

UPPER-LEVEL WRITING REQUIREMENT COURSE PROPOSAL FORM

The Sweetland Center for Writing approves the departmental curricular offerings that satisfy the College of Literature, Science, and the Arts Upper-Level Writing Requirement (ULWR). The Upper-Level Writing Requirement, which may be completed in the major, must be fulfilled by all students in LSA in order to graduate. The ULWR builds upon the skills and strategies developed in first-year writing courses by providing upper-division students with a significant writing experience that refines their ability to write effectively both within and beyond specific disciplines. ULWR courses foreground attention to the writing process, with structured opportunities for feedback and revision. These courses are taught in all departments and programs in LSA, and assignments reflect the range of writing activities and forms typical of academic and professional contexts. Courses that meet the ULWR must be offered at the 300- or 400-level, and for a minimum of three credits. **Students must receive a C- or above to receive credit for the Upper-Level Writing Requirement.**

Instructor Information:

Instructor: **Elyce J. Rotella**

Date: **February 16, 2015**

Title: **Intermittent Instructor in Economics**

Email: **rotella@umich.edu**

Course Information:

Subject: **Economics**

Catalog Number: **491**

Course Credits: **3**

Cross-listed Subject and Catalog Number: **History 491**

Term/Year Offered: **Fall 2015**

Course Name: **The History of the American Economy**

Does this course serve **ONLY** undergraduate students?

Yes No

Please respond to the following four items. For more information about how to structure a specific course to meet the ULWR, please refer to the Upper-Level Writing Requirement Course Guidelines and Planning Sheet at www.lsa.umich.edu/sweetland/forinstructors/ulwrinstructorsupport. You may also contact Sweetland's Associate Director, Naomi Silver (nesilver@umich.edu), to assist you in designing or revising a ULWR course.

Using the [Upper-Level Writing Requirement Course Planning Sheet](#) as a guide, describe the following:

- **Course Goals:** Describe briefly the goals of your course, for both content and writing, and attach a copy of your full syllabus, including writing assignments.
- **Writing Assignments:** Describe the kind(s) of writing students will be doing in your course. These can take a variety of forms typical of academic and professional writing in particular fields, including projects that incorporate collaboration, digital media, or other relevant genres. Indicate roughly the number of pages for each assignment (usually totaling between 25 and 40 pages, or 7500-12,000 words, or the equivalent in digital media projects, over the course of the term). Also indicate the due dates for each assignment, and explain how you will structure students' required revisions.
- **Writing Instruction:** Indicate how and when you will provide students with strategies for addressing various audiences, for writing in various genres, and for revising their own work. Also indicate how and when you will provide feedback on your students' writing (through conferences, class discussion of common problems in organization and development, written comments on preliminary drafts, peer review, etc.).
- **Assessment Principles:** Describe the principles you will use to assess students' written work.

See our [Teaching Resources](#) page for help with some of these elements required for ULWR courses, including materials on [Effective Assignment Sequencing for Scaffolding Learning](#), [Giving Feedback on Student Writing](#), [Using Peer Review to Improve Student Writing](#), and [Integrating Low-Stakes Writing Into Large Classes](#), among many other topics.

UPPER-LEVEL WRITING REQUIREMENT COURSE PROPOSAL FORM *(cont'd)*

Course Goals:

- (1) To provide students with an opportunity to know the economic history of America from colonial times to the present with emphasis on using the theoretical and empirical tools of economics to analyze this history.
- (2) To help students develop writing skills appropriate to the fields of economics and economic history.
- (3) To have fun while developing writing skills and studying the history of the American economy which is a very good story full of drama, controversy, amazing institutions and colorful characters.

Writing Assignments:

The course will have three types of writing assignments:

Type 1: Students will submit six short (2-page) papers, each of which will be an answer to a question distributed 12 days in advance of the paper due date. Several questions will be distributed for each assignment so that students may choose questions that interest them. Questions for short papers can be answered based on assigned readings and class lectures. Appropriate answers require a brief summary of relevant literature and a critical analysis of causal relationships. A typical question is:

The United States, throughout most of its history, has experienced both rapid population growth and rapid output growth. Briefly review the pace and pattern of output and population growth over the entire period since initial European settlement and explain why output per capita was able to grow so markedly even in the face of such dramatic population growth.

