

## **Econ 5470/6470: Industrialization and Economic Development: The American Case**

Summer 2018

Location: BLDG 73 RM 107

Time: Tuesday, Thursday 6pm-9pm

Prerequisites: Econ 2010 and 2020 Fulfills upper division writing (CW) requirement.  
Fulfills history focus area requirement for Econ majors.

Instructor: CK Miller

Office Hours: by appointment E-Mail: [c.k.miller@utah.edu](mailto:c.k.miller@utah.edu)

In this class, we will study growth and change in the US economy from the colonial period to the present. While this course is to a great degree a "survey," or a broad overview, of these issues, we will give particular emphasis to the study of several "big questions":

- How does economic growth occur and can it be sustained, in the US or elsewhere?
- Why is inequality rising in the US, and does inequality matter for the functioning of the US economy and society?
- What does new technology do to the conditions faced by workers--levels of pay, unemployment, working conditions?
- Why has the economic presence of the government grown, and how does the growth of government affect the economy?

Objectives:

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

1. Remember key facts and events in US economic and industrial history. Have a detailed 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. Understand important measures of economic performance (output measures, income measures, inequality measures, etc.) and sources of these measures, and be able to interpret their relevance,
3. Apply both theoretical and empirical insight into how economists use models to understand changes in the economy,
4. Analyze current economic issues (unemployment, immigration, discrimination, inequality, the pace of growth) in the context of related historical phenomena,
5. Evaluate the correct methods and appropriateness of source material in answering important historical questions.
6. Be able to create integrated stories using existing knowledge to describe existing and alternative scenarios, and be able write about and discuss these economic stories in a way that is engaging and persuasive.

Most of the required reading for this class will consist of journal articles and book chapters which will be made available through Canvas. It will also be useful to have a textbook to rely on as a basic reference. I have ordered Atack and Passell (2nd Edition, ISBN 0-393-96315-2); for this purpose. Plentiful used copies should be available more cheaply than new copies. Because I will also present a considerable amount of material that is not specifically available in any of these sources, it is important to attend class regularly and to take good notes.

This is an accelerated class (we have 11 class meetings total). We will not meet in the classroom for every class session, as such, I expect you to check your Canvas every weekday and be prepared for each class session.

Econ 3905-001 ("Modes of Learning"):

Econ 3905 is a one-credit course which provides additional instruction in writing research papers and essays in economics. It is not necessary to register for Econ 3905 to fulfill the CW requirement (successful completion of Econ 5470 fulfills the requirement). Nonetheless, some students will find enrolling in Econ 3905 useful, both because it will provide an additional hour of credit and because it will give you access to resources which will help you improve your writing and thereby improve your grade in Econ 5470 (and in other classes).

Econ 6470-001 (Graduate Section):

Students planning to use this course for graduate credit must register for Econ 6470 (rather than Econ 5470). Also, you must see me early in the semester to discuss additional work that will be required for graduate credit.

Plan of the Course / Grading:

**1. . Lectures, core readings, and quizzes and assignments : 50 Points Total**

About two-thirds of our time will be spent developing our understanding of the broad pattern of US economic history through core readings and lectures. The list of topics and readings is presented below. There will several quizzes given online or in class, you will have a copy of the assignment/quiz schedule by next week. Quizzes may include material from the previous weeks' "big question" presentations (these are discussed in greater detail below). Each of these quizzes will be worth 10-15 points. Quizzes must be taken at the scheduled time (shown on Canvas). No make-ups will be given. Additionally, you will be asked to participate on Canvas and in-class, these activities will be worth points in this section of your grade as they come up.

**2. "Big Question" groups, outlines and review essays: 50 Points Total**

You will be sorted into "big question" groups. Each student will explore deeply one of the big questions listed above (including any that we add during the first week) by reading, writing on, and presenting four journal articles or book chapters on their topic. This will work as follows:

- a. *Four* times during the semester, you will read a research paper dealing with your "big question." You will write an outline of the paper, no more than 2 sides of a page in length, and use that outline to help lead us in discussion of the paper. Each student will turn in 3 of these outlines over the course of the term. These outlines are worth 10 points each, 2 points of that comes from attending class and helping lead the discussion on your article, in addition to posting discussion questions online.
- b. For ONE of the four papers connected to your "big question," rather than write an outline you will write a complete review article discussing the argument made in the paper, the evidence presented, and your critique, pointing out both effective and ineffective parts of the paper, and making suggestions for improvement or extension of the work. This essay should be about 5 to 7 pages long. It is worth 20 points.

