

**UNIVERSITY OF UTAH
ECONOMICS DEPARTMENT**

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

Office: Economics Department, 4th Floor, Gardner Building

Econ 5470-070 & 6470-070

Phone: 801.655.3622 (preferred: text)

3 credit hours

Email: holly.hatfield@utah.edu

Spring 2021

Office hours: by appointment, optional Zoom hangouts before class Tuesdays, 5-6pm

INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT: THE AMERICAN CASE

IVC session: Tuesdays, 6pm-9pm

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. Graduate students should register for ECON 6470 and will be held to higher standards and/or additional work.

Pre- or co-requisites

Prerequisites: "C-" or better in (ECON 2010 AND ECON 2020) OR (AP Microeconomics score of 3 or better AND AP Macroeconomics score of 3 or better).

Designations and attributes

This course fulfills an *upper-division communications/writing* requirement.

This course has a designation of *sustainability – limited*.

Learning objectives

In successfully completing this course, you will:

1. **Develop** 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. **Understand** the similarities and differences between economic growth and economic development, including familiarity with key metrics of economic performance (output, income, inequality)
3. **Recognize** how economists use models to understand changes in the economy
4. **Analyze** how different economic concepts are – and are not – descriptive of events in U.S. economic growth and development
5. **Organize** your understanding of economic evolution into a paper and group presentation, and **review** the organization of your peers' work

Important course information

Course set-up

Every week students should come to class and join the Zoom conference call on Tuesdays from 6-9pm. Students will be assigned videos, readings and homework assignments for each week. The instructor will also make a weekly zoom conference meeting available for students who would like to review course materials in a conversational setting.

Required materials

Students need to have access to a computer with reliable internet access to review course materials and complete assignments. Students will also need access to a software that can convert visual content into a video with voice-over recordings, such as Microsoft Powerpoint.

Assigned textbook

There is no textbook for this course. All required readings, videos, etc. will be provided in Canvas.

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.

Evaluation

There are six types of assignments in this course that will be used for evaluating student achievement of course objectives, for a total of 100 possible points. All assignments are due on Tuesday nights at 11:59 pm MST.

ECON 6470: Students registered for the graduate section of the course (6470) will have slightly more advanced requirements. (1) They will have extra readings to review for quizzes, (2) they will be required to cover *two* of the “big questions” in a longer, 20-page paper and (3) they will be required to submit two resource outlines per due date, instead of 1, and must have a minimum of 10 citations on their paper – 6 from their outlines, 2 from course materials, and 2 further peer-reviewed publications.

Assignments are as follows:

- 1. Lesson quizzes (5 points each | 20 points total)**

Students will be assigned 5 quizzes to gauge their review and understanding of lesson materials such as readings, videos, or podcasts. The lowest quiz score will automatically be dropped from student grades. Students will be given 2 attempts at each quiz, with 20 minutes per attempt.

- 2. Activities (2 points each | 10 points total)**

Students will be assigned 6 activities to engage them with assigned materials. These activities might include, for example, short writing assignments or discussions. The lowest activity score will automatically be dropped from student grades.

- 3. Resource outlines (5 points each | 15 points)**

In preparation for their final paper and presentation, 5470 students will submit an outline of 3 different papers from peer-reviewed journals. (6470 will submit 6)

4. Peer reviews (5 points each | 10 points total)

In preparation for their final paper and presentation, students will peer-review the outlines of other students similar topics, which will further familiarize them with the topic and useful references

5. Big topic group presentations (20 points total)

- Towards the end of the semester, each student group that has worked on “big topic” presentations will make a 20-minute presentation of what they have studied, learned, and concluded about their big topic questions. Further instructions about the group presentation will be included in the Canvas assignment instructions and rubric.

6. Final paper (20 points total)

Students in Econ 5470 will be assigned write a 10-page paper addressing one of the following “big questions” (6470 students need write a 20-page paper that addresses two of these questions):

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

In the first week’s activity, students will rank these questions by their level of interest and will be assigned to one question, along with a group of students also addressing the same question. Activities and peer reviews will be completed in these groups, so students can learn from one another and share resources.