Short paper assignments will focus on developing skills important to writing in the field of economics. Among these are:

- (1) Presenting empirical data in tabular form and writing about the table.
- (2) Presenting empirical data in graphical form and writing about the graph.
- (3) Using a mathematical model (equation or series of equations) to develop an analysis.
- (4) Using a graphical model to develop an analysis.
- (5) Defending a position using theory and empirical evidence. Controversy is common in economics and economic history. In short paper assignments, students will briefly explain competing positions in a controversy, choose one position to defend, and offer a defense designed to persuade the reader to adopt the writer's position.

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Approved _____ Denied _____ SCW Signature _____ Date _____

Type 2: Each student will produce a research paper (8 pages) on a topic chosen by the student in consultation with the instructor and GSI. The process of writing the research paper has five stages:

- (1) Formulating a research question, discussing it with the instructor and GSI, and receiving approval for the question and advice about how to proceed with the research.
- (2) Submitting a written proposal (2 pages) for the research paper by week 4 of the semester.
- (3) Submitting a written progress (4 pages) report by week 7 of the semester.
- (4) Submitting a draft of the paper by week 10 of the semester
- (5) Submitting the final version of the paper by week 13 of the semester.

At each stage of the process prior to the submission of the final paper, students will receive comments, evaluation, suggestions, advice, criticism and encouragement from the instructor, the GSI, and from at least two peers.

Type 3: Students will take two in-class essay exams focused on the big themes of the course. Pressure to remember detail is reduced by allowing students to bring a limited amount of student-chosen information to the exam (a hand-written 4*6 index card). On the essay exams students are asked to synthesize material from many topics and to organize their thoughts to present an interesting and cogent analysis in the short time allowed for the exam.

Writing Instruction:

We are lucky to have an excellent book about *Economical Writing* (McCloskey, 1999) that students will purchase for this course. The book is short, inexpensive, practical, sympathetic, and funny. Students will use it because they will enjoy reading it and can go back to it over and over again when they need help.

Students will receive regular feedback on their writing from the instructor, the GSI, and from their peers in the class. We will form writing groups consisting of three students. Students, while they are free to ask for help and evaluation from anyone (including from the Sweetland Writing Center), will be required to solicit evaluation of their draft writing from the other members of their writing group. For at least two assignments, written evaluations from peers will be turned in to the instructor and GSI.

For the short paper assignments (Type 1 above), which focus on specific writing skills, we will spend time in class talking about each skill. The in-class discussions will include examples (good and bad), and additional examples will be posted on the class website.

For all writing assignments, we will provide feedback on writing mechanics such as subject-verb agreement, noun-pronoun agreement, appropriate word choice, avoiding wordiness and run-on sentences, parallel construction, avoiding orphan pronouns, correct verb tenses, correct punctuation,

The research paper writing process is broken into stages with in-class and one-on-one discussion at the various stages. This allows the instructor, the GSI, and peers to provide useful feedback throughout the writing process, it gets students working on the research project early and continually, and it breaks the process into doable and non-scary chunks.

Instruction for the research paper will take place through in-class discussion, one-on-one discussion, and handouts that focus on:

- (1) How to choose a research question that interests you and can be answered in the length permitted.
- (2) How to find and evaluate the work that other scholars have done on your research question.
- (3) How to use the work of other scholars appropriately – citations, avoiding plagiarism.
- (4) How to organize a paper so that it has a beginning, an end, and interesting stuff that follows a logical sequence in between.

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Assessment Principles: I have taught this course 3 times as a ULWR course at UM since 2008. Before coming to UM, I was a Professor of Economics at Indiana University for many years where I taught this course – always with substantial writing required.

