

San José State University
Department of Economics
Econ/Hist 113A—Economic History of the United States
Course No. 28459/29246, Spring 2020

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Office Hours:	Tuesday, 4:30-6:00 P.M.; Thursday, 1:00-2:30 P.M.; and by appointment
Class Days/Time:	Tuesday and Thursday, 3:00-4:15 P.M.
Classroom:	DMH 166
Prerequisites:	Upper division standing or instructor consent

Course Description

Economic analysis of U.S. history to the mid-20th century and its application to understanding the causes, patterns, and consequences of economic development.

Announcement

This is now a four-unit course. You are expected to complete an average of 12 hours of work per week inclusive of lectures, assignments, and activities. This syllabus contains learning objectives, class meeting times, and assignments commensurate with the expectation of 12 hours of work per week across 15 weeks in a semester. For reference, under a traditional three-unit course, you were expected to complete 9 hours of work per week inclusive.

Description of changes

The new, 4-unit Econ/Hist 113A has b (s)-6]TJ (hh-9.91 -1.15 07p(n4 (t)- 5 07p(Mao<)- .6-)- .6-)- .n0 p(material is incorporated into expanded readings (described below under “Required Texts/Readings”). The reading will require an estimated 40 hours of *additional* outside activity over the entire semester. This expected time is based on average reading and writing skills. This requirement means that the new 4-unit Econ/Hist 113A course now supports achievement of the Economics Department’s Program Learning Objective number 5: Communication.

Course Learning Outcomes and Program Learning Objectives

This course covers the historical evolution of the United States economy, from before European settlement to the present day, within a global context. It will survey the broad contours of economic events during this span of five hundred years, noting the interaction of economics with social, legal, and political institutions and the impact of economics on culture and society. Students will also learn how to integrate economic theory with historical particulars. Although this course touches on the full range of Economics PLOs, it emphasizes PLO4.

PLO 4: *Specialist Area in History and Development*: Integrate economic theory with historical particulars.

PLO 5: *Communication*: Demonstrate efficient communication skills.

Upon successful completion of this course, students will be able to:

CLO 1. Identify the general features and possible causes of the Agricultural and Industrial Revolutions and explain how those two transformations relate to the economic development of the United States.

CLO 2. Describe the contours and pattern of North American economic history, from before European contact until the mid-twentieth century.

CLO 3. Discuss how economic theory enriches our understanding of historical particulars, with emphasis on the impacts of war, chattel slavery, migration, and trade, both regional and international.

Required Texts/Readings

Textbooks

1. Gary M. Walton and Hugh Rockoff, *History of the American Economy*, 11th edn. (Mason, OH: Thomson, South-Western, 2009); **ISBN-13**: 978-0324786620.

2. Burton W. Folsom, Jr., *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*, 10th edn. (Ithaca, NY: Cornell University Press, 2009); **ISBN-13**: 978-0801463300.

Converting number grades to letter grades:

97-100	A+	83-86	B	70-	
72	C-				
93-96	A	80-82	B-	67-	
69	D+				
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-	
62	D-				
		below 60	F		

Also affecting final grades are the total number of quizzes students take. Although allowed to drop four out of the twelve quizzes without penalty, students who do not get a positive score (of at least one-half point) on a minimum of six quizzes automatically fail the course, no matter how well they have done on their exams. Below is listed the highest final grade that students can achieve depending on how many positive quiz scores they have received.

only 5 quizzes with positive score	highest possible grade: F
only 6 quizzes with positive score	highest possible grade: D+
only 7 quizzes with positive score	highest possible grade: C+
8 or more quizzes with positive score	highest possible grade: A+

Classroom Protocol

This is a traditional, lecture-based course. I therefore encourage students to record the lectures if they believe doing so will help their studying. But any use of laptops, tablets, or other electronic device for typing notes is prohibited in class. Studies have proven that students who take notes on these devices *significantly* impair their comprehension of the material. So students need to come prepared to take hand-written notes. Those who violate this prohibition will have a half point deducted from their final grade for the course (out of 100 points) for *each and every* infraction.

