

ECON 5470-001 Spring 2018 American Industr/Ec Dev

Peter Philips, Professor of Economics

This is a short bio-video introducing you to me and a bit of my history:

In the summertime, Peter along with his wife Jean is a volunteer backcountry ranger in the Grand Teton National Park (see here):

<https://www.facebook.com/GrandTetonNPS/photos/a.134442479903690.25354.130250293656242/1379485815399344/?type=3> (Links to an external site.)Links to an external site.

And this 7 minute video is about encountering bears in the back country:

<https://vimeo.com/229284093> (Links to an external site.)Links to an external site.

Undergraduate Research Opportunities Program (UROP) provides undergraduate students and mentors the opportunity to work together on research or creative projects.

UROP provides assistantships up to \$1,200 for students who assist with a faculty member's research or creative project, or who carryout a project of their own under the supervision of a

faculty member. Students may apply for an assistantship any semester and may be eligible for a one-semester renewal. UROP awardees are hired by the Office of Undergraduate Research and are paid \$10.00 per hour for up to 120 hours of work during the semester.

I have supervised several UROP students who have gone on to graduate work at Cornell, Columbia, Georgetown, the University of Michigan, Yale and elsewhere. UROP helps good students get better, test the waters of academic research and build resumes for top programs.

1 minute video on UROP: <https://vimeo.com/229331232> (Links to an external site.)[Links to an external site.](#)

These are my UROP students with whom I worked from 2014 to 2016. All are now in Ph.D. programs. From left to right: Tao--Yale, Computer Science; Dave, Cornell, Industrial Relations; Guowang, Southern Methodist University, Economics; Elird, University of Michigan, Economics.

Each was an A student. Each did very well on their GREs. Each took a lot of math. What UROP gave them was that extra something which allowed them to learn whether research was for them and allowed me to write extensive and detailed letters of recommendation. UROP is not for most students. **But for some, it is just the right additional aspect of their undergraduate education to prepare them for top graduate programs.**

Course Syllabus

[Jump to Today](#)

ECON 5470-001 - American Industr/Ec Dev

[Spring] Semester 2018

M,W / 3:40 PM - 5:00 PM [BLDG 73](#) (Links to an external site.)[Links to an external site.](#)106

Midterm Wednesday March 1 Final Exam May 2 (3:30 to 5:30 pm)

Academic Calendar Spring 2017

Martin Luther King Jr. Day holiday Monday, January 15

Presidents' Day holiday Monday, February 19

Spring break Sun-Sun, March 18-25

| | |
|--|---------------------|
| Classes begin | Monday, January 8 |
| Last day to add without a permission code | Friday, January 12 |
| Last day to wait list | Friday, January 12 |
| Last day to add, drop (delete), elect CR/NC, or audit classes | Friday, January 19 |
| Last day to withdraw from classes | Friday, March 2 |
| Last day to reverse CR/NC option | Friday, April 20 |
| Classes end | Tuesday, April 24 |
| Reading Day | Wednesday, April 25 |
| Final exam period (Links to an external site.)Links to an external site. Thurs-Wed, April 26-May 2 | |

Below is a general syllabus of the course. Specific assignments are in the assignment summary (way at the bottom of this syllabus) and more conveniently on the assignment page. The main purpose of the syllabus here is to provide you with information about the course and my contact information. You may upload a pdf version of the syllabus here:

[Syllabus Econ 5470 American Econ Hist Spring 2017.pdf](#) 

[Spring] Semester 2018

M,W / 3:40 PM - 5:00 PM [BLDG 73 \(Links to an external site.\)Links to an external site.](#)106

Instructor: Peter Philips

Email: philips@economics.utah.edu

Phone Number: 801-599-2374 (cell)

My personal email that sometimes works quicker than using canvas:

leighlakeranger@yahoo.com

Office Hours: via hangout or phone and appointment

Hangout procedure: have computer with camera; request hangout link

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Students are encouraged to bring laptop computers to class to take notes. Cell phones should be turned off during class time. In order to encourage a free exchange of ideas, recording class lectures and discussion is prohibited without the expressed permission of the instructor and other students. However, there are good reasons why a student may wish to record some of the lectures or discussion. If you have received permission to record class lectures and/or discussion, you must also publicly announce at the beginning that you are recording and also at the end when you stop recording. This is just to help students feel comfortable participating in class and help everyone feel free to express their questions, views and understandings.

