

Stonehill College
Professor Akira Motomura
E-mail: amotomura@stonehill.edu

Fall Semester 2011
Phone: 508-565-1149 (or x1149)
Office: Duffy 290

Office hours: Tues 2:00-4:00; Wed by late morning appt; Thur 2:00-3:30.

Anti-office hours Tue 9:00-12:45 and after 4:00; Wed 1:30-5:15; Th 9:00-12:45 and after 3:30.

Sometimes in on Mon and Fri before 3:00 or on Wed morning - tba as we go along

Course ELearn page - <http://elearn.stonehill.edu>

ECO 206/HIS 251: **United States Economic History** Tu Th 11:30-12:45 (Duffy 217)

Prerequisites: Assuming you've taken the Encounters History (GENH 100) course, or are at least beyond your first semester of college, the only additional ones are a willingness to listen, read, think, discuss, and write critically and carefully. It will help to know some economics and history, more for the way of thinking than for any specific knowledge. We'll use economic concepts like supply and demand, comparative advantage, marginal cost, economies of scale, and a few others which we will learn in class. 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 on markets, opportunities and incomes; and developments in government policy.

I hope you will gain from this course, among other things: a) an appreciation of and a perspective on major developments in US economic history; b) a greater understanding of history 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. If you are an Economics major in the Class of 2013 or 2014, you will get some preparation (and, I hope, an appetite) for your capstone course.

More concretely, this course may serve as an elective in the following majors and/or minors: Economics, History, and American Studies.

Readings. 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*, 11th ed., 2011, Thomson South-Western. The 10th ed is an acceptable substitute.
2. A important and excellent monograph is Gavin Wright, *Old South, New South*, reprinted 1996, Louisiana State University Press.

There will be additional required readings. They will be available on ERes (aka Online Reserves) through the Library's "Electronic Reserves" link; on ELearn; or as handouts. Expect about 80 to 90 pages total reading average per week up to the second exam. Your attention to detail should be intermediate: more than a light novel, less than an economics or math textbook.

Steps to access ERes readings: 1) Go to the library's home page. 2) "Online Reserves" link in multiple places. 3) "Electronic reserves and reserve pages" link. 4) Use drop down menus to the course. 5) password ("regulate") and "Accept" button. 6) and voila! link to the reading. Two

technical things to 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.

E-mail. You need an active e-mail account for this course to communicate with me and with classmates (including sending and receiving time-sensitive attachments). I'll assume it's your Stonehill account unless you tell me otherwise in an e-mail from your preferred address. Check it regularly for messages, including feedback on written assignments. If you prefer not to receive assignment grades by e-mail, let me know and we'll work out an alternative.

Please include "ECO206" or "HIS251" in the subject line in your e-mails to me - this will help me see and later find your email more quickly.

Class meetings include lecture, discussion and student presentations. It's important to do the reading before classes which involve discussion. Lecture material will make more sense if you do the assigned reading before class rather than after it. I'll take attendance and find out whether you're prepared to discuss the material; details on a later page. If you must miss class, tell me why by email and find out from classmates what happened – I don't have time to repeat a class as a private lesson for an absence (even a legitimate one), nor is it fair to those students who attend class. I'm happy to provide copies of handouts (and return graded assignments) you missed if you ask.

I want to schedule a field trip to the Slater Mill Historic Site in Pawtucket, RI - ideally in late September or early October. After Add/Drop, we'll see if one is feasible.

You will have a **small group meeting** outside class time with a few classmates and me to discuss your paper prospectus. Schedule to be arranged.

Silence cell phones and other communication devices during class. Anyone might forget once in a great while, but repeat violations of this norm will lead to loss of points. At the end of class, please do not talk on your cell phone until you leave the room; doing so can disrupt important end of class conversations, or my efforts to approach you individually

If class is cancelled, check the course web page and your e-mail for news and adjustments in assignments. You are responsible for any such notices within 24 hours.

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.

Students with documented disabilities: Stonehill College is committed to providing all students equal access to learning opportunities. If you seek classroom accommodations under the Americans with Disabilities Act, register with the Center for Writing & Academic Achievement located on the third floor of the Library. Get an accommodation letter and meet with me within a week of the first class.

Description of Assignments

1. Class participation and attendance. You will contribute insightfully and frequently to class discussions of assigned readings. See a later page for more about attendance points. I may give

alternative written assignments like responses to or quizzes on assigned reading if I think they will help us better achieve the course goals.

1a. You (along with others who sign up for the same topic) will be responsible for getting the discussion started and keeping it rolling on a scholarly article or book chapter. Note: if you choose to do the optional short paper (see below), a draft on the same reading for the same class may aid your preparation and contribution.

1b. You will be asked to evaluate your classmates' class participation confidentially.