The assessment principles I use are those appropriate to social science writing – especially writing in the field of economics. I am looking for straightforward, clear writing with a minimum of embellishment. Students will be guided by Deirdre McCloskey’s well regarded little book: *Economical Writing*. The title says a great deal. And the chapter titles say even more – some are: ‘Avoid elegant variation,’ ‘Read out loud,’ ‘Be concrete,’ ‘Be plain,’ ‘Be thou clear; but for the Lord’s sake have fun,’ ‘The order switch around until it good sounds.’ I hope to help my students write economically – efficiently conveying their meaning with just the right number of well-chosen words organized into clear sentences, beautiful paragraphs, and logical arguments.

I see my job (and the job of my co-teacher, the GSI) as helping students figure out what they want to say – and then helping them as they figure out how to say it well. Good papers in economics (and economic history) always situate the argument within a theoretical model and then use evidence to “test” the model, or to take the argument into the empirical realm. Often the evidence used by economists is quantitative data, but other kinds of evidence are common. For example, evidence used by economic historians includes news accounts, congressional testimony, plantation account books...

Student work will be assessed on how well they answer their research question using models, arguments and evidence that they find in the literature. Few students will be engaged in original research; most will write their paper based on a careful reading of work by professional economic historians and a critical assessment of that work, often focusing on evaluating debates in the literature.

My goal is for the students to come away from the course having developed expertise in the area of their research question and having produced a small gem of a paper. I expect them to be successful, and my experience has been that by breaking up the task into pieces, with feedback and consultation at every stage, success is what they achieve.

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UPPER-LEVEL WRITING REQUIREMENT GSI SUPPORT REQUEST

Instructor Name: **Elyce J. Rotella**

Term: **Fall 2015**

Subject and Catalog Number: **Economics 491**

[Note: Sweetland funding for GSIs is not automatic. If funding is provided, Sweetland and the department will work together to determine total GSI support.]

- Please describe how you will mentor the GSI and involve him or her in planning the course.

Before the beginning of the term, the GSI and I will meet a number of times to clarify the goals and strategies of the course and the details of our working relationship. During the term, I plan to meet with the GSI at least three times each week. Two of these meetings will be around class times and can be short on many weeks. A third hour-long meeting will focus on discussion of evaluation standards, appropriate answers for questions that are the focus of short papers, and strategies for helping students progress on their research papers. This would be the minimum amount of interaction. My expectation is that I would be available to work with the GSI as questions arise about appropriate feedback on student work. For the first several short papers, I anticipate that the GSI and I will independently evaluate student papers and discuss them with each other before returning them to students.

I expect to work closely with the GSI at all stages of the course. I consider the GSI a partner, not an assistant or a mere grader. But, one cannot expect that a GSI will devote endless hours to the course. My job is to help the GSI efficiently provide useful feedback to the students. This can be accomplished by having a conversation about standards before evaluating each assignment, deciding what to emphasize in the evaluation, and by my providing a concise written guide to aid the GSI in evaluating student work on each assignment.

- Describe how you will share instructional responsibilities with the GSI.

The GSI will be an integral part of the teaching team for the course – attending class, working with me on classroom writing exercises and examples, meeting with students in person and electronically, and providing written and verbal feedback and encouragement to students at all stages of their writing. I like the coaching metaphor for helping students improve their writing. I'll try to be a coach to the students and a coach to the GSI.

I have taught this course three times in the past as a ULWR course with a GSI. Based on that experience, I find that much of the GSI's instructional work will take place in meetings with individual students and through written feedback on students' papers. But, we have found that it makes sense to carve out a few 15-20 minute periods from class time for the GSI to talk to the class about common writing problems that s/he found when grading and about suggestions for improvement.

- Describe how you will share with the GSI responsibilities for providing feedback on and final assessment of student writing.

Students submit 6 short papers. These papers are in the form of answers to questions distributed in advance to the class. The GSI will grade these short papers after discussion with me about appropriate answers. The GSI will grade papers for both the quality of the reasoning/evidence and the quality of the writing. During the first few weeks, the GSI and I will work closely together on grading the short papers. In the past, the GSI has been able work more independently after the first third of the semester.

I do most of the work with students on writing their larger research paper, but the GSI is involved because students use him/her as a resource at all stages of the process: defining a research question, preparing a proposal, writing a progress report, and developing a draft, and polishing the final version.

