**Econ 5470/6470 -70**

**Industrialization and Economic Development: The American Case**

Spring 2012

Location: Sandy 123

W 6:00-9:00 pm

Instructor: Debora Wrathall, Graduate Instructor

Phone number: 801-558-0446

Office: OSH 370

Consultation by appointment; I prefer to be reached by email but phone is fine.

E-Mail: deborawrathall@gmail.com

Credit hours: 3

Prerequisite: ECON 2010 & 2020 (or ECON 1010 and instructor's consent)

This course fulfills an Upper Division Communication/Writing requirement; Meets with ECON 6470**.** Students planning to use this course for graduate credit must register for Econ 6470 (rather than Econ 5470). See me early in the semester to discuss additional work that will be required for graduate credit.

We will study growth and change in the US economy from the colonial period to the present. While this course is a broad overview of these issues, we will give particular emphasis to the study of labor markets, demography, the standard of living, health, economic inequality and economic swings.

**Objectives:**

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

1. Have an understanding of the evolution of the US economy from colonial times to the present in terms of industrial composition, growth rates, methods of production, and living standards,
2. Be able to interpret current economic issues (immigration, discrimination, inequality, economic crises) in the context of related historical phenomena, and
3. Be better able to write about and discuss economic content (using these modes of communication: synthesis, argument, compare/contrast, description, response, critical analysis, and analytical skills.)

**Requirements:**

The class assignments and assessments are directly related to the objectives of the course. Each of these assignments/assessments presents opportunities for students to relate current economic issues to economic history using different modes of communication.

1. Participation in **student group-led discussion** of **required readings** will sharpen student’s skills for discussing economic content in a way that is engaging and persuasive. Students will participate in in-class discussions on each reading.
2. **in-class writing mini-workshops** will get students thinking of ways to improve their writing skills and be a launching point for our discussions in this regard.
3. **In-class assessments** will facilitate students’ synthesis of course content and demonstrate students’ understanding of the course material. These will be made up of short- and long-answer questions and will draw from lecture and reading material.
4. Since our class time together will be busy and involved, I’m requiring that all students **attend class**. Please notify the instructor if you cannot make it to class so that we can make other arrangements.
5. **Paper assignment** will involve delving deeply into a topic and will be an opportunity to research that topic through history and relate it to current economic issues.
6. Students will be doing **peer review** on each other’s paper components (listed below). This will be an opportunity to get additional feedback on your work and to further develop critical reading skills.

The paper assignment will involve completing the following steps:

1. **Annotated bibliography** assignment will increase research ability and break down the steps required for starting a research project.
2. **Paper outline** will increase ability to construct an argument or position.
3. **Paper draft** will increase ability to build an argument or position.
4. **Peer review with fellow students (in small groups in class)** will be an opportunity to hone logical thinking skills and writing and grammar skills.
5. **Presentation/discussion of the results of the papers** will be an opportunity to gain experience talking before a group and discussing material that students have gained proficiency with.

**Online Component:**

Required readings will be available through our class blog and/or the reserve desk at the library. I recommend that you check our blog often for updates and have your current email addressed linked to it for updates.

**The composition of your final grade will look like this:**

|  |  |
| --- | --- |
| Attendance and participation in student-led discussions and group-led discussion | 15% |
| In-class assessment | 30% |
| Completing paper exercises on time (proposal, annotated bibliography, paper outline, visit to writing center, and paper) | 15% |
| Paper | 30% |
| Paper presentation | 10% |

**Grading scale:** 100-95%=A, 94-90%=A-, 89-86%=B+, 85-82%=B, 81-78%=B-, 77-74%=C+, 73-70%=C, 69-66%=C-, 68-65%=D+. 64-61%=D, 60-57%=D-, 60-0%=E.

