

**Economics 1740-004**  
**University of Utah**  
**Fall 2012 Semester**  
*American Economic History*



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**CLASS MEETING TIME & PLACE:** This class is taught on Tuesdays and Thursdays from 9:10 – 10:30 am in BU C room 305.

**TEXT:** This class will not use a formal text. Rather, we will use a combination of articles which will be posted on Canvas as they become relevant for class.

**OFFICE HOURS:** My office hours this semester are between 10:30 and 11:30 am on Tuesdays and Thursdays by appointment only. Meetings reserved via email will always take priority over students who seek to meet after class without a meeting. Meeting locations will be determined when setting up the meeting. It is expected that set appointments will be attended – or communicated otherwise in case of emergency.

**COURSE DESCRIPTION:** Fulfills American Institutions (AI) credit. This course gives an historical foundation of American economic growth and development from the colonial period to the present. This is accomplished by focusing on institutional and structural change elements that have critically influenced factors of growth and development.

**COURSE OBJECTIVES:** Students will understand the evolution of the United States economy from colonial times to the present in terms of industrial composition, growth rates, methods of production, and living standards. Students will become familiar with important measures of economic performance (i.e. output measures, income measures, inequality measures, etc.) and sources of these measures. Students will gain insight into how economists use models to understand changes in the economy and be able to critique current economic realities by using these models. While American economic history remains the central focus of this class, it is imperative to position any study of history within a global paradigm. Understandably, therefore, the economic conditions of the United States will be compared and contrasted to various cultures, numerous countries, and myriad of institutions. This class is constructed in a way that will facilitate the development of independent thought and delineate constructive argument modeling. Students should also use this class to express and develop strains of independent thought through the medium of writing.

**CONTENT OVERVIEW:** This course first examines economic growth and development conceptually and empirically. Following the introduction of both economic growth and development this course is then divided into various sections. Sections include geography and institutions, preindustrial markets, labor in Colonial America, early US Industrialization, demographics and the standard of living, immigrants and labor, and women and labor. I will present diverse articles within each of these areas.

**TEACHING AND LEARNING METHODS:** Lecture with PowerPoint, debate, oral criticism and exams.

**GRADING:** Your grade in this class will be composed of participation points (30%), a midterm (30%), and a final exam (40%). Participation points will be given subjectively based on attendance, active participation, and attitude. Given the large class size, I may randomly distribute attendance sheets to assist in determining participation. The midterm and the final will pull from questions given throughout the semester called “Focus Questions”. The midterm is scheduled for Thursday, October 4th 2012, and the final is scheduled for Tuesday, December 11<sup>th</sup> 2012. Final grades will be assigned according to the following rubric:

GRADING SCALE	LETTER GRADE	GRADING SCALE	LETTER GRADE
94% and above	A	74% - 76.9%	C
90% - 93.9%	A-	70% - 73.9%	C-
87% - 89.9%	B+	67% - 69.9%	D+
84% - 86.9%	B	64% - 66.9%	D
80% - 83.9%	B-	60% - 63.9%	D-
77% - 79.9%	C+	Below 60%	E

**Focus Questions:** Following each class lecture I will post Focus Questions on Canvas. Focus Questions will target the material covered in class in conjunction with assigned book chapters and articles. These questions are designed to challenge students to think for themselves – using as a baseline, the arguments and discussion threads from lecture. These questions are intended for the purpose of class review and preparation for the midterm and final. Students who do not attend class will have difficulty answering Focus Questions. I strongly suggest that you answer these questions as the class progresses in order to fully prepare you for the exams. Students systematically answering Focus Questions as the semester progresses find that they have prepared a thorough review sheet for the exams. If you don’t understand the focus questions, or have difficulty answering them – address the issue immediately (i.e. don’t procrastinate). I suggest the formation of student study groups.

**SCHEDULE:** We are scheduled to meet 28 times throughout the semester. There will be no class on October 9, October 11, and November 22 because of Fall Break and Thanksgiving Break respectively. Additionally, we will hold the midterm exam on October 4<sup>th</sup> just prior to the Fall Break, and the final exam will be due during final week (December 11<sup>th</sup> by 2:00 pm). Class will not be held on the days that the midterm and final exam are due. Important dates are delineated in the schedule below. **NOTE:** *the schedule is tentative and is subject to change.* It is your responsibility to have required material read prior to coming to class. If we fall behind on the material, you will not be responsible for the material not covered in class. Please check Canvas often for updates of listed articles. All reading materials for the course will be made available on Canvas.