If you are using a computer in class, please do no email, surf the web or use your computer in other ways that are not related to the class, lecture and discussion. You may surf the web if it is related to the class at that time--for instance, you may wish to look up a source, or view wikipedia on a particular topic or refer to the course canvas webpages. But please do not let you computer distract you from the material at hand. !;^)

Required Materials

Three books have been assigned for this course.

- **The Rise and Fall of American Growth: The U.S. Standard of Living Since the Civil War (Hardcover)**

\$27.26

Published January 12th 2016 by Princeton University Press

Hardcover, 784 pages

Author(s): Robert J. Gordon

ISBN: 0691147728 (ISBN13: 9780691147727)

[12 minute TED Talk by author Robert Gordon](#)

https://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth (Links to an external site.)Links to an external site.

[Robert Gordon, Erik Brynjolfsson debate the future of work at TED2013](#)

[Robert Gordon, Erik Brynjolfsson debate the future of work at TED2013 \(Links to](#)



[an external site.\)\(Links to an external site.](#)

1.5 hour lecture by Robert Gordon at the London School of Economics

[The Rise and Fall of American Growth \(Links to an external site.\)\(Links to an](#)



[external site.](#)

- **From Mission to Microchip: A History of the California Labor Movement** (Paperback)

\$34.95

Published June 21st 2016 by University of California Press

Paperback, 544 pages

Author(s): Fred Glass

ISBN: 0520288416 (ISBN13: 9780520288416)

- **Hall of Mirrors: The Great Depression, the Great Recession, and the Uses - and Misuses - of History**

\$39.93

Hardcover: 520 pages

Publisher: Oxford University Press; 1 edition (January 2, 2015)

Author(s): Barry Eichengreen

ISBN-10: 0199392005

ISBN-13: 978-0199392001

Author Barry Eichengreen at the Chicago Council on Global Affairs

<https://www.thechicagocouncil.org/event/great-depression-great-recession-and-uses%E2%80%93and-misuses%E2%80%93history> (Links to an external site.)
[Links to an external site.](#)

Additional materials, primarily web videos will also be used in this course.

Course Description

This course will cover American Economic History. Economic growth and development in United States from the pre-European period to the near present with an emphasis on the 19th through the 20th century. Growth due to industrialization and the accompanying evolution of economic institutions. Emphasis on understanding the particular sources and social consequences of American industrial development.

Course Outcomes

By the end of this course, you will be able to:

- assess the role of economic history in the study of economics
- evaluate the impact of contact between the Western and Eastern Hemispheres
- describe the evolving role of government in American economic development
- assess the relative importance of technology, institutions and other factors leading to economic growth in the US case
- describe and assess the role of the labor movement and worker history in American economic growth and development

Teaching and Learning Methods

Class time will be divided between instructor lectures and student discussion.

Tolerance for Political and Economic Viewpoints

This course addresses historical and current issues. At times, these can be controversial subjects and students (and the instructor) may hold strong views on some issues. This course tolerates and encourages the expression of strong and potentially contrasting opinions and conclusions regarding these topics. Students are asked to respectfully listen to, consider, critically evaluate and respond to the views of others including the instructor's in this course.

This course challenges you to be able to accurately and fairly summarize opposing views, compare and contrast those perspectives and critically evaluate contending arguments.

