

Stonehill College

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Fall Semester 2003

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EC 206/HS 251 (Mon Wed 2:30-3:45): **United States Economic History**

Prerequisites: No formal ones. Some background in economics and college (preferably US) History, or a good liberal arts education will help you. See me if you are concerned about your preparation.

Description and objectives: We use basic economic analysis, plus some other interesting ideas, in studying important aspects of the economic history of the United States. We concentrate on the period from 1830 to 1945, when the U.S. became a major industrial power. Emphasized are the evolution of big business, the effects of race and gender on markets, opportunities and incomes; and of government policy.

In taking this course, I hope you will gain, among other things: a) an appreciation of and a perspective on major developments in US economic history; b) a greater understanding of history and historical events by use of an economic perspective; c) greater understanding of economic analysis and its relevance in analyzing real world events; and d) better writing, presentation, and analysis skills.

Required books available for purchase at the college Bookstore are:

1. The main narrative text is Gary Walton and Hugh Rockoff's History of the American Economy, 9th ed., 2002, Dryden.
2. A important and excellent monograph is Gavin Wright, Old South, New South, reprinted 1996, Louisiana State University Press.

There will also be additional required readings. Some will be available on ERes through the Library's "Electronic Reserves" link; others will be distributed in class.

Steps to access ERes readings: 1) Go to the library's home page. 2) "E-Reserves" button on left. 3) "Electronic reserves and course materials" link. 4) Use drop down menus to find my courses. 5) find the course. 6) password and "Accept" button. 7) and voila! link to the reading. 2 technical things you can check first if you have problems: your computer must have an appropriate viewer (Adobe Acrobat is good and free) and the browser must accept cookies.

Class meetings will include lecture, discussion and student presentations. It will be important to do the reading before those classes which involve discussion. My lectures will usually make more sense if you do the assigned reading before class rather than after it.

The course will tread on sensitive subjects. Please respect others' opinions and feelings, but do not be afraid to examine them or to have yours analyzed. Careful analysis of arguments is central to higher education, as is the assumption that we are all here to learn.

I plan to arrange a class **field trip** to Slater Mill in Pawtucket, RI. I hope we can do it Monday, September 29, from 2:20 to about 6:00.

Using the **Internet** is required for some parts of this course. You will give and receive comments related to presentations (yours and those of your classmates); e-mail will allow comments to be received more quickly. I will also send administrative announcements, for which you are responsible, by e-mail and post useful material on the course web page. If class may be or is canceled, for snow or other reasons, check the web page for news and adjustments in assignments.

If you have a disability and need some accommodation related to your disability and this course, see me as soon as possible.

Description of Assignments

1. Class participation, attendance, and reading responses. Your participation will include contributing insightfully and frequently to class discussions of assigned readings. You will be asked to grade your classmates' class participation confidentially. I'll also take note of attendance, either formally or informally. I may collect some short responses to assigned reading. These will help you prepare for class discussion and help me assess your effort and understanding in doing the reading. I may substitute quizzes if I think they will be more effective in promoting the course goals.
2. Exams emphasizing thoughtful synthetic essays. The second exam will be comprehensive but emphasize post-midterm material.
3. Presentations. You will give two oral presentations to the class. One will be on a journal article or book chapter from a menu of choices I will distribute. The second will be on your second paper while it is in progress.
4. Papers
 - a. First, a 3-5 page critical essay; I will discuss ideas on the general structure in class.
 - b. Second, you will write an 8 to 12 page essay, with a required proposal. Your paper will be a critical review essay analyzing and connecting two books or the equivalent. The effort and thought put into your intermediate work will affect your paper grade.

N.B. Alternative on items 3 and 4a: You may circulate a draft of your 3-5 page essay for discussion in class, with a final version due 1 week later. The essay must be related to the reading(s) for that particular class (and maybe some leading up to it); it is due by e-mail to all of us 4:30pm two school days before the class at which it will be discussed (Thursday for a Monday class; Monday for a Wednesday class). Since you will be, in a way, "presenting" work to the class, completing the paper assignment in this way will exempt you from one of the two normally required presentations (your choice which to skip). Topic suggestions will be distributed.

5. Critiques. You will write two short critiques on presentations by your classmates: one on a presentation about reading, and one about a classmate's presentation about his/her second paper in progress. Critiques are due by email 3pm 2 calendar days after the presentation.

Alternative options. You may propose a thoughtful alternative set of assignments for yourself if you want to do something more creative or independent. Discuss your ideas with me, then we'll negotiate something specific. This option may not be used to put off an imminent deadline.