2. Midterm or short paper choice. You must do one of the following two assignments - your choice:

Choice 2a: a midterm exam October 4 or 6. Mostly essay. OR

Choice 2b: a short paper of about 5 (+/- 1) pages on a scholarly reading - journal article or major book chapter(s) - current to class discussion (thus the due date depends on your topic/reading). You are urged to turn in an intermediate draft; you'll then get feedback from me and one week to revise and rewrite a final version. If you choose this option, I suggest giving me a draft on a topic relevant to the reading(s) on which you lead a discussion under item 1a - submit it the morning of the day before the class; I encourage you to e-mail it to the class. You can then get some useful feedback as part of the class discussion.

3. A major exam emphasizing thoughtful synthetic essays. It will be comprehensive but emphasize material from the second half of the course to that point.

4. A major 10 (+/- 2) page essay. You will write an analytical review essay connecting two books of your choice (at least one scholarly) or the equivalent.

4a and b. You will need to submit two intermediate steps: a preliminary topic brainstorm; and a paper proposal. You will meet with a small group of classmates and me to discuss your proposals.

4c. You will give a presentation to the class on your second paper while it is in progress. Submitting a complete preliminary draft for feedback is encouraged.

The effort and thought put into your intermediate work will affect your paper grade.

5. You will do two short written commentaries on your classmates' in-class oral work:

5a. One comment on another group's leadership of a class discussion as described in the above paragraph in 1a.

5b. Another comment on a classmate's second paper in progress as presented.

Discussions are due by e-mail in 2 school days by 1pm: the Thursday of that week for a Tuesday presentation; the following Monday for a Thursday presentation.

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. Scores of greater than 100% are possible on any assignment.

Summary of Assignments, Weights and Some Dates	Points (out of 1000)
Class participation, attendance, and possible mini-assignments on reading	220 to 270*
Commentary on a group's leadership of a class discussion	30
Confidential evaluation of your classmates' overall contributions to class discussion	30
Midterm exam in Oct 4 or 6; or Short Paper date tba as above and in assignment handout	160
Major exam, Tuesday, November 22 in class	220 to 270*
Major paper - individual conference encouraged (intermediate steps +/- factor on paper score)	
- topic and bibliographical brainstorm late September (exact tbd)	(+/-)
- prospectus and bibliography due late Oct or early Nov (exact tbd)	(+/-)
- group discussion of proposals outside class week your prospectus is due	(+/-)
- oral presentation Tues November 29 through Tues December 13	(+/-)
- final version due Friday, December 16, 11:00am	220 to 270*
Written discussion of major paper in progress, due within 48 hours	40
**Bonus of average of two highest grades of three *d items	<u>(2x50 each =) 100</u>
Total points	1020 (base used: 1000)

Alternative options. You may propose a thoughtful alternative set of assignments for yourself if you want to do something in depth. Discuss your ideas with me as soon as possible, no later than September 20 (sooner is better), then we'll negotiate something specific.

Notes: 1) Due dates subject to minor changes, but they 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 an exam, or be 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 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; a short paper is the alternative. 5) The bonus is structured so that the stronger of your two midterm assignments will get the higher listed weight, and the weaker one the lower listed weight. Similarly, the stronger two of the three biggest assignments (participation, major exam, major paper) each get the higher listed weight. 6) My expectation is that you will adhere to the Academic Honor Code and Academic Integrity Policy that appears in the current edition of the Hill Book. Any violation of Stonehill's Academic Integrity Policy may, at my discretion, result in but is not limited to grade penalties and reporting to the appropriate Stonehill administrators.

On papers: Especially good or bad intermediate steps on papers will be awarded positive or negative points, tentatively at first, then finalized when the final draft is graded. Late intermediate steps will be penalized 2% of the base score (.1 of a letter grade) for that paper the first day, then 1% for each additional day. Late papers will be penalized 4% of the base score (.2 letter grade) for that paper the first day, then 2% for each additional day. Late discussions of second papers will be penalized .4 letter grade for the first day, then .2 for each additional day. Unexcused failure to complete a graded assignment will be penalized 20% of the assignment's base score (one full letter grade); 10% (.5 letter grade) for an intermediate step.

Attendance Points and Index Cards

Attendance/preparation points count toward your course grade along with participation under the same general heading. The remaining points/percentage under that heading are based on the quality and quantity of your contributions to class - both when volunteering and when called on.

Procedure handling cards. At each class you attend unless there's an exam, guest speaker, or paper presentations, turn in a 3"x5" index card at the beginning of class. Please write across the top of the long side:

“Your name Course Date then either ‘Yes’ or ‘No’ (see below for explanation)”

Explanation: Write “Yes” or “No” to indicate whether or not you're prepared enough to be called on to answer questions or otherwise talk about the reading(s) for the day. If you need to qualify your response (for example, prepared on part of the assigned reading), do so – your points will be adjusted accordingly. You can also use the card to ask me questions or indicate confusion if you'd rather not speak up about it.

If you don't have a 3"x5" card, please ask for one rather than turn in a piece of paper or different-sized card – it'll help me avoiding losing your record and keep the stacks neater.

If you're late, turn in a card as soon as you can without disrupting class - otherwise I'll count you as unprepared unless it's obvious from your voluntary participation that you came prepared. If you miss more than a few minutes of a class, you'll get only partial credit.