**The following texts will be drawn-upon for lecture material:**

* Jeremy Atack and Peter Passell. A New Economic View of American History: From Colonial Times to 1940. Norton, 1994.
* Robert L. Heilbroner and Aaron Singer. The economic transformation of America : 1600 to the present. Harcourt Brace College Publishers, 1999.
* Douglass C. North. Structure and Change in Economic History. Norton, 1981.
* Gary M. Walton and Hugh Rockoff. History of the American Economy. Eighth Edition. Dryden Press, 1998.
* Howard Zinn. [A People's History of the United States: 1492-Present](http://www.harpercollins.com/global_scripts/product_catalog/book_xml.asp?isbn=0060528427). Longman, 2003.

**Topics and Schedule:**

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| --- | --- | --- | --- | --- | --- |
|   | DATE | TOPIC | READING ASSIGNMENT | WRITING ASSIGNMENT | Group presentations and extra reading material |
| 1 | 01/11/12 | Introduce Course; Antecedents of growth: Geography, Institutions, and Growth Part I |   |   |   |
| 2 | 01/18/12 | Antecedents of growth: Geography, Institutions, and Growth Part II | Engerman and Sokoloff | Area of interest exploration/statement |  Crafts |
| 3 | 01/25/12 | Colonial Economy: Pre-Industrial Culture and Markets, and Labor in Colonial America Part I | Polanyi |  |  |
| 4 | 02/01/12 | Colonial Economy: Pre-Industrial Culture and Markets, and Labor in Colonial America Part II | Henretta |   | Group 1Clark; Rothenburg |
| 5 | 02/08/12 | Early Industrialization in the US; Technological Change and Productivity Growth | Philips and Brown 1986b | Annotated bibliography due | Group 2Landes, Goldin and Sokoloff, Marglin |
| 6 | 02/15/12 | Demography and US Economic History, Part I: Fertility, Mortality, and Health | Steckel |  | Group 3Wells; Haines& Craig&Weiss |
| 7 | 02/22/12 | Demography and US Economic History, Part II: Immigration | Brown and Philips 1986a |   | Group 4Hatton , Cloud&Galenson, Ferrie(1994), Galenson |
| 8 | 02/29/12 | Slavery, the Civil War, and the South | Temin | Outline due | Group 5Brinkley, David&Temin, Hanes |
| 9 | 03/07/12 | 19th Century Capital Accumulation and Change in Industrial Structure | Mayhew |   | Group 6Hodgson, Field |
| 10 | 03/21/12 | Late 19th Century Labor Markets; The Experience of Immigrants in the Labor Market | Fusfeld |   | Group 7Currie&Ferrie, Hannon, Ferrie (2004 & 2005), Fishback,  |
| 11 | 03/28/12 | The Experience of Women in the 20th Century Labor Market | Kossoudii and Dresser | Rough draft due; Paper interviews | Group 8Golden, Golden&Katz |
| 12 | 04/04/12 | The Experience of African Americans in the 20th Century Labor Markets | Sundstrom 1994 | Paper interviews | Group 9Maloney&Whatley, other articles on WebCT |
| 13 | 04/11/12 | The Great Depression and The New Deal; The Rise of the Public Sector | Kotz | Final draft due | Group 10Dumenil&Levi, other articles on WebCT |
| 14 | 04/18/12 | Paper presentations |  |  | Paper presentations and Q&A,10 minutes each |
| 15 | 04/25/12 | Paper presentations |   |  |  Paper presentations and Q&A,10 minutes each |
| 16 | 05/02/12 | Final exam 6-8pm |   |  |  |

**Note**: The syllabus may be modified when reasonable notice of the modification is given. Please check your email and the class blog regularly for class updates.

**Student responsibilities:**

                    Students will commit to being a part of a respectful classroom environment so that debate and disagreement is safe for everyone.

                    Students will not have electronic devices out during class time.

                    Students will attend class.

                    Students will be on time to class.

                    Students will do the assigned readings before class.

                    Students will check email and WebCT regularly for updates.

**Instructor responsibilities:**

                    The instructor will convene classes at the scheduled time unless a valid reason and notice is given.

                    The instructor will perform and return evaluations in a timely manner.

                    The instructor will maintain an environment in which students feel comfortable in participating and having their voices heard.

                    The instructor will enforce the student code.

**Services to students with disabilities:**

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 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor 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 Services.