### 3. Research/Policy paper: **50 PointsTotal**

Each student will write a roughly 10 page (counting pages of text, not cover pages or reference pages) paper making a policy argument *related to your "big question" topic*. This paper should draw on historical evidence including, but not limited to, the papers you read during the term. Your paper topic should be something along these lines:

"To sustain economic growth, the US should ...."

"US economic policy should reduce its emphasis on growth and shift its focus to....." "To reverse growing inequality, the US should ..."

"Economic inequality should not be a policy concern because ...."

"New robotic technology threatens the living standards of workers, so we should ...."

"Excessive government regulation harms economic growth, so we should ...."

There are four deadlines and grades related to this assignment:

- You will turn in a "proposal," worth 5 points, on May 29
- You will turn in an outline, worth 10 points, on June 5
- You will turn in a rough draft, worth 10 points, on June 12. This will be returned to you with comments and suggestions for revision on June 14.
- You will turn in your final paper, worth 25 points, incorporating these suggested revisions, on June 19 (the last day of class).

Additional details on the "big question" outlines and essays and on the research/policy paper will be provided in week two.

Final Semester Grade: There are 150 points to be earned above. There will be extra credit opportunities posted as well.

You may earn no more than 8 points of extra credit in total.

The weekly schedule of topics will be posted in Canvas under the "Modules" tab.

### “Big Question” Writing Assignments: Outlines and Critical Reviews

As we have discussed, each student will choose to work on one of the four suggested “big questions” throughout the term (growth, inequality, technology, and government). For each of these “big questions,” there will be four articles to read: two are already set, and we’ll pick two more as we begin to develop our knowledge and interests in these areas.

Outlines:

For three of the four articles associated with your “big question,” you must turn in before class, an outline of the article. Your outline should include a few sentences answering each of the following questions:

- What is the author's purpose? What is the central question they wish to answer?
- Why should we care, in the author's view? Is the author revising the conventional wisdom, adding to an ongoing debate, evaluating a new source of data, ...?

• What is the author's “method”? Narrative history and case studies? Formal economic modeling? Quantitative analysis?

- What are the steps in the author’s argument? What do they conclude and why?

I expect these outlines to be 1 to 2 sides of a page long (typed, double spaced, normal fonts, etc.)

Critical Reviews:

For the remaining article associated with your “big question,” you must turn in, at the beginning of the relevant class, a 5 to 7 page critical review of the article. This should include more fully-developed answers to the questions listed above. It should also include two or three paragraphs of critique, answering the following kinds of questions:

- Critique the author's work: Is the question worth asking? Are you persuaded by their answer? What is the strongest/weakest aspect of the argument/evidence? What questions remain for you? What would be a good extension or elaboration of this work? Your essay MUST include some original critique of this type to earn a good grade.

In addition, you will post a 200-300 word discussion question on Canvas each week (this is 20 percent of your outline grade).

Outlines are worth 10 points each. Critical Reviews are worth 20 points. **To earn this credit, you must be in class on the relevant day to help lead discussion of the article. Once you know what group you are in, please arrange your schedule so that you will be sure to be present on the days your articles are discussed.**

Grade Scale: Grade	Points	Percentage Score
A	138 and above	92 and above
A-	135 to 137	90 to < 92
B+	132 to 134	88 to < 90
B	123 to 131	82 to < 88
B-	120 to 122	80 to < 82
C+	112 to 119	75 to < 80
C	105 to 111	70 to < 75
C-	97 to 104	65 to < 70
D+	94 to 96	63 to < 65
D	85 to 93	57 to < 63
D-	82 to 84	55 to < 57
E	< 82	< 55

## Course Policies

**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).

If you are a member of the LGBTQ community the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

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/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

*I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.*