# **Economics 5470/6470: Industrialization and Economic Development: The American Case**

# Spring 2014

# Mondays and Wednesdays 11:50am-1:10pm BEH S 115

## Instructor: Johan Uribe, Doctoral Candidate

## Office: OSH 376

## E-Mail: J.Uribe@utah.edu

## Office Hours: By appointment / directly before or after class

## Fulfills CW Credit Requirement

### Course Overview

ECON 5470/6470 is designed to systematically investigate the economic growth and development of the United States from 19th through early 20th century. The class will focus on growth due to industrialization and the accompanying evolution of economic institutions with an emphasis on understanding the particular sources and social consequences of American industrial development.

#### Course Objectives

This course has two main objectives: to develop students writing, research and analytical skills, and to impart upon the students a sense of social responsibility and social awareness. The analytical skills include the planning and creation of an independent research program, critical analysis of technical research, effective written communication of technical subject matter, and professional oral presentation skills. These skills will be enhanced on a daily basis through the use of active learning activities and critical discussions. Social responsibility and social awareness will be developed through our discussions of the moral and ethical challenges surrounding the development of the U.S. economy and its ramifications today.

#### Learning Methods

Through the use of class discussion, critical reading, debates, workshops and guided research, ECON 5470/6470 will facilitate the development of analytical skills, research methodology, and effective communication skills. Furthermore, introspective written and oral assignments will be used throughout the semester to guide students toward an increased sense of social awareness.

#### Reading Materials

Class reading materials will mainly consist of book chapters and academic journal articles posted on Canvas. Everyone should purchase the assigned text (listed below). Other readings may be added depending on time and interest. I will also present a good deal of material from other sources. It will therefore be important to attend class regularly and to check Canvas in order to stay on top of this material.

Atack, J., Passell, P., & Lee, S. (1994). *A new economic view of American history: from colonial times to 1940.* New York: Norton. ISBN-10:**0393963152**.

### Policies

#### Attendance

While this class will be presented in a lecture format, attendance, promptness, and professional attitude are key elements to your success. Attendance will not be a formal requirement for this course. However, due to the interactive nature of this course, student’s grades will suffer from the lack of attendance or participation.

#### Late Work

No late work will be accepted unless a valid written excuse is provided.

#### Participation

This class is presented in a lecture and interactive discussion format. Each student brings a valuable perspective to both individual and collective learning in class. It is highly encouraged that you add your voice to the content covered and share appropriately in class.

#### Expectations

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, 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.

Disrespectful behavior toward any student will not be tolerated. In particular, any use of homophobic, xenophobic, racist, sexist, or other derogatory language will not be tolerated.

#### Americans with Disabilities Act (ADA) Statement

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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

#### 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 - www.wellness.utah.edu; 801-581-7776.

### Assignments and Grading

1. Exams: We will have two exams during the course of the class, a midterm and a final. Both exams will be essay exams that incorporate both short answer and long essay formats. A study guide and a review session will be provided for both exams.

2. Research Project: Each student will conduct an independent research project on a topic related to industrialization and economic development. The research paper will be due on the last day of class and is expected to be between 8 and 10 pages long and to follow APA format. Students are not expected to embark on a major research project involving original data work or original theoretical work. However, students will be expected to pose an interesting, original and well thought out research question, gather published evidence from scholarly sources, present an organized and coherent thesis using the gathered evidence, evaluate and criticize the relevant literature on the subject, and to discuss the shortcomings and potential future expansions of the paper. Due to the depth and breadth of this research project, we will break up the overall project into several stages in order to monitor progress, set benchmarks, and provide constant feedback.

* The first stage will be the development of the research question.
* The second stage involves the creation of a research proposal.
* The third stage is a rough outline and a short classroom presentation
* The fourth stage is the first rough draft with detailed feedback from me
* The fifth stage is peer work shopping your revised first draft
* The Sixth is the final draft.
* The seventh and final stage is the poster presentation at the “Economics Undergraduate Research Day”, tentative date of April 11.

The proposal must incorporate a coherent explanation of your research question, the motivation behind the research question, a critique of the preliminary evidence you wish to use, and a brief discussion of a potential thesis. You must include citations and a work cited of at least three academic sources you plan to use. Detailed rubrics for each stage of the writing process will be provided throughout the semester. All assignments must be turned in via hard copy. The grades for all written assignments will be based on both content as well as form-clarity of the argument, grammar, spelling, citation, etc.

During the second week of class, students should choose a subsection of economic history within which to begin their search for a research project. All the subsections will be covered throughout the semester. The subsections include (but are not limited to): the goods market, financial markets, factor markets, politics, and technology.

3. Group Presentations: All students will be paired into small groups of 3-4 people. Each group will be asked to give multiple in-class presentations of assigned literature throughout the semester. For each presentation, the group will be given a general question and expected to use the assigned literature to discuss the question. Detailed instructions and a rubric will be provided.

4. Class Participation: While attendance is not mandatory, all students are expected to regularly participate and contribute to the class discussions due to the intimate discussion based nature of this class. As such, regular attendance and keeping up with the reading assignments is necessary. I will keep notes on substantive contributes that students make during class, and participation grades will be assigned at the end of the semester.

*Students who are taking this class for graduate credit need to meet with me to discuss additional requirements.*

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| Weighting of Assignments | Grade Scale |
| Final Exam – 20% | A: 92+ |
| Midterm Exam – 10% | A-: 90 - 91.999 |
| Researc Question – 3% | B+: 88 - 89.999 |
| Research Proposal – 5% | B: 82 - 87.9999 |
| First Draft – 5% | B-: 80 - 81.9999 |
| Workshop – 2% | C+: 75 - 79.9999 |
| Research Paper Final Draft – 15% | C: 70 – 74.9999 |
| Poster Presentation – 10% | C-: 65 – 69.9999 |
| Participation – 15% | D+: 63 – 64.9999 |
| Group presentations – 15%  | D: 57 – 62.9999 |
|  | D-: 55 – 56.9999 |

Semester Schedule

A tentative semester schedule will be posted to canvas via the class calendar. The schedule will be updated and changed throughout the semester, so check it often.