We seek in this course to balance a sense of individual and group comfort and safety with that of argument, disagreement and controversy. The University's position on these matters is summarized as follows:

The values held most strongly by the University of Utah community are those of academic freedom and integrity as they are expressed collectively by the colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the University community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the University recognizes that with all rights come responsibilities. The University works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings. <http://regulations.utah.edu/academics/6-100.php> ([Links to an external site.](#))[Links to an external site.](#)

Our hope is that all students in this class will feel comfortable and indeed drawn to expressing their views and conclusions both in class discussion, presentations and exams. If any student has a concern regarding these issues, please consult with me at your earliest convenience.

University Policies and Resources

1. ***The 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 Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in

an alternative format with prior notification to the Center for Disability Services.

2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil

rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

3. ***Students should be aware of their rights and responsibilities found here:***

400. Student Code: <http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)[Links to an external site.](#)

401. Please notice this:

1. "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.
2. Basically the key here is to cite your source or sources that you rely on when you write or present something, (In powerpoints just put the website or other citation at the bottom of the slide.)

402. **Accommodation Policy** (see Section Q):

<http://regulations.utah.edu/academics/6-100.php> (Links to an external site.)[Links to an external site.](#)

1. Please notice: The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Because this is a weekly class, attendance is very important. Students' grades will be reduced one level for each class missed after the first class missed. So if the student otherwise would have received an A, if the student missed two classes, the student would receive an A- and three missed classes would result in a B+ and so on.
3. However, in cases of serious illness or other family, personal, business or other emergencies (including weather and transportation problems), the instructor reserves the right to waive part or all of this attendance requirement. Please consult with the instructor before or after missing a class if you wish to receive an accommodation for your absence. Basically we are just trying to get most people to come to class almost all of the time, but for serious issues, we also want to help you through reasonable accommodation.

403. **Wellness Statement.**

1. I recognize that your university education takes place within the broader world of your life including issues of wellness considered broadly to entail a wide range of issues. Please see me as your friend and ready to listen and hopefully help or accommodate you in integrating this course into your broader life activities. See this link for University resources as well:

2. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu ([Links to an external site.](#))[Links to an external site.](#) or 801-581-7776.
 3. <http://wellness.utah.edu/> ([Links to an external site.](#))[Links to an external site.](#)
404. **Veterans Center.**
1. Coming from the military to the university can sometimes be challenging. The University provides resources that can be found at this link below. I have personally worked with many veterans as my students over the years, and I am pleased to work with you on any issues you may have as a returning vet (and more generally all students are invited to consult with me on their specific issues.)
 2. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/> ([Links to an external site.](#))[Links to an external site.](#) . Please also let me know if you need any additional support in this class for any reason.
405. **LGBT Resource Center.**
1. It is my hope and goal in this course and in all my teaching to provide a safe and welcoming environment to all my students.
 2. The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: <http://lgbt.utah.edu/lgbtrc-programs/trainings.php> ([Links to an external site.](#))[Links to an external site.](#) . If you plan to indicate that your classroom is a safe zone, please attend one of these trainings. Also see:
 3. <http://lgbt.utah.edu/> ([Links to an external site.](#))[Links to an external site.](#)
406. **Learners of English as an Additional/Second Language.**
1. This course is US focused and English language intensive both in written and verbal English. I recognize that this creates a special challenge for those whose native language is not English. I will do my best to work with you to help you effectively express yourself in this course.
 2. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center <http://writingcenter.utah.edu/> ([Links to an external site.](#))[Links to an external site.](#) ; the Writing Program <http://writing-program.utah.edu/> ([Links to an external site.](#))[Links to an external site.](#) ; the English Language Institute <http://continue.utah.edu/eli/> ([Links to an external site.](#))[Links to an external site.](#) . Please let me know if there is any additional support you would like to discuss for this class. Also see:

3. <https://continue.utah.edu/eli> (Links to an external site.)Links to an external site. and [\(Links to an external site.\)Links to an external site.http://linguistics.utah.edu/eas-program/](http://linguistics.utah.edu/eas-program/)

Academic Code of Conduct

Students can find the full Student Code for the University of Utah at:

<http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)Links to an external site.