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Economics 491 – Fall 2015 HISTORY OF THE AMERICAN ECONOMY
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Professor: Elyce J. Rotella Phone: 763-3037 E-mail address: rotella@umich.edu
Rotella office hours: TBA
Class meetings: TBA

GSI: TBA

The following books are available for purchase:

Gary M. Walton and Hugh Rockoff

History of the American Economy. 12th edition. South-Western, Cengage Learning, 2014.

Robert Whaples and Diane C. Betts (editors)

Historical Perspectives on the American Economy: Selected Readings

Cambridge University Press, 1995

Deirdre McCloskey

Economical Writing. 2nd edition. Waveland Press, 1999.

Reading assignments not in the above books are available on C-Tools and are marked with * on the reading list.

COURSE REQUIREMENTS

and USEFUL INFORMATION

ATTENDANCE AND CLASS PARTICIPATION

“Eighty percent of success is showing up.” –Woody Allen

- Regular and prompt attendance at all class meetings is required.
- If you miss more than 4 class meetings for any reason, the highest course grade you can earn for ECON 491 is a C.
- If you miss more than 5 class meetings for any reason, the highest course grade you can earn for ECON 491 is a D.
- If you miss more than 6 class meetings for any reason, the highest course grade you can earn for ECON 491 is an F.

Active and courteous participation in class is required. Students are encouraged to raise questions and offer analyses during class meetings. The following behaviors are discourteous and are not permitted: arriving late or leaving early, eating, sleeping, reading non-class materials, talking when your silent attention has been requested by the instructor, using any electronic devices for non-class purposes.

READING ASSIGNMENTS

The Course Outline lists reading assignments for each class meeting. Read assignments prior to attending class and be prepared to contribute ideas, information, analyses, and questions to class discussion.

WRITTEN ASSIGNMENTS: SHORT PAPERS AND RESEARCH PAPER

SHORT PAPERS: Each student is required to submit **six** short papers during the course of the semester. (Schedule follows.) Papers will be in the form of answers to questions from Question Sets which are posted weekly.

Most papers are due 12 days following the posting of the Question Set. You should be able to answer the questions based on the reading assignments and classroom lectures and discussion. **Maximum** length for the short papers is *two* double-spaced, pages.

LATE PAPERS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.

Submit your papers electronically as an attached file on the Assignments section of C-Tools.

NUMBER OF SHORT PAPERS REQUIRED:

On the assignment schedule below, 13 days are designated as having papers due. You are required to submit 6 papers. If you submit more than 6 short papers, the lowest grade(s) will be dropped. You may choose which papers to submit with the following constraint: a minimum of 3 papers must be submitted on or before October 21. That you can decide which papers to submit allows you a great deal of flexibility; but it also confers on you substantial responsibility.

Remember that late papers will not be accepted under any circumstances.

DUE DATES FOR PAPERS:

	<u>Question Sets posted:</u>	<u>Papers are due:</u>
1	W. Sept. 9	M. Sept. 21
2	W. Sept. 16	M. Sept. 28
3	W. Sept. 23	M. Oct. 5
4	W. Sept. 30	M. Oct. 12
5	W. Oct. 7	W. Oct. 21
6	W. Oct. 14	M. Oct. 26
7	W. Oct. 21	M. Nov. 2
8	W. Oct. 28	M. Nov. 9
9	W. Nov. 4	M. Nov. 16
10	W. Nov. 11	M. Nov. 23
11	W. Nov. 18	W. Nov. 30
12	W. Dec 2	M. Dec. 7
13	W. Dec. 9	F. Dec. 11

RESEARCH PAPER: Each student will write a research paper on a topic to be chosen in **consultation with** the instructor and the GSI. There are 5 stages of this assignment:

