

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

Instructor: Luciano Pesci

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3 Credit Hours (fulfills CW credit requirement)

Classroom: Sandy 105

Office & Office Hours: By appointment (I'll meet anywhere, just email me & CC my assistant amy@x.ai)

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 the present will be examined. 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 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 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 as needed. **This will include time working in your research groups to create your Wikipedia page.**

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 (20%):

Everyone has something to add to the discussion (everyone!). Speak up in class and earn credit, or stay silent and lose points (know that eventually I will call on you anyway). This is worth two full letter grades.

Quizzes and Online Discussions (15%):

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. Additionally, I will post online discussions through canvas that you need to contribute to. I am not looking for a set number of posts/replies, just multiple coherent comments that move the conversation forward.

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. Your Topic Proposal
2. Sources & Literature Review
3. Proposed Wikipedia Page Outline
4. Rough Draft Wikipedia Page (sandbox)

All assignments will be done as a group, with no more than 5-6 people per group. For each assignment your team will submit a single file through canvas for your entire team. I will then provide you with direct feedback and a grade. This will give you 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 on the team. If you are identified as a freer rider I’ll talk to you and the team individually. If the evidence points to your guilt as a free rider you will fail this course (big time).**

Wikipedia Page (25%):

This is the culmination of your team’s work on the four 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. In either case, your page will have to link to other Wikipedia pages to avoid being flagged an “orphan” by the editors.

Textbooks & Articles

Walton, Gary M., and Hugh Rockoff. *History Of The American Economy*. 12th Edition. South-Western Pub, 2010. Print. (ISBN: 978-1111822927).¹

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.

¹ The 11th addition is also fine.

Subject Era	Date	Readings	Wikipedia Article	Quizzes & Discussions
Colonial Era (1607-1776)	1/11	Syllabus, Welcome & History of the Western World		
	1/18	Chapters 1-3		Discussion 1 available
	1/25	Chapters 4 & 5		Quiz 1 available
	2/1	Chapters 6-7 & US Constitution	Assignment 1: Your Topic Proposal Due	Discussion 1 due
Revolution, Early National & Antebellum (1776-1860)	2/8	Chapters 8 & 9		Discussion 2 available
	2/15	Chapters 10-12		Quiz 2 available
	2/22	Chapters 13-15		Quiz 3 available, Discussion 2 due
Reunification Era (1860-1920)	3/1	Chapters 16 & 17	Assignment 2: Sources & Literature Review Due	Discussion 3 available
	3/8	Chapters 18 & 19		
	3/15	No Class (Spring Break)		
	3/22	Chapters 20 & 21		Quiz 4 available, Discussion 3 due
	3/29	Chapters 22 & 23	Assignment 3: Proposed Wikipedia Page Outline Due	Discussion 4 available
War, Depression & War (1914-1946)	4/5	Chapter 24		
	4/12	Chapter 25		Bonus quiz available
Post War Era (1946-Present)	4/19	Chapters 26-29	Assignment 4: Wikipedia Rough Draft Due (sandbox)	Discussion 4 due
Final Exam	4/26	Summing up & Predicting the Future	Final Exam in Class	

5/3	Final Wikipedia Link Due Via Canvas
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Note: This is a tentative schedule and is subject to change. If changes are necessary a revised course schedule will be provided to you.