



**Econ 5470/6470 - 001: Industrialization and Economic Development: The American Case**

Spring 2020

Mo and We, 3:00 – 4:20 pm, GC 2900

**Instructor:** Thomas Maloney  
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**Office Hours:** Tuesday 1:30-3:00, Wednesday 9-10:30, other times by appointment  
**Office Location:** Gardner Commons 4435

**Course Description**

[From the course catalog:] Economic growth and development in United States from 19th through early 20th century. Growth due to industrialization and the accompanying evolution of economic institutions. Emphasis on understanding the particular sources and social consequences of American industrial development.

Prerequisites: Principles of Microeconomics and Macroeconomics (Econ 2010 and 2020) or equivalent. Fulfills CW bachelor's degree requirement. Fulfills the "history" focus area requirement for the Economics major OR may be used as an Economics elective. 3 credit hours.

**Course Outcomes**

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?

By the end of this course, 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.

### **Course Materials**

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 textbook. It may, however, be helpful to have a textbook to rely on as a basic reference. A useful one is Walton and Rockoff, History of the American Economy (Cengage). The newest (13<sup>th</sup>) edition is quite expensive. Other recent editions are likely to be much cheaper and just about as good.

Because I will present a considerable amount of material that is not specifically available in any of these sources, it is important to attend class regularly and to take good notes. I will make summaries, outlines and slides from the lecture material available on Canvas. This will help you organize and check your notes, but it will not serve as a substitute for coming to class.

### **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. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 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](http://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).

### **Course Policies:**

**Attendance and Punctuality:** Late arrivals and early departures are disruptive. Please plan to arrive on time and remain until the end of class. You should not text or otherwise use your phone during class, and you should use your laptop (if you bring one) only for class purposes.

**Submitting Work on Time:** Due dates and quiz dates are given below. These due dates and quiz dates will not change unless there's some really extraordinary disruption to our schedule. Plan on meeting them. Late work will incur a severe penalty, and make-up quizzes will not be given except in the event of medical or similar emergency (and only if documentation of the emergency is provided).

**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 6470-001(Graduate Section):**

Students planning to use this course for graduate credit must register for Econ 6470 (rather than Econ 5470). Also, you must see 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**

About two-thirds of our time will be spent developing our understanding of the broad pattern of US economic history through core readings and lectures. 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 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. If you miss a quiz due to being late or absent, that becomes your lowest quiz, so don't miss more than one. Quizzes must be taken at the scheduled time. No make-ups will be given.

Quizzes will take place at the beginning of class on the following dates and will take no more than 20 minutes:

Quiz 1	Wednesday 1/22
Quiz 2	Monday 2/10
Quiz 3	Monday 3/2
Quiz 4	Monday 3/23
Quiz 5	Monday 4/6
Quiz 6	Monday 4/20

2. "Big Question" groups, outlines and presentations: **50 Points Total**

By the end of the second week, you will be sorted into "big question" groups. Each student will explore deeply one of the big questions listed above by reading, writing on, and presenting four journal articles or book chapters on their topic. This will work as follows:

- a. For three of these articles, you will write an outline of the article, no more than 2 sides of a page in length, and use that outline to help lead us in discussion of the paper. I will provide an example of what I expect these to look like. Each student will turn in 3 of these outlines over the course of the term. These outlines are worth 10 points each.
- b. For ONE of the four papers connected to your "big question," rather than write an outline you will create a presentation discussing 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. I expect these to take the form

of brief Powerpoint or similar slide decks, but we can discuss other options in class. This assignment is worth 20 points.

3. Research/Policy paper: **50 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 could 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, on Wednesday, February 26.
- You will turn in a rough draft, worth 15 points, on Monday, March 30. This will be returned to you with comments and suggestions for revision on Monday, April 6.
- You will turn in your final paper, worth 25 points, incorporating these suggested revisions, on April 20 (the last day of class).

**Additional details on the “big question” outlines and essays and on the research/policy paper will be provided during the second week of the term.**

**Final Semester Grade:** There are 150 points to be earned above. Letter grades will be based on the percentage of these points earned. (I do not curve grades.)

**Grade Scale:**

Grade	Points Earned (out of 150)	Percentage Score
A	$\geq 138.0$	92 and above
A-	$\geq 135.0$	90 to < 92
B+	$\geq 132.0$	88 to < 90
B	$\geq 123.0$	82 to < 88
B-	$\geq 120.0$	80 to < 82
C+	$\geq 112.5$	75 to < 80
C	$\geq 105.0$	70 to < 75
C-	$\geq 97.5$	65 to < 70
D+	$\geq 94.5$	63 to < 65
D	$\geq 85.5$	57 to < 63
D-	$\geq 82.5$	55 to < 57
E	< 82.5	< 55

## **Schedule**

The dates for specific readings and topics may change, but quiz dates and due dates for assignments will not change except under extraordinary circumstances. (Optional readings from Walton and Rockoff refer to chapters in the 13th edition, but the 11<sup>th</sup> and 12<sup>th</sup> editions are identical in general structure.)

### **Week 1: 1/6 and 1/8**

#### TOPICS

- Introduction
- Overview of Technological Change and Growth in Great Britain and the US

#### READINGS

- Required: Sokoloff and Engerman, "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World," *Journal of Economic Perspectives* 14:3 (Summer 2000).
- Optional: Walton and Rockoff chapter 1

### **Week 2: 1/13 and 1/15:**

#### TOPICS

- Colonial Economic History

#### READINGS

- Required: Rosenbloom, Joshua. "Indentured Servitude in the Colonial U.S." *EH.Net Encyclopedia*, edited by Robert Whaples. March 16, 2008.
- Optional: Walton and Rockoff chapters 3, 5

This week we will also look at library resources in Economics and will discuss format, citation, and other expectations for the writing assignments.