1. Figure out a topic that interests you and **formulate a research question that will be the title of your research paper.** You must discuss this with Professor Rotella and you are encouraged to discuss ideas for your research paper with the GSI. Professor Rotella **must approve** your research question by September 28.
2. A proposal (2-3 pages) due by 11:50 pm Friday, October 9. Your proposal must include the following:
 - a. Your approved research question. This will be the title of your paper. It **must** end with a question mark.
 - b. A discussion of why yours is an important question about American economic history and why you chose to investigate its answer. What are the big issues?
 - c. A brief discussion of the literature on this topic including a review and evaluation of some (at least 4) sources that you will use. You must provide complete citations for your sources. Your review must be based on your own reading of the sources.
3. A progress report (3-4 pages) due by 11:50 pm, Friday, October 30. Your progress report should report the current state of your research on your question and must include:
 - a. A review of the literature you are using. The review is both a listing and evaluation of the sources. By this time you must have discovered and digested at least 8 sources. You must provide complete citations for your sources.
 - b. A discussion of the progress you have made in developing an answer to the question that is the focus of your research. This should include both the results of your reading of other scholars' work and the results of your own thinking.
4. A draft of your paper (8 pages) due by 4:50 pm Wednesday, November 25. Try to make this so good that it could be your final product – as well written as you can make it and with all the citations in place. You will receive comments on your draft and will have the opportunity to revise before turning in the final version.
5. The final version of the paper (8 pages) due by 11:50 pm on Monday, December 7.

QUALITY OF WRITING REQUIRED:

All papers (short papers and all stages of the research paper) must conform to the usual standards for college-level writing. The writing must be clear, concise, standard English usage with correct spelling and punctuation. You should carefully proof-read your papers. In this day of word processing, there are no excuses for turning in messy, error-filled papers. When you write your short papers, think carefully about organization before you begin writing. One idea, well presented and supported with evidence is far better than a garbled presentation of a number of disjoint ideas.

We will be working on writing throughout the semester, and you are encouraged to use Professor Rotella, the GSI, and your class peers to provide help and feedback. *Economical Writing* by McCloskey is full of good advice about writing. You can find help with writing through the Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/forstudents> Below you will find is some advice to help you avoid some common writing problems.

AVOIDING DIRECT QUOTATION AND CLOSE PARAPHRASING:

Because your short papers are written based on your reading of assigned material and on your understanding of course lectures, you need not provide detailed footnotes and references except when you use sources other than assigned readings. You must, however, scrupulously avoid giving the reader the impression that someone else's work is your own. Do not, except in the rarest circumstances, use direct quotations. And **never** use close paraphrasing.

Direct quotations: You must never copy someone else's exact words without attribution. If you use another writer's exact words, you must provide a citation, with page reference. Do not use direct quotations except in the rare instances when the author has a particularly colorful or effective wording that you want to convey to the reader. In no case may there be more than one direct quote (and that may be no longer than 6 words) in a short paper submitted for this course.

Close paraphrasing: One of the most common serious writing errors committed by students is close paraphrasing where you make minor changes in someone else's words and include them in your paper. Don't do this. If you do it without citation, it is plagiarism, one of the most serious cases of academic dishonesty calling for severe disciplinary action.

Don't closely paraphrase someone else's work *even if* you use a citation. A paper that is a stringing together of close paraphrases will receive a low grade because it is a bad paper -- bad in the fundamental sense that it does not present to the reader your own words and understanding. You can avoid this serious error by *not* taking notes in the form of direct quotes or close paraphrases, and by keeping your source works shut when you are writing.

The following example should help you recognize close paraphrasing in order to avoid it:

Direct quote: "With the adoption of the Constitution, the power to tax was firmly delegated to the federal government, which was empowered to pay a portion (10 to 20 percent face value) of past debts, including those incurred by the states." (Walton and Rockoff 2012, 115)

Close paraphrase: Taxing power was delegated to the federal government when the Constitution was adopted. After this, the federal government had the power to pay past debts, including those incurred by states.

Be very careful that you do not plagiarize. Plagiarism is a serious case of Academic Misconduct calling for severe punishments which may include failing grades, suspension, and expulsion.

EXAMINATIONS

This course has two in-class examinations: a midterm and a comprehensive final. Each will consist of long and short essay questions. You should use the weekly Question Sets to help you focus your attention on important issues to study for exams.

THERE ARE NO PROVISIONS FOR MAKE-UP EXAMS.