Course Policies

This is just a repeat of what was said above regarding attendance:

1. Because lectures and class discussion are a vital part of the learning that takes place in this course, attendance is very important.
2. However, in cases of serious illness or other family, personal, business or other emergencies (including weather and transportation problems), the instructor reserves the right to waive part or all of this attendance requirement. Please consult with the instructor before or after missing a class if you wish to receive an accommodation for your absence. Basically we are just trying to get most people to come to class almost all of the time, but for serious issues, we also want to help you through reasonable accommodation.

Punctuality: Please come to class on time. If you must consistently be late to class due to work schedules or other personal constraints, please consult with the instructor. I will try to gear the early part of the class presentation to minimize the loss of content lateness entails.

Participation:

Participation is a very important part of this course. You may be required to present powerpoints, critique the presentation of the instructor or other students, and/or actively engage in class discussions. If you find participation in groups uncomfortable for any reason, please consult with the instructor so that I may be able to work with you and hopefully accommodate your concerns.

Food & Drink:

You are welcome to bring food or drink to class. !;^)

Electronic Devices in Class:

You are welcome to bring cell phones, laptops or other electronic devices to class. Please do not record class lectures or discussions without the advance permission of the instructor. Sometimes searching the web while in class makes good sense providing up to date information on the topics at hand. Sometimes searching the web, reading email, etc. is not relevant to the class discussion, lecture or presentation. Please limit your web use in class to activities that relate to the class. !;^)

Canvas:

This course is on canvas and all the materials can be got there.

Assignments

Assignments will be found on canvas.

Grading Policy (Evaluation Methods & Criteria)

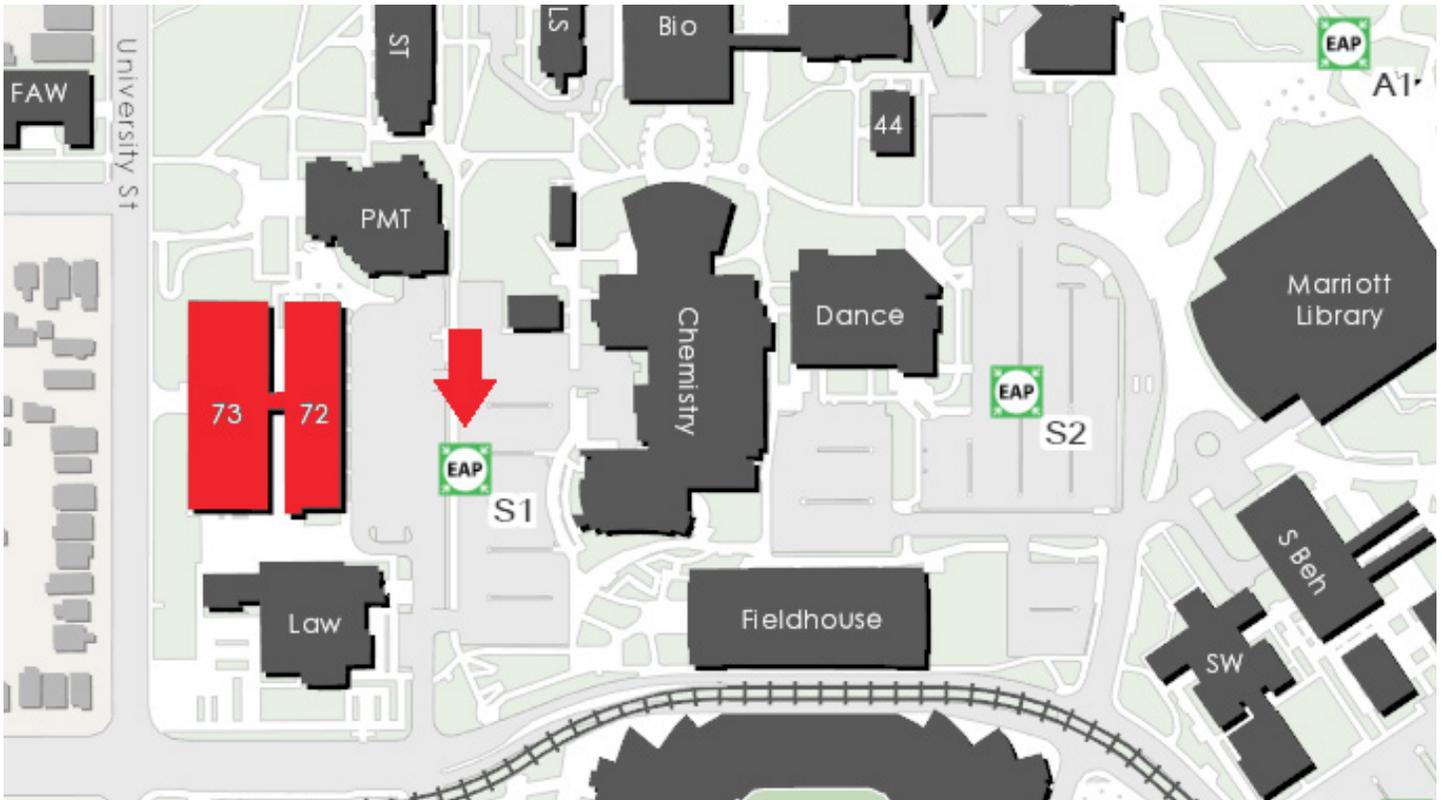
You will be given letter grades for a midterm, final exam. The midterm, final and presentations (taken as a group) will each be worth one-half of your grade.

