

# **ECON 5470/6470-090 – Industrialization and Economic Development: The American Case**

## **Syllabus**

### **Course Information**

<b>Instructor:</b>	Swayamsiddha Sarangi	<b>Pre-requisites:</b>	Econ 2010 and 2020
<b>Department:</b>	Economics	<b>Credit Hours:</b>	3
<b>Email:</b>	swayamsiddha.sarangi@utah.edu	<b>Semester:</b>	Fall 2021
<b>Class location:</b>	<b>HPR N 218</b>		

**Days/Times: MoWe / 03:00PM-04:20PM**

### **Course Description**

#### **Course Summary**

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?

Fulfills upper division writing (CW) requirement.

Fulfills history focus area requirement for Econ majors.

#### **Course Objectives**

By the end of this course, students will be able to:

- 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,
- Become familiar with important measures of economic performance (output measures, income measures, inequality measures, etc.) and sources of these measures,
- Gain insight into how economists use models to understand changes in the economy,
- Be able to interpret current economic issues (unemployment immigration, discrimination, inequality, the pace of growth) in the context of related historical phenomena,
- Be better able to write about and discuss economic content in a way that is engaging and persuasive.

### **Required 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 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.

In the lecture videos, I 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 is the where course content, grades, and communication will reside for this course. Discussion of course materials will take place in person in classroom.

### **Schedule of Topics**

8/23 to 8/27: Module 1 – Course Background and Logistics

8/30 to 9/3: 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).

9/6 to 9/9: 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. URL <http://eh.net/encyclopedia/indentured-servitude-in-the-colonial-u-s/> (Links to an external site.)

9/13 to 9/16: 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.

9/20 to 9/23: 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.

9/27 to 10/1: Module 8 – Immigration and US Economic History

READING:

Abramitzky and Boustan, “Immigration in American Economic History,” NBER Working paper 21882, January 2016.

10/4 to 10/9: 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).

[10/10 to 10/17 – Fall Break]

10/18 to 10/22: Module 12 – The Post-Civil War South

[No new reading this week.]

10/25 to 10/29: Module 13 - 19<sup>th</sup> Century Wealth Inequality

[No new reading this week.]

11/1 to 11/5: 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).

11/8 to 11/12: Module 17 – The Evolution of Labor Markets in the 19<sup>th</sup> Century

[No new reading this week.]

11/15 to 11/19: Module 19 - Female Labor in the 20<sup>th</sup> 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)

11/22 to 11/26: Module 21 - African American Labor in the 20<sup>th</sup> 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.

11/29 to 12/3: 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.

12/6 to 12/10: Module 23 - Late 20<sup>th</sup> 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.

### **Canvas Time Zone Information**

To ensure you are viewing due dates and times correctly, as well as events in the calendar, set your student Canvas time zone to your current location by following this [guide](#).

If you do not change your time zone, all due dates and times listed in Canvas default to Mountain Time.

Content written by instructors, such as office hours written in the syllabus, are in Mountain Time, unless stated otherwise.

### **Course Expectations**

#### **Instructor Expectations**

Your course instructor is an expert in the topics you will learn about this semester. Your instructor is your mentor and facilitator of the classroom experience, aided by graduate teaching assistants, and is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.
- The instructor and teaching assistants will respond to emails in a timely fashion. "Timely" in this instance means within 48 hours, not including weekends and holidays.
- The instructor and teaching assistants will be available for individual consultation via virtual office hours, email, or phone. Students will not be required to come to campus in order to meet with the instructor or teaching assistants.
- The instructor and teaching assistants will provide feedback on the assignments in a timely manner.
- The instructor will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with required documentation.

## Student Expectations

- To do well in online courses, students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course.
- Students will regularly check course announcements. The **Announcements** area is the instructor's official means of communication when distributing information to the entire class.
- Students will update their Canvas settings to ensure they receive timely notifications from the course.
- If students have any questions, are struggling with course materials, or need further assistance from their instructor, they will take the initiative to contact their instructor via the **Inbox** feature in Canvas or via email.
- Email isn't perfect; sometimes, messages sent to instructors are lost before they are read. If you do not hear back from your instructor 3 days after sending a message, please contact your instructor again.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.

## Netiquette

Students are expected to follow the [core rules of netiquette](#) at all times while participating in the class, interacting with other students, and communicating with the course instructor and teaching assistants.

## Evaluation and Grading

### Semester Grading Scheme

Grade	Points	Percentage Score
A	138 and above	92 and above
A-	135 to 137	90 to < 92
B+	132 to 134	88 to < 90
B	123 to 131	82 to < 88
B-	120 to 122	80 to < 82
C+	112 to 119	75 to < 80
C	105 to 111	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

## Assignments

### 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	Week of September 6
Quiz 2	Week of September 20
Quiz 3	Week of October 4
Quiz 4	Week of October 25
Quiz 5	Week of November 8
Quiz 6	Week of December 6

These dates are tentative and can be subjected to further changes.