1/20: NO CLASS – Martin Luther King, Jr., Holiday

### **Week 3: 1/22:**

#### TOPICS

- Early Industrialization in the US

#### READINGS

- Required: Sokoloff, "Inventive Activity in Early Industrial America: Evidence from Patent Records, 1790-1846," *Journal of Economic History* December 1988 (48:4), p. 813-850.
- Optional: Walton and Rockoff chapter 10

#### ASSIGNMENTS ETC.

- FIRST QUIZ: Wednesday 1/22

### **Week 4: 1/27 and 1/29:**

#### TOPICS

- Demography and US Economic History, Part I: Fertility, Mortality, and Health

#### READINGS:

- Required: Steckel, "Stature and the Standard of Living," *Journal of Economic Literature* December 1995 (33:4), p. 1903-1940.
- Optional: Walton and Rockoff chapter 11

#### ASSIGNMENTS ETC

- FIRST "BIG QUESTION" OUTLINES, PRESENTATIONS FOR GROWTH AND INEQUALITY GROUPS: Wednesday 1/29

**Week 5: 2/3 and 2/5:**

TOPICS

- Demography and US Economic History, Part II: Immigration

READINGS:

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

ASSIGNMENTS ETC

- FIRST "BIG QUESTION" OUTLINES, PRESENTATIONS FOR TECHNOLOGY AND GOVERNMENT GROUPS: Wednesday 2/5

**Week 6: 2/10 and 2/12:**

TOPICS

- Slavery, the Civil War, and the South

READINGS

- Required: Hanes, "Turnover Cost and the Distribution of Slave Labor in Anglo-America," Journal of Economic History 56:2 (June 1996).
- Optional: Walton and Rockoff chapters 13 and 14

ASSIGNMENTS ETC.

- SECOND QUIZ: Monday 2/10
- SECOND "BIG QUESTION" OUTLINES, PRESENTATIONS FOR GROWTH AND INEQUALITY GROUPS: Wednesday 2/12

2/17: NO CLASS – President's Day Holiday

**Week 7: 2/19:**

TOPICS

- More on Slavery, the Civil War, and the Post-Civil War South

ASSIGNMENTS ETC

- SECOND "BIG QUESTION" OUTLINES, PRESENTATIONS FOR TECHNOLOGY AND GOVERNMENT GROUPS: Wednesday 2/19

**Week 8: 2/24 and 2/26**

TOPICS

- 19th Century Wealth Inequality
- Change in Industrial Structure in the Late 19th Century

READINGS:

- Required: McCurdy, "American Law and the Marketing Structure of the Large Corporation, 1875-1890," Journal of Economic History 38:3 (September 1978).
- Optional: Walton and Rockoff chapter 17

ASSIGNMENTS ETC.

- "BIG QUESTION" PAPER PROPOSAL DUE Wednesday, 2/26.

**Week 9: 3/2 and 3/4:**

TOPICS

- Late 19th Century Labor Markets

READINGS

- Optional: Walton and Rockoff chapter 18

ASSIGNMENTS ETC.

- THIRD QUIZ: Monday 3/2

3/9 and 3/11: No Class, Spring Break

**Week 10: 3/16 and 3/18**

TOPICS

- Female Labor in the 20th Century

READINGS

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

ASSIGNMENTS ETC.

- THIRD "BIG QUESTION" OUTLINES, PRESENTATIONS FOR GROWTH AND INEQUALITY GROUPS: Wednesday 3/18

**Week 11: 3/23 and 3/25:**

TOPICS

- African American Labor in the 20th Century

READINGS:

- Required: Maloney, "African Americans in the Twentieth Century," in Whaples, ed., *EH.Net Encyclopedia*, January 2002.
- Required: Coates, Ta-Nehisi, "The Case for Reparations," *The Atlantic* 313:5 (June 2014), p. 54-71.

ASSIGNMENTS ETC.

- FOURTH QUIZ: Monday 3/23
- THIRD "BIG QUESTION" OUTLINES, PRESENTATIONS FOR TECHNOLOGY AND GOVERNMENT GROUPS: Wednesday 3/25

**Week 12: 3/30 and 4/1:**

TOPICS

- The Great Depression and The New Deal

READINGS:

- Required: Olney, "Avoiding Default: The Role of Credit in the Consumption Collapse of 1930," *Quarterly Journal of Economics* February 1999 (114:1), p. 319-335.
- Optional: Walton and Rockoff chapters 22-24

ASSIGNMENTS ETC.

- RESEARCH PAPER ROUGH DRAFT DUE Monday, 3/30
- FOURTH "BIG QUESTION" OUTLINES, PRESENTATIONS FOR GROWTH AND INEQUALITY GROUPS: Wednesday 4/1

**Week 13: 4/6 and 4/8:**

TOPICS:

- The Rise of the Public Sector

READINGS:

- Optional Walton and Rockoff chapters 25 and 26

ASSIGNMENTS ETC.

- FIFTH QUIZ: Monday 4/6
- FOURTH "BIG QUESTION" OUTLINES, PRESENTATIONS FOR TECHNOLOGY AND GOVERNMENT GROUPS: Wednesday 4/8

**Week 14: 4/13 and 4/15:**

TOPICS

- Late 20th Century Performance of the US Economy

READINGS

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

**Week 15: 4/20**

TOPICS

- More on Late 20<sup>th</sup> Century Performance

ASSIGNMENTS ETC

- FINAL PAPER DUE Monday 4/20
- SIXTH QUIZ: Monday 4/20

**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."**



### Emergency Evacuation:

Should there be a need to evacuate the building during class, we will assemble at Assembly Point A4 (between LNCO and the Garff building) and await further information there.



### 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](http://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.