Course Summary:

| Date | Details |
|------------------|---|
| Mon Jan 8, 2018 | Powerpoint Lectures due by 11:59pm |
| Mon Jan 15, 2018 | Week 1: Why Study Economic History (1.2 hours of video) due by 3pm |
| Mon Jan 22, 2018 | Week 2: America Before Columbus (1.5 hour documentary) due by 3pm |
| Mon Jan 29, 2018 | Week 3: Guns Germs and Steel (3 hr documentary) due by 3pm |
| Mon Feb 5, 2018 | Week 4: Robert Gordon videos talking about his book (1.6 hours) due by 2:59pm |
| Mon Feb 12, 2018 | Week 5: Techological Change (6 videos, 1 hour) due by 11:59pm |
| Mon Feb 19, 2018 | Week 6: A Fourth Industrial Revolution? 30 minutes of video + 2 written pieces) due by 2:59pm |
| | Weeks 1 through 6: Read Rise and Fall of American Growth due by 11:59pm |
| Mon Feb 26, 2018 | Week 7: MIDTERM due by 11:59pm |
| Mon Mar 5, 2018 | Week 8: Labor and the Industrial Revolution (1 hour video) due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| Mon Mar 12, 2018 | Week 9: Labor and the Gilded Age and the early 20th Century (2 hours of video) | due by 11:59pm |
| Mon Mar 26, 2018 | Week 10: Labor History from the New Deal to Now | due by 11:59pm |
| | Weeks 8 through 10: Read Fred B Glass From Mission to Microchip | due by 11:59pm |
| Mon Apr 2, 2018 | Week 12: Charles Ponzi (1 hour video) | due by 11:59pm |
| Mon Apr 9, 2018 | Week 13: The Great Crash (1 hour video) | due by 11:59pm |
| Mon Apr 16, 2018 | Week 14: Great Depression (three 1 hour videos) | due by 11:59pm |
| Mon Apr 23, 2018 | Week 15: 2008 Financial Crisis (three 1 hour videos) | due by 11:59pm |
| | Weeks 12 through 15: Read Barry Eichengreen Hall of Mirrors: The Great Depression, the Great Recession, and the Uses-and Misuses-of History | due by 11:59pm |
| Wed May 2, 2018 | Final Exam | due by 11:59pm |
| | Introducing the instructor | |
| | Week 11: Spring Break--NO ASSIGNMENT | |

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.