

# US Economic History

3 Credits, Fulfills American Institutions (AI) Requirement

## Chari Evans

**E-Mail:** [chari.j.evans@utah.edu](mailto:chari.j.evans@utah.edu)

**Phone:** 509-435-5785 (text is preferred)

**Office:** 3<sup>rd</sup> floor OSH, cubicle #6

## Econ 1740-70

**Meets:** Tuesday 6:00 - 9:00, SANDY 118

**Office Hours:** by appointment

## Course description:

This course examines the economic and social history of the United States from the colonial period to the present day. While the course is broad in scope, we will direct special attention to particular topics. These topics include changes in US labor markets, changes in living standards (and their measurement), and the history of female and minority labor.

## Course objectives:

By the end of the semester, a student who is successful in this course will have gained an understanding of

1. The sources of economic growth in the US, including natural resource endowments, innovation and technological change, institutional change, and intra- and international trade (including innovations in communication and transportation),
2. The effects of economic growth for the US population as a whole and for sub-populations, including the evolution of living standards, changes in the nature of work, and the increasing role of markets in people's lives,
3. The measurement of important economic concepts and variables, including gross domestic product, income, wealth, unemployment, and inflation,
4. The evolution of US government policy as it relates to the economy, including the growth of the public sector over time, the regulation of the labor market (including the operation and abolition of slavery and the regulation of immigration), and the use of fiscal and monetary policy to mitigate the harmful effects of economic downturns, and
5. The application of historical insights to contemporary policy debates.

## Texts and Other Materials:

- Walton and Rockoff, History of the American Economy, 11th EDITION. OH: Cengage, 2010
- Various articles (I will post these on Canvas)
- America: The Story of Us. (This is a video series we will be watching in class)

We will discuss a good deal of material that is not covered in the readings. I will provide recorded lectures after each class period as a way to supplement your notes. Even if you make use of these recordings, it will still be necessary for you to come to class and to take good notes in order to keep up with the material. In addition to lecture recordings, I will post copies of graphs and tables used in class, occasional announcements about the class, and other material on Canvas.

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 Union Building, 581-5020 (V/TDD). CDS will work with you and with me to make arrangements for accommodations.

## Requirements and Grading:

### **REACTION PAPERS** (200 points)

Each week we will watch a short video in class. You are required to submit a one page reaction paper to ten of these videos, approximately 12 will be shown. Each reaction is worth 20 points: 10 points is for content and 10 points for format (to be explained later). The reactions must be typed, double spaced, 12 pt standard font (Times New Roman or Arial), 1" margins and submitted to Canvas no later than midnight of the following Sunday.

**Content:** You will be provided with prompts, beforehand, to allow you to think about the response as you watch the video. These prompts will be your guide for what to write. You are expected to put thought in your answers and respond intelligibly. You are encouraged to support your answers with material from the video, class lecture, as well as the required readings. **You must clearly indicate your source, and if you directly quote any material, you must clearly indicate what has been quoted along with indicating the source of the quoted material.** If you quote material without clearly indicating so, you will receive a 0 for the assignment and a warning. If it happens a second time, I will pursue action in accordance with the college. (See: Academic integrity Policy, <http://www.regulations.utah.edu/academics/6-400.html>)

**Format:** Although these reactions are only one page, you are expected to submit well-written papers. These will be graded not only on the thoughts submitted, but also on grammar and cohesiveness.

\*Note: I would recommend responding to the first ten videos, and then you will have the last couple of weeks reaction paper free! Keep in mind if you skip a week, you cannot go back. Keep track of your grades on Canvas to make sure you have responded to ten. Late papers may be accepted, at my discretion.

### **EXAMS** (300 points)

There will be three exams: two midterms and a final. **The first midterm exam will be given on Tuesday, February 7<sup>th</sup>. The second midterm will be given on Tuesday, March 20<sup>th</sup>. The final exam will be a take home. (The timing is still undecided).** Each exam is worth 100 points; the final is not cumulative. The two midterm exams will consist of a mix of multiple choice and short essay questions. The final will be all short essay questions.

\*The dates for the midterms are subject to change.

\*\*In very rare cases of extreme, unavoidable, and documented scheduling conflicts, you may arrange to take exams early, and these arrangements must be made well in advance of the scheduled exam time. Late exams may be given in cases of documented medical or other emergency. Otherwise, failure to take an exam at the scheduled time will result in a 0 for the exam.

### **READING QUIZZES** (100 points)

You are responsible for reading all of the assigned readings. I will provide a schedule of the readings and post any not from the text on Canvas. I may occasionally post additional readings that are not required, unless otherwise stated, all readings posted on Canvas are also required.

At the beginning of most classes (not exam days) you will be given a 10-point reading quiz. The lowest quiz score(s) will be dropped so that only 10 are counted for a total of 100 points. These quizzes will mostly focus on the textbook readings, but I reserve the right to add questions from the additional readings.