Examination dates are:

Midterm Exam: Monday, October 26

Final Exam: TBA

GRADES

For students who have missed no more than 4 class meetings (for any reason), examinations, and assignments will contribute to the final grade in the following proportions:

The written assignments and examinations will contribute to the final grade for the course in the following proportions:

6 short papers @ 7% each	42%
research paper (5 parts)	20%
midterm exam	14%
final exam	<u>24%</u>
	100%

FINDING MORE INFORMATION EASILY

You can find many resources for economic history at <http://eh.net>. Among these resources are an encyclopedia with articles written by well-respected economic historians, an archive of book reviews, and links to historical data sets and to *Measuring Worth* – a site that provides historical price indices. Unfortunately the eh.net website is in need of repair – you may find empty links. The encyclopedia is no longer being added to and the coverage is far from complete. But, the site is well worth a look (or many looks).

A good source is the five-volume hardcopy encyclopedia: *The Oxford Encyclopedia of Economic History* edited by Joel Mokyr which has short articles. This encyclopedia is available in the reference department of the Hatcher Graduate Library. You may also access it electronically from a UM computer.

Yet another good source is the three-volume *Cambridge Economic History of the United States* edited by Stanley Engerman and Robert Gallman which has much longer, in-depth articles. It is available in the Shapiro Undergraduate Library and the Hatcher Graduate Library.

If you love data (and you should), check out the *Historical Statistics of the United States, Millennial Edition Online*. <http://hsus.cambridge.org/HSUSWeb/HSUSEntryServlet> You have access through the UM Libraries. Not only are the data tables wonderful, but there are excellent essays on a wide variety of topics written by top economic historians.

Feel free to use these (and other) sources when you are writing your papers, but be careful to avoid plagiarism (either by close paraphrasing or direct quotation). Remember that on your short papers you must provide citations to any source that is not on the list of assigned readings. Your research paper must follow standard citation procedures for all sources.

COMMUNICATIONS

Check CTools regularly for assignments, course information and announcements.

MOST IMPORTANT OF ALL

You should use us and your classmates as resources. Most students find group study helpful in this and other courses. It is always good practice to try out an idea in conversation. We strongly encourage argument about economic history. Professor Rotella is available (even anxious) to discuss, argue, teach, and chat during office hours and other times by appointment. The GSI welcomes you to office hours. Don't keep your ideas and concerns to yourself.

—Professor Elyce Rotella and GSI _____

COURSE OUTLINE AND READING LIST

Books available for purchase:

Gary M. Walton and Hugh Rockoff
History of the American Economy 12th edition
 South-Western, Cengage Learning, 2012. [hereafter Walton & Rockoff]

Robert Whaples and Diane C. Betts
Historical Perspectives on the American Economy: Selected Readings
 Cambridge University Press, 1995. [hereafter Whaples & Betts]

Deirdre McCloskey
Economical Writing 2nd edition Waveland Press, 1999.

Readings not in the textbooks (marked *) are available on the course website on CTools.
 Additional readings may be assigned as the course progresses.

September 9

Introduction and discussion of course requirements

September 14

Overview of U.S. economic growth

The questions and methods of economic history

1. Walton & Rockoff, chapter 1
2. D. N. McCloskey, *Economical Writing*. Read the whole book now and go back to it often as you write your papers. The book is short and funny and full of good advice about writing. Also check C-Tools for writing/grammar/punctuation websites.
3. (recommended) D. N. McCloskey, "Does the Past Have Useful Economics?" in Whaples & Betts, pp 1-37

September 16, 21

European background

The colonial economy and the labor problem

1. Walton & Rockoff, chapters 2, 3, 5
2. David Galenson, "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis" in Whaples & Betts, pages 107-140

September 23

The costs and benefits of colonial status

Relations with England

The struggle for independence

1. Walton & Rockoff, chapters 4, 6
2. Marc Egnal and Joseph A. Ernst, "An Economic Interpretation of the American Revolution" in Whaples & Betts, pages 39-68

September 28

The economy of the new nation

The pattern of early economic growth

The development of a market economy

1. Walton & Rockoff, chapter 7, and pages 210-212
2. Winifred B. Rothenberg, "The Market and the Massachusetts Farmer" in Whaples & Betts, pages 69-105

September 30

Transportation developments and westward expansion

The railroad The Iron Horse conquers? the continent.

