



Economics 1740 Section 003: US Economic History
Spring 2015: Monday and Wednesday 1:25pm-2:45pm
HPR W 117

Instructor: CK Miller (I prefer to be addressed as CK)

Email: c.k.miller@utah.edu

Office Hours: by appointment—e-mails work best.

Required Materials:

Walton and Rockoff, History of the American Economy, 12th Edition. (11th edition is also fine) OH: Cengage, 2014. ISBN-13: 978-0324786620

Course Description

This course examines the past four centuries of US history focusing specifically on the country's economic transformation from the colonial period to the present. As renowned economist John Maynard Keynes describes, in order to be a “master-economist” or even a novice economist, we must illuminate such study with the “light of the past” to more clearly see the present and prepare for the future. This is especially relevant after the recent Great Recession of 2007-8. This course aims to explain and reflect on this unique economic history of the United States.

Course Outcomes

- Learn about US history in terms of developments in living standards, demography (population growth, immigration, and migration), technological changes and the evolution of the US governments economic policies.
- Acquire new insight into the measurement of important economic concepts and variables and specifically their application to history
- Understand economic ‘symbols’ and be able to explain them.
- Develop a sense of the ways in which history allows us to better understand the present via discussion of current events.

Teaching and Learning Methods

This course will, for the most part, follow the textbook. As an instructor I've found that following a textbook helps align student and teacher expectations alike. Each week there will be additional readings to supplement the material—these will sometimes be required readings, you will be notified if supplemental readings are required. Sometimes class will be ‘flipped’—and we will use class time to work on assignments. Lectures will be mixed, in the form of blackboard notes, class discussions, debates, and power points. Unless otherwise specified, all assignments should be handed in on CANVAS. I do not accept late

assignments unless I am notified *before* the due date. Consistent lateness will be reflected in grading.

Course Policies

Attendance & Punctuality: Please try to show up several minutes early to class—I will, for the most part, start promptly and you will miss important information if you are late. Attendance will usually be taken in the form of an in-class activity. There will be classes for which I specify attendance is not mandatory—unless that is noted, please be punctual.

Participation: Participation will take the form of discussion and in-class activities.

Electronic Devices in Class: Laptop use is unnecessary during this class, if your textbook is on your laptop and you would like to use it as reference please do so discreetly.

Assignments and Grading Policy:

Participation (20%)

Scribe: When it is your turn to scribe, you will use the first 5-10 minutes of the class to recap the main points of the last week's lecture.

Discussion groups: You will be assigned to a discussion group on CANVAS. You must post a 500 word reflection on a supplemental reading each quarter to your discussion group. You must thoughtfully respond to another students' reflection at least twice *each* quarter, four times total.

There will be additional participation assignments given throughout the semester, in class.

Weekly assignments (20%)

Comprehension Assessments: There will be online, or in-class quizzes on the readings. These will be mixed multiple choice/written response.

Exams (60%)

Mid-terms: There will be two midterms, **Midterm 1: February 3rd**
Midterm 2: March 21st

Final exam: The final will be a take-home exam. This will be due **May 4th**.

There will be extra credit opportunities throughout the semester, as well as additional written assignments, as they come up. I will drop your lowest participation grade and weekly assignment grade.

Tentative Course Schedule

This will be updated regularly on Canvas, check each weeks module for the most up to date reading assignment.

<u>Date</u>	<u>Topic/Discussion</u>	<u>Reading</u>
Week 1:	Introductions	In-class: Gordon (2004) <i>Introduction</i>
Week 2:	Colonial Era: 1606-1776	<i>W&R Ch 2, 4, 6</i>
Week 3:	Antebellum Economic Growth	<i>W&R Ch 9, 10,</i>
Week 4:	Early Industrial Labor	<i>W&R Ch 11</i>
Week 5:	Slavery, Civil War	<i>W&R Ch 13,14</i>
Week 6:	Railroads and Opening the West	<i>W&R Ch 15, 16</i>
Week 7:	Industrial Expansion	<i>W&R Ch. 17,18</i>
Week 8:	Post-bellum Finance and Commerce	<i>W&R Ch. 19,20</i>
Week 9:	The Great Depression and The New Deal	<i>W&R Ch. 23, 24</i>
Week 10:	World War II	<i>W&R Ch. 25</i>
Week 11:	Post-war Era	<i>W&R Ch 27, 28</i>

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.

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. ***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).
3. If you are a member of the LGBTQ community the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin 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/>. Please also let me know if there is any additional support you need in this class.
4. 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.
5. **The last day to drop classes is Friday, January 22.** Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.