<b>DATE</b>	<b>AGENDA*</b>
Tuesday, August 21, 2012	Introduction - Syllabus
Thursday, August 23, 2012	Economic Development
Tuesday, August 28, 2012	Economic Development
Thursday, August 30, 2012	Economic Development
Tuesday, September 04, 2012	Economic Growth
Thursday, September 06, 2012	Economic Growth
Tuesday, September 11, 2012	Economic Growth
Thursday, September 13, 2012	Geography & Institutions
Tuesday, September 18, 2012	Geography & Institutions
Thursday, September 20, 2012	Geography & Institutions
Tuesday, September 25, 2012	Preindustrial Markets
Thursday, September 27, 2012	Preindustrial Markets
Tuesday, October 02, 2012	Preindustrial Markets
Thursday, October 04, 2012	<b>MIDTERM EXAM</b>
Tuesday, October 09, 2012	<b>FALL BREAK</b>
Thursday, October 11, 2012	<b>FALL BREAK</b>
Tuesday, October 16, 2012	Labor in Colonial America
Thursday, October 18, 2012	Labor in Colonial America
Tuesday, October 23, 2012	Labor in Colonial America
Thursday, October 25, 2012	<i>Special Presentation**</i>
Tuesday, October 30, 2012	Early US Industrialization
Thursday, November 01, 2012	Early US Industrialization
Tuesday, November 06, 2012	Early US Industrialization
Thursday, November 08, 2012	Demographics and the Standard of Living
Tuesday, November 13, 2012	Demographics and the Standard of Living
Thursday, November 15, 2012	Immigrants and Labor
Tuesday, November 20, 2012	Immigrants and Labor
Thursday, November 22, 2012	<b>THANKSGIVING BREAK</b>
Tuesday, November 27, 2012	Immigrants and Labor
Thursday, November 29, 2012	Women and Labor
Tuesday, December 04, 2012	Women and Labor
Thursday, December 06, 2012	Women and Labor
Tuesday, December 11, 2012	<b>FINAL EXAM DUE (2:00 pm)</b>

\*Schedule is subject to change, \*\*TBA.

While specific topics have been delineated on the schedule, the amount of time allocated to each topic is only estimated and is, therefore, subject to change. Each topic has specific articles that will be used. I reserve the right to add to, subtract from, or change the order of the following listing. Given these conditions, planned articles are currently scheduled with the following readings:

<b>TOPICS (in order)</b>	<b>ARTICLES/CHAPTERS</b>
Introduction	Syllabus, Introduction to economics
Development	CONCEPT SUMMARY
Growth	CONCEPT SUMMARY
Geography & Institutions	Engerman & Sokoloff (2002) Temin (1997) Acemoglu, Johnson & Robinson (2004) Diamond (1997)
PreIndustrial Markets	Henretta (1978) Rothenberg (1981)
Labor in Colonial America	Galenson (1984), <i>cont...</i> Grubb & Stitt (1994) Hanes (1996)
Early US Industrialization	Goldin & Sokoloff (1984) Clark (1979) Field (1978)
Demographics and the Standard of Living	Haines, Craig & Weiss (2003) Steckel (1995)
Immigrants and Labor	Hatton (1997) Cloud & Galenson (1987) Brown and Philips (1986) Roberts (2010)
Women and Labor	Kossoudji & Dresser (1992) Goldin (1983) Goldin & Katz (2002)

**POLICIES:** You cannot miss an exam and take a makeup exam unless I give you permission to do so before the exam. Without my permission, you will earn a zero on any exams that you miss. To get my permission to take a makeup exam, you must give me notice before the class takes its exam (if at all possible), and before you take the makeup exam, you must supply written evidence of your reason for missing the in-class exam. If the reason is illness, a note from a doctor will be sufficient. I will let you know if I think your reason is good enough to warrant letting you take a makeup exam. If your reason is that you are participating in a university-sponsored activity, I will always allow you to take a makeup. Otherwise, I will make the decision on a case-by-case basis. In addition, there are limited circumstances in which I may

let you take an exam early. There will be no makeup final exams given after the date listed on the schedule unless there is a medical emergency (that can be verified), or unless you are called up for military duty. If you cannot take the final exam because you are under arrest at the time, I will consult with my Department Chair about the appropriate procedure to follow. If you had a last-minute automobile breakdown or other transportation failure, I expect you to get to the final as quickly as possible, and take it then. In such a situation, I may or may not extend your time to finish the exam.

Incompletes will be given only for reasons of illness or a family emergency. You must supply written evidence for the reason. According to university regulations, you must be passing the class at the time you get an incomplete.

Cheating on exams and other forms of academic dishonesty may lead to expulsion from the class, failure of the class, or more severe penalties. I must submit a report of all incidents of academic dishonesty to your dean for inclusion in your file.

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 that 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 it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, 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."

**NOTE:** *The schedule and syllabus are subject to change!*