Scoring scale: All your graded work in this course will be given a score. The base total score is 1000 points, although the sum of base scores for all assignments is 1020 points. The approximate standard grading scale in percentages, at least for major assignments, is A=100%, B=80%, C=60%, D=40%, and F=20% or less. I will use these percentages as guidelines in giving course grades, but reserve the right to make adjustments to be fair. For example, I will try to give students with very similar scores the same grade, or I may encounter unexpected situations arising from my using this system for the first time. Scores of greater than 100% are possible on any assignment.

General adjustments: Absence on key dates like the field trip, and all second paper presentation dates, will be penalized 10 points; no excuses. Same penalty for not completing an ungraded requirement. Especially good or bad intermediate steps on papers will be awarded positive or negative points, tentatively at first, then finalized after the final draft is graded. Late intermediate steps like drafts and proposals will be penalized 3% of the base score for that paper the first day, then 1.5% for each additional day. Late papers will be penalized 5% of the base score for that paper the first day, then 2.5% for each additional day. Late critiques will be penalized 4 points for the first day, then 2 points for each additional day. Unexcused failure to complete a graded assignment or a required intermediate step will result in a negative score of 20% of the assignment's base score.

Summary of Assignments, Dates, and Points

Class participation, attendance, and mini-assignments on reading	190*
Presentation on outside assigned reading	40
Critique of presentation on outside reading	25
First exam, Wednesday, October 8 in class	120*
First paper, due Thursday, October 23, 4:30pm.	120*
Second exam, Wednesday, December 3	180*
Evaluation of your classmates' contributions to class discussion	20
Second paper, individual conference best done by Tuesday November 4	
prospectus and bibliography due Thursday, November 6, 1pm	+/-
oral presentation December 8 or 10 (option to do earlier):	+/-
final version probably due Monday, December 15, Noon	190*
Critique of student presentation on second paper in progress	25
Bonus of (unweighted) average of four highest percentages grades of *'d items	120
Total points	1020

Notes: 1) The dates are not absolute; we will see how the term goes. Changes will not be last minute or granted individually. 2) Improvement over the term will be considered in final course grades. 3) To be excused from a deadline or a midterm or given a makeup exam, you must have documentation of: illness serious enough to require medical attention, a major family emergency (like death or grave illness, not an errand), or an official College commitment--tell me by the Drop/Add deadline or as soon as possible once the conflict becomes apparent. My willingness to be accommodating in makeup assignments depends on how responsibly you act. 4) No makeup midterm will be given after the exam is returned. 5) Notice that the bonus is structured so your four best of the five *'d items will each get an additional 3% of weight; keep that in mind in thinking about the importance of those assignments.

Abbreviations on the Reading List

BHR: Business History Review

EEH: Explorations in Economic History. (articles available on IDEAL, through the library web site at <http://www.idealibrary.com>).

HPAE: Historical Perspectives on the American Economy, a useful volume edited by Dianne Betts and Robert Whaples. On reserve at the library.

JEH: Journal of Economic History (articles more than 5 years old available on JSTOR, through the library web site at <http://www.jstor.org>).

TOSF: The Other Side of the Frontier: Economic Explorations into Native American History, edited by Linda Barrington, Boulder: Westview Press., 1999. On reserve.

W&R: Walton and Rockoff text

Pres: Recommended and the probable subject of an in-class presentation.

Rec: Other recommended reading

Scheduled Course Readings

All recommended readings, including those which are the subjects of presentations not from the W&R text or Old South, New South will be on reserve at the library.

How Economic Historians Think (week #s 1-2)

Douglass C. North, Terry L. Anderson, and Peter J. Hill, pp. 1-6 of Growth and Welfare in the American Past, 3d ed., Englewood Cliffs, NJ: Prentice-Hall, 1983.

New York Times articles handed out at first class.

W&R, chapter 1.

*Paul A. David, "Understanding the Economics of QWERTY: the Necessity of History," pp. 30-49 of William N. Parker, ed., Economic History and the Modern Economist, New York: Basil Blackwell, 1986.

Rec: HPAE ch1, McCloskey, especially pp. 10-31 (Section II).

The Colonial Period and American Revolution (weeks 1-3)

European States' Rivalry and Conquest

W&R, ch 2.

The Colonial Economy: Both Sides of the Frontier

W&R, chs 3 and 5.

Rec: Edmund S. Morgan, American Slavery, American Freedom, chs 5, 6, 11, and 15.

Pres: Linda Barrington, "The Mississippians and Economic Development Before European Colonization". TOSF Ch2, 86-102.

Pres: W&R, ch 4

Pres: HPAE ch 4, 110-40. David Galenson, "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis".