Points. You get 3 points for a “Yes” card; 1 point for a “No”. Class meetings before the Add/Drop deadline, beginning with the second meeting, count half. This will mean that you can get about 80 points or so from the index cards out of the total for participation, attendance, etc.

If it seems obvious that you weren't in fact prepared but wrote “Yes” on your card, I may assess penalty points. Similarly with any other efforts to cheat the spirit or letter of this system. Penalties will be severe enough that you should avoid this kind of behavior.

The only ways you can get attendance points for the day while being absent are:
a) recognized religious holidays; or b) intercollegiate team athletic contests in which you represent Stonehill - these need to be documented either on the College web site or by the Athletic Department (if not on the web site, it's your responsibility to get documentation from Athletics). In either case, you must tell me in advance. If there are any assignments due that day, you must have those turned in on time to get points for being prepared. Illness, funerals, and court dates may be understandable reasons to miss class, but they don't qualify for attendance points; there are costs to these kinds of absences in the working world, so you may as well get used to it. You can get preparation points for up to two absences by submitting a typed reactive and analytical essay (informal writing is fine) about the reading assigned for a particular class no later than the end of that class meeting. The main value in doing the essay will be to have notes for your future benefit and not the points, but if you do something like this that you ought to do anyway and can document it in time, then I'll give you credit for it.

I reserve the right to change the number of points for a particular class. This may happen without notice if attendance is especially bad at a given meeting.

Scheduled Course Topics and Readings

Recommended readings are included in the list below. If you want to read still further on a topic, a list of suggested readings will be on the course web page.

Abbreviations on the Reading List

- # BHR: *Business History Review* (library has hard copies or microfilm back to 1954)
- EEH: *Explorations in Economic History* (library has hard copies back to 1996)
- 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*
- 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
- Rec or Pres: Recommended reading (good if you're writing a paper on the topic)
- # BHR and JEH articles more than 5 years old are available on JSTOR, through the library web site at <http://www.jstor.org>

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

- * (on ERes) 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 article(s) 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.

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.

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

Rec: W&R, ch 4

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

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)

Growth of markets: Land, Transportation, and Agriculture

Rec: W&R, chapters 8 and 9

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

Early Industrialization

W&R ch 10.

- *Naomi R. Lamoreaux, "Rethinking the Transition to Capitalism in the Early American Northeast," *The Journal of American History*, Sept 2003, pp. 437-61.

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

Rec: W&R ch 12

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

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

Labor Conditions and Immigration

W&R ch 11.

- Rec: 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.

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

The Postbellum South and Agriculture

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

Rec: W&R chs 14 and 15.

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

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

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.

* Marc T. Law and Sukkoo Kim, "Specialization and Regulation: The Rise of Professionals and the Emergence of Occupational Licensing Regulation," *JEH* 65, 2005 (Sept), pp. 723-56.

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

*Rec: Gavin Wright, "The Origins of American Industrial Success, 1879-1940," HPAE ch13.

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

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

First exam (Tues October 16) roughly around here

Wages and New Immigrants

W&R ch 18.

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

Fordism, aka Mass Production

*David Hounshell, *From the American System to Mass Production, 1800-1932*, 1984, Johns Hopkins. ch6, pp. 217-63.

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

Southern Industry, Race and The Great Migration

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

Rec: 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.

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

Gender and Job Segregation

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

*Rec: Claudia Goldin, "The Changing Economic Role of Women: A Quantitative Approach." HPAE ch17.

The US Economy in World War I: Rec: W&R, ch21

The Interwar Years (weeks 9-10)

The 1920s and Post-Fordism

W&R, ch 22.

*Rec: Hounshell, From the American System to Mass Production, 1800-1932, chs 7 and 8

The Great Depression

W&R ch23

*Curtis J. Simon, "The Supply Price of Labor During the Great Depression," *JEH* 61, Dec 2001, pp. 877-903.

maybe: John Wallis, Price Fishback and Shawn Kantor. "Politics, Relief, and Reform: Roosevelt's Efforts to Control Corruption and Manipulation during the New Deal" in *Corruption and Reform*, edited by E. Glaeser and C. Goldin. Chicago: University of Chicago Press, 2006, pp. 343-72.

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

*Rec: Milton Friedman and Anna J. Schwartz, "Factors Accounting for Changes in the Stock of Money", and Peter Temin, "The Fall in the Demand for Money", HPAE chs 18-19 (opposing views about the causes of the Great Depression).

The New Deal

W&R ch 24

Wright, *Old South, New South*, ch 7.

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.

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

The Postwar Boom and Stagnation; the New National Economy

W&R, ch 28

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

Rec: W&R chs 26 and 27.

Rec: 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.

Recent Trends and Summing Up

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

Assorted press articles

W&R ch29.

Major Exam Tuesday, November 22

Student presentations and individual meetings on papers in progress (last 5 classes)

List of Suggested readings (not handed out with syllabus, posted on course web page)

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

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

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.

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

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

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

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.

Rec: HPAE ch 8, Ransom & Sutch.

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

Rec: HPAE, ch12: Attack on industrial growth;.

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

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.

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

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

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

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

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

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

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