The body/writing portion of the paper should be 10 pages in length, and useful reference to all three papers used for resource outline assignments should be included. Students must reference a minimum of 5 peer-reviewed articles – at least three from their resource outlines and two from assigned class readings – in the paper and include a bibliography (10 sources for 6470 students). Further requirements for the paper are included in the Canvas assignment instructions and rubric.

Grading scheme

The following grading standards will be used in this class:

A: 100 % to 94.0%	B-< 84.0 % to 80.0%	D+< 70.0 % to 67.0%
A-< 94.0 % to 90.0%	C+< 80.0 % to 77.0%	D< 67.0 % to 64.0%

B+< 90.0 % to 87.0%	C< 77.0 % to 74.0%	D-< 64.0 % to 61.0%
B< 87.0 % to 84.0%	C-< 74.0 % to 70.0%	F< 61.0 % to 0.0%

Assignment policies

Every assignment will be submitted via Canvas. I will accept assignments up to one week late with a 10% point deduction per 24 hours late. If you need an extension on a deadline, please get in touch with me - I'm open to making accommodations. All writing assignments will be reviewed with plagiarism software, and any score of "copied" writing higher than 15% will receive a score penalty, with very high plagiarism scores resulting in a 0 grade.

Extra credit

Because the lowest reading quiz and activity scores are dropped, there is 7% extra credit already built into the course! Beyond this, students can earn 2 points by completing their student course feedback at the end of the semester. Other extra credit may be made available if there are exceptional circumstances during the semester, but I generally don't provide such opportunities (it takes a lot of work to create meaningful extra credit opportunities)

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

Schedule *(subject to change)*

Due date	Topics	Assignments due
Jan 19 <i>week 1</i>	Syllabus and course overview Growth vs development: metrics Standard of living in US 18 th -19 th century	Activity 1: In class introductions Activity 2: topic interests
FR Jan 22	Last day to add without permission code. Last day to waitlist.	
Jan 26 <i>week 2</i>	The economy and technological change	Quiz 1
FR Jan 29	Last day to add, drop (delete), elect CR/NC or audit classes	
Feb 2 <i>week 3</i>	Free market institutions and the business cycle	Activity 3: Meet groups, discuss topic
Feb 9 <i>week 4</i>	Southern vs northern economies (slavery vs industrialization)	Resource outline 1
Feb 16 <i>week 5</i>	Demography: Family wage, immigration, population pyramids	Quiz 2

Feb 23 week 6	Labor: education, protections, health insurance	Peer review 1
Mar 2 week 7	Collective technological revolutions: transportation and communication	Activity 4: big topic presentation plan
Mar 9 week 8	Evolutions in money, banks, business	Resource outline 2
FR Mar 12	Last day to withdraw	
Mar 16 week 9	Great Depression and the New Deal	Quiz 3
Mar 23 week 10	Collective action problems: social movements	Peer review 2 Big topic presentation(s)
Mar 30 week 11	Energy and environment	Resource outline 3 Big topic presentation(s)
Apr 6 week 12	Ideological torrents of the 20 th century	Quiz 4 Big topic presentation(s)
Apr 13 week 13	The end of history: stagflation, dot.com bubble, and Great Recession	Activity 5: big topic reflections Big topic presentation(s)
Apr 20 week 14	Modern technological change: artificial intelligence and the information age	Activity 6: group feedback
Apr 27 week 15	21 st century inequality and standards of living	Quiz 5
May 2 week 16	Final paper due	

Readings bibliography (*subject to change*)

