



Econ 5470/6470-090:
Industrialization and Economic Development: The American Case
3 Units
Fall Semester 2019
Online Course

Instructor: Gabriel Pleités
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Office Hours: By appointment **and** from 3:30 to 4:30 pm UTC Mountain Time, Monday to Thursday.

Prerequisites: Econ 2010 and Econ 2020.

Fulfills upper division writing (CW) requirement.

Fulfills history focus area requirement for Econ majors.

Preferred Methods of Communication: Messages through CANVAS. However, ANY method of communication is fine, but you should expect a longer wait time for me to get back to you. If it takes me more than 24 hours to reply, please send me another message or email and be as insisting as you can.

Course Description:

Through the semester 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?

Lastly, a word of apology for all who have been misled by the name of the course. This is not a course on industrialization and development for America, this is a course on the industrialization and economic development for the USA. Changing the name of a course to refer more precisely to its contents is not easy, and thus, history determines our present.

Course Outcomes:

By the end of the semester, students can expect to:

(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.

(6) Be aware of why some argue that America is not the same as the United States of America.

Required materials / texts.

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.

The lecture videos 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.

Teaching and Learning Methods

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.
 - 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 24 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 5
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 25 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 towards the end of the syllabus.

University Policies

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations.
- 2. *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.
- 3. *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).

The instructor will not tolerate sexual misconduct from the students towards other students.

- 4. *Tolerance for Political and Economic Viewpoints.*** The values held most strongly by the University of Utah community are those of academic freedom and integrity as they are expressed collectively by the colleges and departments as well as individually through research and teaching and as they exist within the broader context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. Besides, the University community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the University recognizes that with all rights come responsibilities. The University works to uphold its collective values

by fostering free speech, broadening fields of inquiry, and encouraging the generation of new knowledge that challenges, shapes and enriches our collective and individual understandings. Check:

<http://regulations.utah.edu/academics/6-100.php>

5. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
6. Students should be aware of their rights and responsibilities found here:
 - a. Student Code: <http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)Links to an external site.
 - b. Please notice this:
 - i. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's work offered for academic consideration or credit or public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, a sequence of ideas, information or any other mode or content of expression.
 - ii. The key is to cite your source or sources that you rely on when you write or present something. This includes written posts in Canvas
 - c. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
 - i. Please notice: The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
 - d. Wellness Statement.
 - i. The instructor recognizes that university education takes place within the broader world of a student's life. See this link for University resources available: <http://wellness.utah.edu>
 - e. Veterans Center.
 - i. Coming from the military to the university can sometimes be challenging. The University provides resources for these individuals as detailed in this link: <http://veteranscenter.utah.edu>
 - f. LGBT Resource Center.

- i. The instructor hopes to provide a safe and welcoming environment for all students. In this spirit, anybody interested may consider the resources at the LGBT Resource Center found here: <http://lgbt.utah.edu/>
- g. Learners of English as an Additional/Second Language.
 - i. If English is an additional language and you are struggling with it, there are also University resources for your consideration: <https://continue.utah.edu/eli> and <http://linguistics.utah.edu/eas-program/>

Course Policies

Attendance & Punctuality: Since this is an online course, the instructor has no way to check whether you are devoting your time to the class in an efficient way. However, it is expected to see directly proportional effects between time dedicated to the course and grades.

*All forms of evaluation need to be submitted at the due date and time. Failure to do so will entail a penalty of 100% for the corresponding evaluation. Plan accordingly as exceptions will not be tolerated unless **proof** of extreme circumstances is provided. These do not include birthdays, holidays, family celebrations, vacations, travel, internet or electronic malfunctions, or conflicts with other courses. In order to request a make-up exam, you need to make a request **and obtain the instructor's permission** before being able to have a make-up exam.*

*Canvas: Canvas will be the method of communication for this course. Having an updated profile on Canvas and notifications turned on is **required**.*

Cheating and any other form of academic dishonesty is penalized and may lead to expulsion from the class, failure of the course and other more severe forms of disciplinary action. By University regulations (University Policy 6-400, Section V, B, 4), if you are caught cheating, I must send a letter to your dean, and the letter will be put in your permanent University file. I warn you that I'm very strict about this and that I reward students who dare to take proactive action in detecting dishonest students.

Grading Policy (Evaluation Methods & Criteria)

The instructor believes that exams do not express a student's knowledge of the course but rather reflect some of the student's understanding. Unfortunately, technological limitations make it impossible for the instructor to grade your knowledge so archaic methods with the following scale will be used:

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

Note that all the numbers and signs above mean precisely that. In other words, 134.99 points grant you a B+, not an A-. Furthermore, no extra credit or extra chances will be given.

Course Schedule

8/19 to 8/25: Module 1 – Course Background and Logistics

8/26 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).

9/2 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.

9/9 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.

9/16 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.

9/23 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.

09/30 to 10/5: 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).

[10/6 to 10/13 – Fall Break]

10/14 to 10/20: Module 12 – The Post-Civil War South

[No new reading this week.]

10/21 to 10/27: Module 13 - 19th Century Wealth Inequality

[No new reading this week.]

10/28 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).

11/4 to 11/10: Module 17 – The Evolution of Labor Markets in the 19th Century

[No new reading this week.]

11/11 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)

11/18 to 11/24: 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.

11/25 to 12/27: 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.

[11/28 - 12/01 Thanksgiving Break]

12/2 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.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.