Because class participation helps enliven the course, it is greatly appreciated and can earn students up to one extra point toward their final grade. Finally, if you experience any difficulty in this course, please do not hesitate to come to me for help. I am available not only during office hours but also by phone, and I am always happy to clarify hard concepts, resolve any lingering confusion, or otherwise assist you in making this course enjoyable and rewarding.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Econ/Hist 113A—Economic History of the United States Spring 2020: Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 23	
2	Jan 30	Walton & Rockoff, preface, chs. 1-

11	Apr 9	Walton & Rockoff, intro. to part 4, chs. 21-22; Folsom, ch. 4; Stephen Davies, "The History of 'Underdevelopment'," <i>The Freeman</i> , 56 (June 2006): 32-33, available as a pdf file that will be emailed to all students.
12	Apr 16	second examination.
13	Apr 23	Walton & Rockoff, chs. 23-24; Folsom, ch. 6; Ronald Radosh and Allis Radosh, "Rethinking Warren G. Harding," <i>New York Times</i> (27 August 2015), available as a pdf file that will be emailed to all students; Jim Powell "How FDR Prolonged the Great Depression," <i>Cato Policy Report</i> , 25 (July/August 2003): 1, 15-17, http://object.cato.org/sites/cato.org/files/serials/files/policy-report/2003/7/powell.pdf .
14	Apr 30	Walton & Rockoff, chs. 25-27, intro. to part 5; David Kelley and Jeff Scott, "Gekko Echo: A Closer Look at the 'Decade of Greed'," <i>Reason</i> , 24 (February 1993): 30-37, to be handed out in class.
15	May 7	Walton & Rockoff, chs. 28-29; Folsom, ch. 7; Brink Lindsey, "Nostalgianomics," <i>Reason</i> , 41 (June 2009): 30-37 ileour(F)6

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Optional Recommended General Readings:

Introductory Economics

Todd G. Buchholz, *New Ideas from Dead Economists: An Introduction to Modern Economic Thought*, rev. ed (New York: Plume, 2007).

Tyler Cowen and Alex Tabarrok, *Modern Principles of Economics*, 3rd edn. (New York: Worth, 2014).

Henry Hazlitt, *Economics in One Lesson: Fiftieth Anniversary Edition* (San Francisco: Laissez Faire, 1996).

David Henderson, ed., *The Fortune Encyclopedia of Economics* (New York: Warner Books, 1993).

Paul Heyne, Peter J. Boettke, and David L. Prychitko, *The Economic Way of Thinking*, 13th edn. (Upper Saddle River, NJ: Prentice Hall, 2013). [Note: If you can find it, the 5th edn. written exclusively by Heyne was the best, although more recent editions are still useful.]

Steven E. Landsburg, *The Armchair Economist: Economics and Everyday Life* (New York: Free Press, 1993).

N. Gregory Mankiw, *Principles of Economics*, 5th edn., (Mason, OH: Thomson, 2007).

Surveys of United States History

Bernard Bailyn, David Brion Davis, David Herbert Donald, John L. Thomas, Robert H. Wiebe, Gordon S. Wood, *The Great Republic*, 1st edn. (Boston: Little, Brown, 1977). [Note: Avoid the second edition, which was dumbed down.]

John M. Blum, William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward, *The National Experience: A History of the United States*, 8th edn. (Fort Worth: Harcourt Brace, 1993).

Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, 6th edn. (New York: McGraw Hill, 2010).

Eric Foner, *Give Me Liberty!: An American History*, 4th edn. (New York: W. W. Norton, 2013)

Gilman M. Ostrander, *A Profile History of the United States* (New York: McGraw-Hill, 1972).

U.S. Economic History

Jeremy Atack and Peter Passell, *A New Economic View of American History: From Colonial Times to 1940*, 2nd edn. (New York: W. W. Norton, 1994).

Price Fishback, et. al., *Government and the American Economy: A New History* (Chicago: University of Chicago Press, 2007).

Robert William Fogel and Stanley L. Engerman, eds., *The Reinterpretation of American Economic History* (New York: Harper & Row, 1971).

Charles H. Hession and Hyman Sardy, *Ascent to Affluence: A History of American Economic Development* (Boston: Allyn and Bacon, 1969.)

Jonathan R. T. Hughes, *The Governmental Habit: Economic Controls from Colonial Times to the Present* (New York: Basic Books, 1977).

Jonathan Hughes, *American Economic History*, 3rd edn. (New York: HarperCollins, 1990). [Note: Avoid the disastrous subsequent editions, after Hughes' death, which include Louis P. Cain as co-author.]

Larry Schweikart, *The Entrepreneurial Adventure: A History of Business in the United States* (Fort Worth: Harcourt Brace, 2000).

William C. Wooldridge, *Uncle Sam, The Monopoly Man* (New Rochelle, NY: Arlington House, 1970).