

**Economics 5470/6470-02**  
**University of Utah**  
**Spring 2012 Semester**  
*Industrialization and Economic  
Development: The American Case*



**Wade C. Roberts, Ph.D.**  
**Economics Department**  
[Kosal96@yahoo.com](mailto:Kosal96@yahoo.com)  
801.721.2121

---

**CLASS MEETING TIME & PLACE:** This class is taught on Mondays and Wednesday from 11:50 – 1:10 pm in BEH-S 115.

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

**OFFICE HOURS:** My office hours this semester are between 10:30 and 11:30 am on Mondays and Wednesdays by appointment only. When scheduling a meeting be sure to determine a meeting location in addition to specifying the time and day of meeting. I do not have an office on campus. Accordingly, we will likely meet in the union building or another public study environment. Please email or call the morning of your appointment to remind me of the appointment.

**COURSE DESCRIPTION:** This course focuses on economic growth and development in United States beginning in the 19<sup>th</sup> century and continuing through the 20<sup>th</sup> century. The course covers institutional evolution, technological change, demographic change, and labor market development. In relevant areas, we will also apply past models to current paradigms. This course promotes an understanding of development and growth, as a general framework for the various topics covered.

**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 the findings from diverse articles assigned 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 (10%), a midterm (30%), a term paper (30%), and a final exam (30%). 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 Wednesday, February 22<sup>nd</sup>, 2012, and the final is scheduled for Wednesday, May 2<sup>nd</sup>, 2012. The term paper will involve 3 parts; a proposal, a draft, and a final submission that needs to be submitted by Wednesday, April 25<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 email Focus Questions from the University of Utah faculty server. Students need to ensure that an active email address is listed with the university. If an active email is not listed with the university – you will not receive Focus Questions. Double check the status of your email with the university so that you are not behind. 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.

Term Paper: The term paper, being worth a total of 30 percentage points, is broken down accordingly: proposal (5), rough draft (10), and final submission (15). The term paper is a research effort, and should not simply be a literature review or summary of class material. The proposal should involve one paragraph outlining your thesis/hypothesis and the methods by which you will support or seek to explore it. You should also include the articles, or datasets that you will pull your information from. If the topic you have chosen lacks sufficient theoretic or empirical depth, I will return your proposal with suggestions for improvement (and only give partial credit). **The proposal is due in hard copy at the beginning of class (11:50 am), Wednesday, January 18<sup>th</sup>, 2012.** Please bring the hard copy to class. Your submission needs to include a cover page with your name, university name, class title & number, date, and title of your term paper.

Rough Draft: The rough draft should follow a standard research paper outline, consisting of no more than 5 double-spaced pages – sketching the details of the report. If required, I will make comments to help direct you towards a more solid final paper at this point. You should have at least one central chart, map, scatter-plot or table supporting your main hypothesis in the rough draft. **The rough draft is due in hard copy at 11:50 am Monday, March 26<sup>th</sup>, 2012.** Please bring the hard copy to class. Your submission needs to include a cover page with your name, university name, class title & number, date, and title of your term paper.

Final Submission: The final submission of your term paper should involve a 10 page report (double spaced), not including the reference section or any accompanying graphs, charts or illustrations. I expect a title page with your name, university name, class number and name, date and title of your term paper. Following your title page, and prior to your report, prepare a one page single-spaced abstract summarizing the project. Again, page limits do not include graphs, charts, pictures, or the bibliography. Following the bibliography, on a separate page, list your expected grade on the paper. Give a brief explanation of your expected grade. Also, please provide a brief evaluation of the course on this page. **The final submission of the term paper is due, BOTH in hard copy and electronically – Wednesday, April 25<sup>th</sup>, 2012 at 11:50 am.** Hard copies must be turned in at the beginning of class that day. Electronic copies must be emailed to [kosal96@yahoo.com](mailto:kosal96@yahoo.com) prior to the start of class. **NOTE:** *Papers not received by the deadline will NOT be accepted at a later date or for partial credit.*

SCHEDULE: We will meet 29 times throughout the semester. There will be no class on January 16<sup>th</sup>, February 20<sup>th</sup>, February 29<sup>th</sup>, March 12<sup>th</sup> or March 14<sup>th</sup>. 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 WebCT often for updates of listed articles. All reading materials for the course will be made available on WebCT.

DATE	AGENDA*
Monday, January 09, 2012	Economic Development
Wednesday, January 11, 2012	Economic Development
Monday, January 16, 2012	<b>Holiday</b>
Wednesday, January 18, 2012	Economic Development, <b>PROPOSAL DUE</b>
Monday, January 23, 2012	Economic Growth
Wednesday, January 25, 2012	Economic Growth
Monday, January 30, 2012	Economic Growth
Wednesday, February 01, 2012	Geography & Institutions
Monday, February 06, 2012	Geography & Institutions
Wednesday, February 08, 2012	Geography & Institutions
Monday, February 13, 2012	Preindustrial Markets
Wednesday, February 15, 2012	Preindustrial Markets
Monday, February 20, 2012	<b>Holiday</b>

Wednesday, February 22, 2012	Preindustrial Markets
Monday, February 27, 2012	<b>MIDTERM EXAM</b>
Wednesday, February 29, 2012	<b>No Class</b>
Monday, March 05, 2012	<i>Special Presentation**</i>
Wednesday, March 07, 2012	<i>Special Presentation**</i>
Monday, March 12, 2012	<b>Holiday</b>
Wednesday, March 14, 2012	<b>Holiday</b>
Monday, March 19, 2012	Labor in Colonial America
Wednesday, March 21, 2012	Labor in Colonial America
Monday, March 26, 2012	Early US Industrialization, <b>ROUGH DRAFT</b>
Wednesday, March 28, 2012	Early US Industrialization
Monday, April 02, 2012	Demographics and the Standard of Living
Wednesday, April 04, 2012	Demographics and the Standard of Living
Monday, April 09, 2012	Immigrants and Labor
Wednesday, April 11, 2012	Immigrants and Labor
Monday, April 16, 2012	Immigrants and Labor
Wednesday, April 18, 2012	Women and Labor
Monday, April 23, 2012	Women and Labor
Wednesday, April 25, 2012	Women and Labor, <b>FINAL PAPER</b>
Wednesday, May 02, 2012	<b>FINAL EXAM (10:30 - 12:30)</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)

ECON 6470: Students enrolled in the graduate 6470 class need to come speak with me after the first day of class. Graduate students will be held to higher standards and will compete for a grade among the graduate students only. While the 6470 class meets with the undergraduate 5470 class for lectures, I expect graduate level work from all graduate students. It is critical to use this class to explore, expound, and elaborate on thesis projects, publishable paper ideas, and writing capacities. In addition to increased paper lengths, more readings, and an expectation of strong class participation, graduate students are required to summarize each of the readings and provide critique within predetermined paradigms and schools of thought.

**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!*