological advancement, including how they are experienced by different sub-populations
4. Use historical economic situations as examples of different economic theoretical arguments/assumptions

5. Demonstrate self-directed academic exploration using basic research, writing, cooperation, participation, and argumentation skills
6. Practice the social process (and etiquette) of scientific exploration, including discussion, debate, critique and open-minded inclusivity

Important course information

Please note this is a **FULLY ONLINE class.**

You are responsible for getting through the material.

Expect to spend 6-9 hours per week on this course.

Prerequisites

There are no pre- or co-requisites for this course.

Course set-up

In this history class we start with reviewing the general history of the U.S. in one module, then each week add a new economic "angle" from which to reconsider that history, with an emphasis on sub-populations in the U.S. Each module has a short warm-up activity and a quiz about materials; we also work each week on group case studies and end the semester with a final short essay exam.

Required Materials

All required readings and materials are provided in Canvas.

Assignments

Every assignment will be submitted via Canvas. Assignment submitted late will lose 2 points per day late. If you need an extension on a deadline, please get in touch with me - I'm happy to make accommodations.

Communication

Please initiate communication with me via Canvas message; I may take up to 48 hours to respond. For more urgent issues, you may send me a text message (801.655.3622), but again, I may take up to 48 hours to respond. I will communicate with you via Canvas announcements (make sure to turn them on in Canvas settings!), timely feedback on your homework (2 week max turnaround), and otherwise via Canvas messages.

Technology info

Students will be required to upload an introduction video to Canvas, and to work as groups to record a podcast and design an infographic. If these will be new skills for you, I highly recommend starting to figure it out well ahead of the assignment due dates.

Grading and evaluation

Grading of assignments			Grade scale (in %)	
Case studies	(100 pts ea)	200 points	A : 94+	C : 73-76.9
Weekly quizzes	(10 pts ea)	120 points	A-: 90 - 93.9	C-: 70 – 72.9
Weekly activities	(5 pts ea)	60 points	B+: 87 - 89.9	D+: 67 – 69.9
Short assignments	(40 pts ea)	120 points	B : 83 - 86.9	D: 63 – 66.9
Peer reviews	(30 pts ea)	60 points	B-: 80 - 82.9	D-: 61 – 62.9

Final exam	140 points	C+: 77 - 79.9	E: < 61
Total	700 points		

Weekly quizzes (120 points)

Each week a quiz is posted in Canvas that will test your understanding of the required readings and videos. Your lowest two quiz scores will be dropped. Quizzes are generally due at 11:59 pm on Wednesdays.

Weekly activities (60 points)

Each week you will be given an activity to do that isn't too mentally strenuous. The purpose of these activities is to keep our classroom lively for you, and give you something to do other than just reading then writing. Your lowest two activities scores will be dropped. Activities will generally be due 11:59 pm on Wednesdays. (Due dates are set in Canvas to remind you!)

Short assignments (120 points)

There are three short assignments due in weeks 3, 8, and 13. The purpose of these assignments is for you and me to have some one-on-one opportunities for feedback and support.

Peer reviews (60 points)

Two of your short assignments will be peer reviewed by others, and you will review the work of other students on those assignments. There is **so much** we can learn by seeing how others approached the work differently from how you did – so this is about you learning from your peers, as well as giving them an opportunity to learn from you.

Case studies (200 points)

Students will complete two group case studies in the first half of the semester: the first about the Cold War and the second comparing the Great Depression and Great Recession. You will be assigned a new group for each case study. Student groups will jointly prepare a 20-minute podcast about the assigned topic and an infographic referring readers to the resources they learned from. There are several reasons I have decided to do group projects, but one of the big ones is that you can get to know each other a little, and community is a **huge** driver of learning. There are several ways to earn points by contributing to your group, so see the assignment descriptions for details.

Final Exam (140 points)

There will be a final short essay exam (open book, take-home) for students to demonstrate their ability to see the influence of economic history in the present.

EXTRA CREDIT

Because I drop your lowest two quiz and activities scores, there are 30 points of extra credit already built into the course – you don't have to do anything to get it!

LATE WORK

I will deduct two points from an assignment's grade per 24 hours it is submitted late; however, if you would like to arrange a different deadline with me at least 48 hours prior to the original deadline, I am happy to make accommodations to meet your needs.

Canvas information

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

- Access Canvas through utah.instructure.com or through [CIS](#)
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](#).
 - 801 581-4000
 - <http://it.utah.edu/help>
 - helpdesk@utah.edu
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 3
 - classhelp@utah.edu

Institutional policies

[University Safety Statement.](#)

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

[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)

<http://www.oeo.utah.edu> (Links to external site)

[Americans with Disabilities Act Amendments Act \(ADA\) and Sections 504 and 503 of the Rehabilitation Act of 1972 \(Sections 503 & 504\)](#)

University policy, the ADA, and Sections 504 & 503, prohibit discrimination on the basis of a person's status as a person with a disability, require equal opportunity and access, a process for a person with a disability to request a reasonable accommodation, and a grievance process for an individual to complain of discrimination. The University endeavors to ensure that its campus and programs are accessible and in compliance with state and federal disability standards and to provide reasonable accommodations so

as to remove a barrier that may prevent an individual with a disability from equally participating in academics, employment, or other University program. Reasonable accommodations may include specialized equipment, auxiliary aids, policy modifications, academic adjustments or other accommodation that is effective. University policy, as well as state and federal law, strictly prohibit retaliation against an individual for requesting a disability accommodation, for participating in a disability discrimination complaint process.