### 2. "Class Participation" assignments: **10 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. 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. Submitting some sort of reasonable introduction of yourself on time is worth 2 points.
- I will provide detailed class notes of most of the general course readings. For three, however, I will provide only a brief overview, and discussion will take place in class. Responsible participation in each of these discussions is worth 2 points, so there are six 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 29 to December 1

### 3. “Big Question” outlines, presentations, and discussions: **58 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 10 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. These discussions will include examination of the presentations (typically 3 or 4) created for the article. 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 28th.
- You will turn in a rough draft, worth 10 points by November 23rd. This will be returned to you with comments and suggestions for revision.
- You will turn in your final paper, incorporating these suggested revisions by December 14th.

The deadlines for the same will be discussed in class. More details on this will be given during the course.

**Final Semester Grade:** There are 163 points available to be earned above. Your grade will be calculated as a percentage of 150 points, so there are effectively 8 "extra credit" points built in to the structure of the course.

## Course Policies

[Policies vary from course to course; here are some possible categories. Also, this can address faculty and student responsibilities – so you can add expectations about work outside of class, your grading turnaround time, etc. – general expectations for instructor and students. Please add those here.]

## Technology Issues and Tech Help

Your instructor has invested time before the start of the semester to ensure that the technologies used in this online class will operate smoothly. Nevertheless, technology doesn't always do what we want it to do! As such, this course has the following expectations regarding tech problems:

- Students are **required** to contact the instructor immediately when they notice broken links or inaccessible files in the course. Links and files are assumed to work, unless students indicate otherwise. Points lost on assignments, due to inaccessible links and files, **cannot** be made up if students did not notify the instructor of the problem prior to the assignment due date.

- The instructor is committed to fixing broken links and inaccessible files as soon as possible after being notified by the students. In the case that there will be a significant delay before these items can be fixed, the instructor will post an announcement to let the class know about the problem and to describe any alternate files/links or alternate due dates for assignments, if applicable, that students should be aware of.
- Students are responsible for submitting all assignments and activities by their due dates. In the very rare case that technical problems prevent a student from submitting an assignment, students are required to to--
  - Immediately contact their instructor via email or the Canvas **Inbox**, to let them know about the problem and to submit a copy of their assignment as an attachment (where possible).
  - Then, immediately contact the Canvas help desk to troubleshoot and resolve the problem.
  - Submit an email updating the instructor on whether the problem was resolved and of any additional steps the student or instructor needs to take to get the assignment properly submitted to Canvas.
- It is **not** appropriate to send an email to your instructor informing them about tech problems after an assignment due date.
- Students are expected to read all assignment instructions and to submit work in the required file formats. Work submitted as improper file formats will **not** be considered to have been handed in on time. The instructor will only grade work submitted using the proper file format.
- It is the student's responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems in the course,

24/7 help is available to all students via the *Help* button in the far-left Canvas menu.

For more detailed information about getting tech help, please review the information on the [Tech Help](#) page of the course.

## **Institutional Policies**

All students and instructors are expected to adhere to the following university policies:

### **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.

**Accommodation Policy (see Section Q):** <http://regulations.utah.edu/academics/6-100.php>

## 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) (Links to an external site.).**

## 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).

## Drop/Withdrawal

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.

**Deadlines for courses with irregular start and end dates policy:**

<https://registrar.utah.edu/handbook/miscellaneous.php>

## Plagiarism/Cheating

. It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, "*includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.*"

**For detailed definitions and possible sanctions, see the Student Code:**  
<http://regulations.utah.edu/academics/6-400.php>

## Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

**For helpful resources, contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.**

## Veterans Support Center

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

**You can visit their website for more information about their services and support at:**  
<http://veteranscenter.utah.edu>

## LGBT Resource Center

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm.

**You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources:** <http://lgbt.utah.edu>.

## Learners of English as an Additional/Second 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:**

**Writing Center** (<http://writingcenter.utah.edu>)

**Writing Program** (<http://writing-program.utah.edu>)

**English Language Institute** (<http://continue.utah.edu/eli>)

## About the U

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be

part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

### **CSBS Emergency Action Plan**

Not every online student comes to campus, but some do. Familiarize yourself with the [CSBS Emergency Action Plan](#) before you come to campus.

### **Course Outline**

The course is organized into 15 week-long modules, with a break included that coincides with the semester break. To see the module schedule and assignment due dates, students should view the Course Summary section below and the course [Modules](#).

### **Syllabus Changes**

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 posted to Canvas under **Announcements**.