- Abramitzky and Boustan, "Immigration in American Economic History," NBER Working paper 21882, January 2016.
- Acheson, James M., and Roy Gardner. "The evolution of conservation rules and norms in the Maine lobster industry." *Ocean & Coastal Management* 53.9 (2010): 524-534.
- Albelda, R., R. Drago, and S. Shulman. "Unlevel playing fields: Understanding wage inequality and discrimination." Economic Affairs Bureau, Inc (2010), chapter 2, p.13-40.
- Anderson, Margo J. *The American census: A social history*. Yale University Press, 1988, chapter 8, p. 191-212 .
- Autor, David H. "Why are there still so many jobs? The history and future of workplace automation and anxiety." (2016).
- Baptist, Edward E. *The half has never been told: Slavery and the making of American capitalism*. Hachette UK, 2016. Chapter 4: p. 111-144.
- Bugos, Glenn. "History of the Aerospace Industry". EH.Net Encyclopedia, edited by Robert Whaples. August 28, 2001. URL <http://eh.net/encyclopedia/the-history-of-the-aerospace-industry/>
- Coates, Ta-Nehisi, "The Case for Reparations," *The Atlantic* 313:5 (June 2014), p. 54-71.
- Cook, Eli, "How Money Became the Measure of Everything," *The Atlantic* (October 2017), accessed online on 08/17/2020 from:
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- Craig, Paul P., Ashok Gadgil, and Jonathan G. Koomey. "What can history teach us? A retrospective examination of long-term energy forecasts for the United States." *Annual Review of Energy and the Environment* 27.1 (2002): 83-118.
- Duménil, Gérard, and Dominique Lévy. *Managerial capitalism*. University of Chicago Press Economics Books (2018).
- Eichengreen, Barry. "The Political Economy of the Smoot-Hawley Tariff." From *Research in Economic History*, Vol. 12 (1989), pp. 1–43. Reprinted by permission of JAI Press.
- Galbraith, J. K. (1954) *The great crash 1929*. Houghton Mifflin Company Boston. Chapter 10.
- Goldin, Claudia. "The changing economic role of women: A quantitative approach." *The Journal of Interdisciplinary History* 13.4 (1983): 707-733.
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- Hanes, "Turnover Cost and the Distribution of Slave Labor in Anglo-America," *Journal of Economic History* 56:2 (June 1996).
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- Holcombe, Randall G., "The Growth of the Federal Government in the 1920s," *CATO Journal* Fall 1996 (16:2).
- Hovenkamp, Herbert (1991). *Enterprise and American law 1836-1937*. Harvard University Press. Chapters 5 & 6.
- Hower, Joseph E. "Public Sector Unionism." *Oxford Research Encyclopedia of American History*. 2017.
- Hursh, David W. *High-stakes testing and the decline of teaching and learning: The real crisis in education*. Vol. 1. Rowman & Littlefield, 2008, chapter 4, p. 49-66.
- Klitgaard, Kent A., and Lisi Krall. "Ecological economics, degrowth, and institutional change." *Ecological Economics* 84 (2012): 247-253.
- Lewchuck, Wayne A., "Men and Monotony: Fraternalism as a Managerial Strategy at the Ford Motor Company," *Journal of Economic History* 53:4 (December 1993).
- Maloney, "African Americans in the Twentieth Century," in Whaples, ed., *EH.Net Encyclopedia*, January 2002.
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- Scott, Carole. "History of the Radio Industry in the United States to 1940". EH.Net Encyclopedia, edited by Robert Whaples. March 26, 2008. URL <http://eh.net/encyclopedia/the-history-of-the-radio-industry-in-the-united-states-to-1940/>
- Sokoloff, "Inventive Activity in Early Industrial America: Evidence from Patent Records, 1790-1846," Journal of Economic History December 1988 (48:4), p. 813-850.
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- Sugrue, Thomas J. *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton University Press, 2005. Chapters 2-3.
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- Walsh, Margaret. "The Bus Industry in the United States". EH.Net Encyclopedia, edited by Robert Whaples. January 27, 2003. URL <http://eh.net/encyclopedia/the-bus-industry-in-the-united-states/>
- Zelizer, Viviana A. Economic lives: How culture shapes the economy. Princeton University Press, 2013. Chapter 2, p. 40-60.

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.

