

ECON 5470/6470 – Industrialization & Economic Development: The American Case
Monday 6pm-9pm

Instructor: Luciano Pesci

Email: lucianopesci@gmail.com

3 Credit Hours (fulfills CW credit requirement)

Classroom: OSH 107

Office: OSH 209

Office Hours: By appointment

Prerequisites: ECON 2010 (Principles of Micro) and ECON 2020 (Principles of Macro). If you need additional writing assistance you can concurrently enroll in ECON 3905 (Modes of Learning).

Course Description: Graduate students should register for ECON 6470 and will be held to higher standards and additional work. Economic growth and development in the United States from the colonial period through WW2. Growth due to industrialization, as well as the accompanying evolution of technology and social institutions, will be heavily emphasized.

Course Objectives:

1. To help you write a professional/academic quality Wikipedia page.
2. To give you a historical context for the U.S. economy so that you may critically apply it to a research question.
3. To help you develop the skills to clearly discuss and debate the complex phenomena of American economic development and its connection to history.

General Approach to the Semester

This is a communication/writing course so grammar, spelling and stylized formatting issues will be critically discussed in class and in the feedback you receive from each other through team based exercises. **As needed, lectures will be divided into two sections:**

The first (approximately 2.5 hours) will be a Socratic lecture based on the assigned reading, which means you will be asked to discuss questions related to the textbook and the material it presents. The purpose of this section is to give you a general historical sense of the development of the American economy and to help you identify something of personal interest for your Wikipedia page.

The second (approximately 30 minutes) will involve formal guidance on writing best practices related to your specific research theme and the upcoming assignments. **This will include time working in your research groups.**

Grade Breakout:

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	<60	F

Class Discussion Participation (10%):

Everyone has something to add to the discussion. Speak up in class and earn credit, or stay silent and lose points. This is worth a full letter grade.

Quizzes (25%):

Quizzes will be given online through canvas. They will always cover the material we have already discussed or will be discussing that week. This is to incentivize you to read the textbook so we can have meaningful discussions in class. You will be allowed to drop one quiz.

Assignments (40%):

There will be four team-based assignments, each worth 10%, given during the semester. These will help you build toward the final Wikipedia page and will include:

1. Proposal
2. Sources & Literature Review
3. Outline
4. Rough Draft

All assignments will be done as a group, with no more than 4 people per group. For each assignment your team will submit a single file through canvas. I will then provide you with direct feedback and a grade. This will give you real-time guidance throughout the entire semester, all with the goal of creating your final Wikipedia page. **To avoid the “free rider” problem, each person on your team will be given a survey at the end of the semester that asks him or her to rate your level of involvement in the group. If your team identifies you as a freer rider I will talk to you and the team individually. If the evidence points to you as a free rider than you will fail the course.**

Wikipedia Page (25%):

This will be the culmination of your team’s work on the assignments. For your Wikipedia page you will have the choice to ***Create*** or ***Contribute***. Creating means you will start a new entry on Wikipedia. Contributing means you will check the current sources of an existing page and add something additional of value.

Textbooks & Articles*

Walton, Gary M., and Hugh Rockoff. *History Of The American Economy*. 11th Edition. South-Western Pub, 2010. Print. (ISBN: 978-0324-78661-3).

Academic Code of Conduct Regarding Plagiarism*

Plagiarism is a short cut to nowhere, and in a digital age it will inevitably catch up with you. One of the purposes of this course is to empower you with the tools and methods to avoid making a mistake that could even be misconstrued as plagiarism. There is nothing to be lost by giving others credit for their work, so when in doubt CITE! The formal definition of plagiarism and the consequences of plagiarizing are as follows:

The University of Utah’s “Student Code” defines plagiarism as:

“Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” (Section I.B.2.c)

If plagiarism is discovered, the “Student Code” states:

“Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student no later than twenty (20) business days after receipt of the complaint, and give the student an opportunity to respond. Within ten (10) business days thereafter, the faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student's right to appeal the academic sanction to the Academic Appeals Committee for the college offering the course. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course(8). In no event shall the academic sanction imposed by the faculty member be more severe than a failing grade for the course.” (Section V.B.3)

*Source: Policy 6-400: Code of Student Rights and Responsibilities (“Student Code”). Available online at: <http://www.regulations.utah.edu/academics/6-400.html>

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 instructor and to the Center for Disability Services, <http://disability.utah.edu/>, 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Service.

Era	Date	Reading	Paper Time Line
Colonial Era (1607-1776)	7/26	Syllabus, Welcome	
	9/2	Chapters 1-3	
	9/9	Chapters 4 & 5	
	9/16	Chapters 6 & 7	Assignment 1: Proposal Due
Revolution, Early National and Antebellum Era (1776-1860)	9/23	Chapters 8 & 9	
	9/30	Chapters 10 & 11	
	10/7	Chapters 12 & 13	Assignment 2: Sources & Lit Due
Reunification Era (1860-1920)	10/14	Fall Break (No Class)	
	10/21	Chapters 14 & 15	
	10/28	Chapters 16 & 17	Assignment 3: Outline Due
	11/4	Chapters 18 & 19	
	11/11	Chapters 20 & 21	
War, Depression & War (1914-1946)	11/18	Chapters 22 & 23	
	11/25	Chapters 24 & 25	Assignment 4: Rough Draft Due
	12/2	Chapters 26 & 27	
Post War Era (1946-Present)	12/9	Chapter 29	
	12/20	Final Wikipedia Link Due Via Canvas	

Note: This is a tentative schedule and is subject to change. If changes are necessary a revised course schedule will be provided to you.