**PARTICIPATION** (100 points)

I expect you to participate in group discussions. Following each video, we will have a short class discussion, and then break into groups for further discussion. In your groups you will create a list of highlights from the readings, lecture and video, which you will all put your name on and turn in before you leave. I will type these up, and post online for everyone to reference during studying. This is graded for participation, but also will double as a study guide that you have all created! It has been my experience in the past that student-created study guides are more useful than something provided by the instructor, but you must put in the effort.

**GROUP PROJECT** (150 points)

You will work in groups of two or three students on a project relevant to the history of the US Economy. I have a list of topics that you can choose from. If there is something you would like to do that is not on the list, I have to approve the topic before you proceed. Project guidelines will be provided the second week of class, as we choose topics and groups. I will post the topics list on Canvas for you to look over in advance. Come to class prepared with your top choices in mind. Projects will be submitted to Canvas and are **due by midnight Sunday, April 1<sup>st</sup>**. The last two weeks of class will be group presentations. Details will be provided in the project guidelines.

**ATTENDANCE** (priceless)

While attendance is not actually required, a significant portion of the grade occurs in the classroom and cannot be made up. I strongly recommend attending class, and if you cannot make it, be sure to get notes.

**EXTRA CREDIT**

After each exam, you will have the opportunity to watch a video for up to 10 points extra credit. There will be no other extra credit offered.

Grading of assignments:

Grade Scale

Exams (100 points each)	300 points	A: 92+	C: 70 – 74.9
Participation (approx.)	100 points	A-: 90 - 91.9	C-: 65 – 69.9
Reading quizzes	100 points	B+: 88 - 89.9	D+: 63 – 64.9
Reaction papers	200 points	B: 82 - 87.9	D: 57 – 62.9
Group project	150 points	B-: 80 - 81.9	D-: 55 – 56.9
-----		C+: 75 - 79.9	E: < 55
Total	850 points		

Note that I do not round grades, and I do not curve.

### **Other things to keep in mind:**

- 1) I expect that you will attend class, arrive on time, and contribute to class discussions.
- 2) Canvas will be utilized in this class for submitting the majority of the written assignments as well as for posting grades. You are responsible for monitoring your grades on Canvas that are posted throughout the semester and making me aware of any discrepancies on or before the last day of class. No changes will be made after Friday, May 4<sup>th</sup>, 2012, to any grades on assignments, exams, etc., posted to or recorded on Canvas prior to that date.
- 3) You are required to take all in-class reading quizzes; however, your ten highest quiz scores will count towards your grade. If you choose not to take any of the quizzes, you will receive a zero on that quiz; and the score will NOT be dropped (unless arrangements are made before a quiz is missed).
- 4) Make-up exams will be given at the discretion of the instructor, only for very serious medical reasons, and **only if cleared in advance.** NO early finals will be given under any circumstances.
- 5) You will work in groups with other students to prepare an informative and interesting presentation on a specific topic related to the history of the US Economy. Additional information, including the project guidelines, will be handed out separately, and will also be posted on Canvas.

### **In The Classroom:**

The following behaviors are inappropriate at all times in the classroom:

- 1) Use of cell phones (calls or texting), iPods, and other electronic devices
- 2) Extraneous talking
- 3) Using a laptop for anything other than taking notes
- 4) Doing anything unrelated to the class each day (e.g. doing homework for another class, copying another student's note sheet for this class, etc.)

If you are found engaging in any of these behaviors, you will receive **one** verbal warning. If the behavior continues, you will be warned in writing and the third offense will result in your course grade being reduced by one full grade.

### Schedule:

While it is possible the schedule could change, it is unlikely. The chapters listed are the chapters we will cover that night, so you are expected to read the chapters previous to that night. Additional information will be provided on Canvas.

Jan 10 <sup>th</sup>	Ch. 2 – 5	“Rebels”
Jan 17 <sup>th</sup>	Ch. 6 & 7	“Revolution”
Jan 24 <sup>th</sup>	Ch. 8 – 12	“Westward”
Jan 31 <sup>st</sup>	Ch. 13 & 14	“Division”
Feb 7 <sup>th</sup>	<b>Midterm 1</b>	(EC 1 “Civil War”)
Feb 14 <sup>th</sup>	Ch. 15 & 16	“Heartland”
Feb 21 <sup>st</sup>	Ch. 17 – 19	“Cities”
Feb 28 <sup>th</sup>	Ch. 20 & 22	“Boom”
Mar 6 <sup>th</sup>	Ch. 23 & 24	“Bust”
Mar 13 <sup>th</sup>	<b>SPRING BREAK!</b>	
Mar 20 <sup>th</sup>	<b>Midterm 2</b>	(EC 2 “Fed 911” *Note: this is not from the video series)
Mar 27 <sup>th</sup>	Ch. 25	“WWII”
Apr 3 <sup>rd</sup>	Ch. 26 & 27	“Superpower”
Apr 10 <sup>th</sup>	Ch. 28 & 29	Survey (This is not a video. Survey will be posted online)
Apr 17 <sup>th</sup>	Presentations	
Apr 24 <sup>th</sup>	Presentations	
<b>May 1<sup>st</sup></b>	<b>FINAL EXAM</b>	