Academic Dishonesty

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

Cheating and plagiarism are not tolerated in this course. All submitted work will be reviewed by TurnItIn’s plagiarism software, and will be added to their database of existing work. Instances of plagiarism and cheating will be reported to the university. The first instance will receive a grade of zero for that assignment, exam, etc. The second will result in a further action, and at the instructor’s discretion a failing grade in the class may be given and potential disciplinary action by the university may be taken.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Names and Personal Pronouns

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Center

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: <http://lgbt.utah.edu/lgbtrc-programs/trainings.php>. If you plan to indicate that your classroom is a safe zone, please attend one of these trainings.

Learners of English as an Additional Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

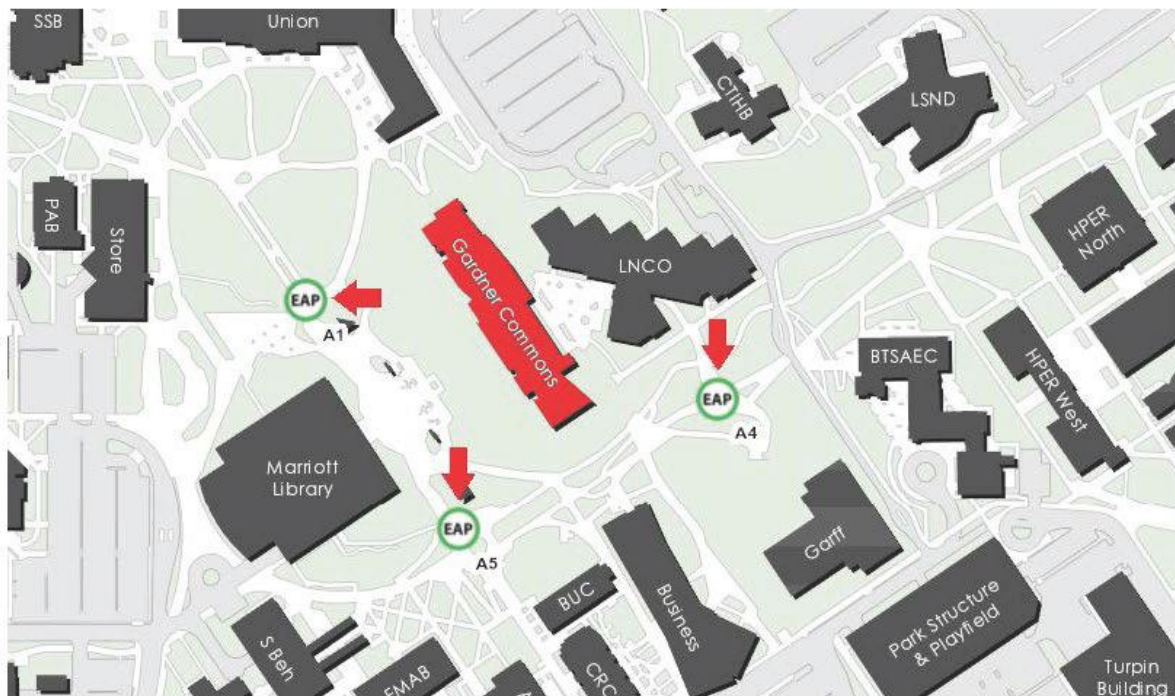
Schedule

Week/Dates	Topic	Assignments due
Intro: Aug 19-20	Orientation to class	
Week 1: Aug 21-27	Why study economic history?	<ul style="list-style-type: none">• Week 1 activity• Week 1 quiz• (Work on Cold War case study)
Week 2: Aug 28 – Sep 3	Capitalism and U.S. economic history	<ul style="list-style-type: none">• Week 2 activity• Week 2 quiz• (Work on Cold War case study)
Week 3: Sep 4 – Sep 10	Economic angles to history	<ul style="list-style-type: none">• Week 3 activity• Week 3 quiz• (Work on Cold War case study)
Week 4: Sep 11 – Sep 17	The role of government	<ul style="list-style-type: none">• Week 4 activity• Week 4 quiz• Short assignment 1• (Work on Cold War case study)
Week 5: Sep 18 – Sep 24	Technology in the U.S.	<ul style="list-style-type: none">• Week 5 activity

		<ul style="list-style-type: none"> • Week 5 quiz • Cold War case study due
Week 6: Sep 25 – Oct 1	Growth in the U.S. economy	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • (Work on Great Busts case study)
Week 7/8: Oct 2 – Oct 15	Finance (Fall break Oct 6-13)	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • (Work on Great Busts case study)
Week 9: Oct 16 – Oct 22	Labor issues	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • Short assignment 2 • (Work on Great Busts case study)
Week 10: Oct 23 – Oct 29	Labor movements	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • Great busts case study due
Week 11: Oct 30 – Nov 5	Energy	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • Peer review 1
Week 12: Nov 6 – Nov 12	Environment	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz
Week 13: Nov 13 – Nov 19	Agriculture	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • Short assignment 3
Week 14: Nov 20 – 26	Poverty and inequality	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz
Week 15: Nov 27 – Dec 3	Looking forward	<ul style="list-style-type: none"> • Week 6 activity • Week 6 quiz • Peer review 2
Finals week		Final exam

Everything in this syllabus is subject to change – I will provide notifications to you in Canvas throughout the semester should something change, with at least 48 hours' notice.

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.