1. Walton & Rockoff, chapters 8, 9, 16
- *2. Robert W. Fogel, "Railroads and American Economic Growth" in Robert W. Fogel and Stanley L. Engerman, *The Reinterpretation of American Economic History*, (Harper and Row, 1972) pages 187-203
3. (recommended) Robert W. Fogel, "Notes on the Social Savings Controversy" in Whaples & Betts, pages 364-425

October 5

Early industrial development and the labor force.

1. Walton & Rockoff, Chapters 10, 11

October 7

Banking and capital

1. Walton & Rockoff, chapter 12
- *2. Peter Temin, "The Economic Consequences of the Bank War," *Journal of Political Economy* 76 (March/April 1968) 257-274

October 12, 14

Slavery and the ante-bellum Southern economy

Regional conflict

1. Walton & Rockoff, chapter 13
2. Robert W. Fogel and Stanley L. Engerman, "The Anatomy of Exploitation" in Whaples & Betts, pages 141-176
3. Paul A. David and Peter Temin, "Slavery: The Progressive Institution?" in Whaples & Betts, pages 177-225
4. (recommended) Robert W. Fogel and Stanley L. Engerman, "Explaining the Relative Efficiency of Slave Agriculture in the Antebellum South," in Whaples & Betts, pages 226-256

October 21

The Civil War

The post-bellum Southern economy

1. Walton & Rockoff, chapter 14
2. Roger L. Ransom and Richard Sutch, "The Trap of Debt Peonage" in Whaples & Betts, pages 260-290
3. Gavin Wright, "The Economic Revolution in the American South" in Whaples & Betts, pages 291-313

October 26**MIDTERM EXAMINATION****October 28**

Agricultural development in the North

1. Walton & Rockoff, chapter 15
- *2. William N. Parker, "Productivity Growth in American Grain Farming: An Analysis of 19th Century Sources," in Robert W. Fogel and Stanley L. Engerman, *The Reinterpretation of American Economic History*, (Harper and Row, 1972) 175-186
3. Anne Mayhew, "A Reappraisal of The Causes of Farm Protest in the United States, 1870-1900" in Whaples & Betts, pages 509-521

November 2

The American population

1. Michael Haines, "Fertility and Mortality in the United States"
<http://eh.net/encyclopedia/article/haines.demography>
2. Walton & Rockoff, pages 34-40, 132-144, 183-184, 188, 194, 228-231, 319-324, 358-359, 402-404, 544-554
- *3. Jeremy Atack and Peter Passell, *A New Economic View of American History*, 2nd edition, (W.W. Norton, 1994) pages 212-248

November 4

The U.S. becomes an industrial giant

The rise of big business

1. Walton & Rockoff, chapter 17 and pages 533-543
2. Alfred D. Chandler, "The Railroads: The First Modern Business Enterprise" in Whaples & Betts, pages 317-363
3. Gavin Wright, "The Origins of American Industrial Success" in Whaples & Betts, pages 453-479
4. (recommended) Jeremy Atack, "Industrial Structure and the Emergence of the Modern Industrial Corporation" in Whaples & Betts, pages 426-452.

November 9

The development of a modern labor force

1. Walton & Rockoff, chapter 18 and pages 544-555
2. Claudia Goldin, "The Changing Economic Role of Women: A Quantitative Approach" in Whaples & Betts, pages 547-542

November 11, 16

Money, finance, and commerce

Silver, Populism, and the election of 1896

1. Walton & Rockoff, chapter 19
2. Hugh Rockoff, "The 'Wizard of Oz' as a Monetary Allegory" in Whaples & Betts, pages 522-545
3. Vachel Lindsay, "Bryan, Bryan, Bryan, Bryan" poem about the presidential election of 1896 (*available on C-Tools - bring hardcopy to class*)
4. (recommended) Richard Sylla, "Federal Policy, Banking Market Structure, and Capital Mobilization in the United States, 1863-1913" in Whaples & Betts, pages 480-508.

November 18

The mass domestic market

The U.S. in the world economy

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Looking back and looking forward: The economic history of the 21st century??

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FINAL EXAMINATION