

Economics 1740 Section 1: US Economic History

Fall 2012 Tuesday/Thursday 2:00 - 3:20

(3 Credits, Fulfills American Institutions (AI) Requirement)

Instructor: Garret Marshall

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Office: OSH 343

Office Hours: To be determined (and by appointment)

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 the possible connections between economic development and historical events. For example; how did the economic development of the colonies contribute to the outbreak of the civil war? How did the construction of the transcontinental railroad set the stage for modern labor relations? What led to the decline of the US hegemony after WWII?

Course objectives:

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

- 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),
- 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,
- The measurement of important economic concepts and variables, including gross domestic product, income, wealth, unemployment, and inflation,
- 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, and the use of fiscal and monetary policy to mitigate the harmful effects of economic downturns, and
- The application of historical insights to contemporary policy debates.

Communication:

The best way to contact me is through email at the address listed above. I will check this account very regularly and I'll do my best to get back to you within 24 hours.

Occasionally, I may post announcements on Course Canvas. Also, while Course Canvas has a module to post "discussion" topics, I dislike it intensely and probably won't use it. However, students should feel free to use this feature to communicate with each other. Just keep in mind that I will not monitor this regularly.

During the first week of class, we'll try to work out a schedule for office hours.

Class Text:

Walton and Rockoff, History of the American Economy, 11th Edition.

A large majority of the material for this course will come from this text. However, additional material may be posted through the Course Canvas website.

Exams:

There will be two midterm exams and a comprehensive final exam. The tentative exam schedule is as follows:

Midterm Exam 1:	25 Sept
Midterm Exam 2:	13 Nov
Final Exam:	11 Dec, 1:00-3:00

If changes are made to this schedule, students will have at least a week of advance notice. Missed exams can be made up, if arrangements are made in advance of the normal schedule.

Quizzes:

There will be at least five unannounced quizzes throughout the semester. These quizzes will generally be related to class discussions or activities and therefore cannot be made up if missed.

Extra Credit Options:

Weekly comment surveys –

Each week (except for the week of Thanksgiving), a short survey will be posted on Course Canvas regarding your experience in class and the material covered. I want everyone to get the most out of the class, and this type of feedback helps. Because points will be assigned for completed surveys, they won't be anonymous. However, I don't offend easily, so be completely honest. Surveys will be available immediately after the Thursday session through the following Sunday evening.

In addition to the weekly comments, student may also choose **one** of the following options for extra credit:

Chapter presentation –

Prepare and deliver a 10-15 minute presentation of the material covered in a specific chapter of the Rockoff text. This may be done individually or in pairs. Computer connections to the overhead projector are available, if desired. A sign-up sheet will be available and guidelines will be post on Course Canvas.

Research/Opinion Paper –

Write a short paper (2-3 single-spaced pages) from a list of topics that I will provide. This paper should take one of two forms; a research paper that presents material not covered in class regarding the chosen topic OR an opinion paper detailing your position regarding the chosen topic. The focus (and grading) should center on a thoughtful discussion or well-reasoned argument, rather than technical style. Papers will be due on 20 Nov.

Grading System:

Course grades will be assessed through an accumulation of points as follows:

Midterm Exam 1	100	<u>Extra Credit:</u>	
Midterm Exam 2	100	Chapter Presentation	50
Quizzes (5)	100	Paper	50
Final Exam	<u>200</u>	Weekly Comments	56 (4 points each x 14 weeks)
	500		

The 500 point total will be used to determine a percentage and assigned a letter grade as follows:

	Percentage:
A	92+
A-	90 - 91.999
B+	88 - 89.999
B	82 - 87.9999
B-	80 - 81.9999
C+	75 - 79.9999
C	70 - 74.9999
C-	65 - 69.9999
D+	63 - 64.9999
D	57 - 62.9999
D-	55 - 56.9999
F	< 55

Considering the extensive extra credit available, neither exam or course grades will be scaled.

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

Rights and Responsibilities

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 and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Special note: This syllabus is intended to provide general information about the class and is subject to change. Adjustments or changes will be posted as announcements on Course Canvas.