Pres: Terry L. Anderson and Steven LaCombe, "Institutional Change in the Indian Horse Culture." TOSF Ch3, 103-23.

Pres: Ann M. Carlos and Frank D. Lewis. "Property Rights and Competition in the Depletion of the Beaver: Native Americans and the Hudson's Bay Company, 1700-1763". TOSF ch4, 131-49.

Pres: Kenneth L. Sokoloff and Stanley L. Engerman, "Institutions, Factor Endowments, and Paths of Development in the New World," The Journal of Economic Perspectives, vol. 14, no. 3, Summer 2000, pp. 217-32.

The Revolution and Confederation Period

W&R, chs 6 and 7.

*Marc Egnal and Joseph A. Ernst, "An Economic Interpretation of the American Revolution," William and Mary Quarterly 29, Jan. 1972, pp. 3-32.

Early National and Antebellum Years (weeks 3-5)

Land Sales and Westward Movement

Pres: W&R, ch 8

Pres: David M. Wishart, "Could the Cherokee Have Survived in the Southeast?" TOSFch6, 165-89.

Growth of Regional and National Markets

Pres: W&R ch 9.

Pres: HPAE ch3, 71-105. Winifred B. Rothenberg, "The Market and Massachusetts Farmers, 1750-1855."

Rec: A useful introduction to regression analysis is the HPAE Appendix, pp. 612-16.

Early Industrialization

W&R ch 10.

*Alfred D. Chandler, Jr., "The Traditional Enterprise in Production", ch2 (pp. 50-78) of The Visible Hand, Cambridge, MA: Harvard University Press, 1977.

*Naomi R. Lamoreaux, "Banks, Kinship, and Economic Development: The New England Case," JEH 46 (1986), pp. 647-67.

Pres: W&R ch 12

*Pres: David Hounshell, From the American System to Mass Production, 1800-1932, 1984, Johns Hopkins. Introduction, ch1.

Pres: Railroads as the first modern businesses; Alfred D. Chandler, Jr., The Visible Hand, ch3, pp. 81-121. Reprinted in HPAE ch10, pp. 317-63.

FIELD TRIP to Slater Mill (later in the term)

Labor Conditions, Immigration, and the Know-Nothings

W&R ch 11.

Pres: Roger Ransom, "Ethnic Politics: Immigrants, Nativism, and Know-Nothings," pp. 127-38 of Conflict and Compromise, Cambridge, England: Cambridge, 1989.

Slavery and the Civil War

W&R ch 13.

*Frederick Douglass, "Narrative of the Life of an American Slave," Chapter XI.

*Gavin Wright, "On Making Economic Sense of Cotton, Slavery, and the Civil War," ch5 (pp. 128-57) of The Political Economy of the Cotton South, New York: Norton, 1978.

Rec: HPAE chs 5-7 on slavery. Also Roger Ransom, "The Power of Ideas: Free Labor, Free Soil, and the 'Slave Power'," pp. 138-46 of Conflict and Compromise.

Development of The Modern Industrial Economy (weeks 5-9)

The Postbellum South and Agriculture

Wright, Old South New South, chs 1-4.

Pres: W&R ch. 15.

Pres: HPAE ch 15: Anne Mayhew, "A Reappraisal of the Causes of Farm Protest in the United States, 1870-1900".

res: HPAE ch 16: Hugh Rockoff, "'The Wizard of Oz' as a Monetary Allegory".

Rec: W&R ch. 14.

Rec: HPAE ch 8, Ransom & Sutch.

The Second Industrial Revolution and Big Business

W&R ch 17

*Alfred D. Chandler, Jr., "The Emergence of Managerial Capitalism," BHR 58, 1984. pp. 473-503.

Pres: W&R chs 16, 19, and 20.

*Pres: Hounshell, From the American System to Mass Production, 1800-1932, ch 2, 3, and 4.

Pres: Gary Libecap, "The Rise of the Chicago Packers and the Origins of Meat Inspection and Antitrust," Economic Inquiry 30, 1992, pp. 242-62.

Pres: Thomas K. McCraw, "Regulation in America: A Review Article," BHR 49, 1975, pp. 159-83.

Rec: HPAE, ch12: Attack on industrial growth; ch13: Wright on resources and U.S. growth.

Wages and New Immigrants

W&R ch 18.

Pres: Robert Higgs, "Landless by Law: Japanese Immigrants in California Agriculture to 1941," JEH 38, 1978, pp. 205-25.

Pres: Masao Suzuki, "Success Story? Japanese Immigrant Economic Achievement and Return Migration, 1920-1930," JEH 55, 1995, pp. 889-901.

Pres: Yuzo Murayama, "Information and Emigrants: Interprefectural Differences of Japanese Emigration to the Pacific Northwest, 1880-1915," JEH 51, 1991, pp. 125-47.

Rec: Ronald Takaki, pp. 239-45 of Strangers from a Different Shore, Boston: Little, Brown, & Co, 1990.

Fordism, aka Mass Production

*David Hounshell, From the American System to Mass Production, 1800-1932, 1984, Johns Hopkins. ch6.

*Pres: Hounshell, From the American System to Mass Production, 1800-1932, ch 5.

Gender and Job Segregation

*Wayne Lewchuk, "Men and Monotony: Fraternalism as a Managerial Strategy at the Ford Motor Company," JEH 53, Dec. 1993, pp. 824-56.

Pres: Olivier Zunz, "The Collar Line", ch5 (pp. 105-28) of Making America Corporate, Chicago: University of Chicago Press, 1990

Rec: Claudia Goldin, "The Changing Economic Role of Women: A Quantitative Approach." in HPAE

Southern Industry, Race and The Great Migration

Wright, Old South, New South, chs 5-6.

Pres: James Grossman, "'Eny Kind of Worke'" ch7 (pp. 181-207) of Land of Hope: Chicago, Black Southerners, and the Great Migration, Chicago: University of Chicago, 1989.

Pres: Grossman, pp. 246-58; and Robert A. Margo, Race and Schooling in the American South, 1880-1950, chs 1 and 8.

Pres: Price Fishback, "Coal Mines as Melting Pots," pp. 171-97 of Soft Coal, Hard Choices: The Economic Welfare of Bituminous Coal Miners 1890-1930, New York: Oxford, 1992.

*Rec: Warren Whatley and Gavin Wright, "Race, Human Capital and Labor Markets in U.S. History," from Labor Market Evolution: The economic history of market integration, wage flexibility and the employment relation, eds. George Grantham and Mary McKinnon, New York: Routledge, 1994, pp. 270-91

Rec: William A. Sundstrom, "The Color Line: Racial Norms and Discrimination in Urban Labor Markets, 1910-1950," JEH 54 (June 1994), pp. 382-96.

The US Economy in World War I

Pres: W&R, ch21

The Interwar Years (weeks 10–11)

The 1920s and Post-Fordism

W&R, ch 22.

*Pres: Hounshell, chs 7 and 8

Pres: Leonard A. Carlson, "The Economics and Politics of Irrigation Projects on Indian Reservations, 1900-1940". TOSF Ch9, 235-57.

The Great Depression

W&R ch23

Pres: William A. Sundstrom, "Last Hired, First Fired? Unemployment and Urban Black Workers During the Great Depression," JEH 52, June 1992, pp. 415-29.

The New Deal

W&R ch 24

Wright, Old South, New South, ch 7.

Rec: HPAE chs 18-19 (opposing views about the causes).

Racing to the present: WWII and beyond (weeks 11-12)

Winning Another World War

W&R ch 25

Wright, Old South, New South, ch 8.

Pres: Sherrie A. Kossoudji and Laura J. Dresser, "Working Class Rosies: Women Industrial Workers during World War II," JEH 52, June 1992, 431-46.

Rec: Lee J. Alston and Joseph P. Ferrie, "The Bracero Program and Farm Labor Legislation in World War II," from Geoffrey Mills and Hugh Rockoff, eds., Sinews of War, 1993.

The Postwar Boom and the Governmental Habit

W&R, ch 29

*Gavin Wright, "The Civil Rights Revolution as Economic History", JEH 59, June 1999, 267-89.

Pres: W&R, chs 26 and 28

Pres: W&R ch 27.

Pres: Sumner J. LaCroix and Louis A. Rose, "The Political Economy of the Hawaiian Home Lands Program". TOSF Ch10, 259-85.

Pres: W&R, ch 30

Pres: Lee J. Alston and Joseph P. Ferrie, "Paternalism in Agricultural Labor Contracts in the U.S. South: Implications for the Growth of the Welfare State", American Economic Review 83, September 1993, 852-76.

Rec: Paul Krugman, "An Urban Mystery," ch3 (pp. 39-46) of The Self-Organizing Economy, Cambridge, MA: Blackwell, 1996.

Recent Trends and Summing Up

W&R, ch 31

*Paul Krugman, "For richer" New York Times, October 20, 2002.

Assorted press articles

Rec: Jeffrey G. Williamson, "Productivity and American Leadership: A Review Article," Journal of Economic Literature 31, Mar 1991, pp. 51-68.

Second Exam

Student presentations and individual meetings on papers in progress