

Economics/History 355WR
The Political Economy of the American South

Professor Leonard Carlson
Spring 2015

The American South has been a unique and complex region throughout its history. We will focus on selected economic issues in Southern history from the first English settlement in 1607 to 1990. Among other questions, we will consider: (1) what factors determined the growth (or lack of it) of southern incomes during slavery and after its abolition? In particular, was the South an economically backward region, and if so, what accounted for that backwardness? (2) What has been the impact of racial antagonisms and divisions during slavery and, later, in the era of segregation, on the economic life of Southerners? Where possible, we will use economic analysis will be used to supplement more traditional historical approaches.

Since there is no textbook for this class and I will be drawing from a variety of sources, your success in learning this material will depend upon your attendance and participation in class meetings more than in most classes.

This course is organized around a number of questions that have puzzled historians and others for years. The goal is for your understanding how to use theory and evidence to answer these questions and hence to understand the development of the South as a region. Where appropriate we will look at the history of Emory University fits or does not fit into the historical events we study. Read each item critically. Some of these *articles contradict one another or the arguments made in class*. Evaluate the logic and the evidence used to support the author's points.

Pre-requisites: Economics 101 (or equivalent), or consent of the instructor.

OFFICE, PHONE, AND E-MAIL: Rich 306-F, 404-727-6375; econlac@emory.edu.

Office Hours: Wednesday 2:00-4:00 pm, Thursday 10:00-11:00 am and *by arrangement*.

Blackboard: Blackboard Conference has been set up for this class. Be sure to check this periodically for assignments and as a chance to ask questions.

Books: The following are on order at the book store:

Robert Fogel, *Without Consent or Contract*, Norton, 1989.

Ransom, Roger, *Conflict and Compromise*, Cambridge University Press, 1989.

Gavin Wright, *Old South, New South: Revolutions in the Southern Economy Since the Civil War*, 1986, reprinted by LSU Press, Baton Rouge, 1996.

Gavin Wright, *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South*, The Belknap Press of Harvard University, Cambridge, Mass. 2013.

Examinations and Assignments

Assignment	Weight
Papers	40%
Mid-term Exam -- Thursday March 6	25%
Final Exam--May 5, 3:00 -5:30 pm (Tuesday)	35%

Attendance: I will pass out an attendance sheet at each class. If you miss no more than three classes you will receive a bonus point added to your final grade. There will be no excused absences for the purpose of calculating the bonus.

Short papers will be submitted to *Safe Assign* in Blackboard and will be compared to other papers in the class and the system. Be sure that your work is your own.

MISSED EXAM: No make-up exam will be given. If you must miss the midterm exam for a very good reason, *please contact me prior to the exam*. Failure to do so may result in a failing grade. For an excused absence the final will be weighted more heavily in place of the missed exam.

Blackboard: Blackboard is used to make announcements, distribute handouts and lectures, post reading material, collect assignments, and post grades. To get to the Blackboard main page, go to: <https://classes.emory.edu> and then use your email ID and Password to log in and select our course. If you cannot log in, you may contact classes@emory.edu for help.

Expected Conduct

Instructor:

I will come to class prepared to teach the material you need to learn in this course.

I will make every effort to arrive on time, begin class on time, and release you on time.

I will answer your questions to the best of my ability and respond in a timely fashion should I not immediately know the answer.

I will hold regular office hours and be available to answer your questions.

Students:

You are expected to arrive on time and prepared for class. (Late arrival disturbs everyone and will not be allowed.)

Please turn off your phones and all other electronics before you enter class.

Please be quiet during class so that others may hear what is going on.

Be attentive and take detailed notes.

Look over the assigned material before class, and read it carefully after class.

Please discuss with me any problems you may have in the course or any suggestions to improve the course.

Honor Code

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

The Use of Sources in Writing Research Papers in Emory College*

A writer's facts, ideas, and phraseology should be regarded as his property.

Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism. If you have any questions about what is plagiarism in this course, **ask me**.

Writing Requirement

This course satisfies the writing requirement for Emory College. This means that writing is a central part of the course and attention will be paid to improving the writing of each student in the course. Students earn four units credit for the course, instead of the usual three.

This will involve some short essays, some of which may be graded S/U (this means you pass if you make a reasonable effort as defined by me) and a research longer term paper. The longer paper will be done in stages. The first stage will involve each of you meeting with me to discuss a topic. You will then have time to prepare a working bibliography and a short, minimum three page review of some of the material you have found and the important issues.

Research Paper

Each of you will be expected to do a grammatically sound term paper on a topic of your choosing. The paper should be typed and double spaced and roughly 15 pages in length, exclusive of tables and references. The bibliography must have at least ten entries. I will not accept late papers, but you can have a 24 hour grace period for a % reduction in grade. I will pass out some topics later and I will schedule meetings to discuss a topic with you. A paper should contain descriptive material, but the paper should center on a basic argument. For example, you might argue that slavery was incompatible with the rise of factories in the South. A brief abstract and working bibliography is due October 13.

To improve the quality of the paper we will use an in-class double-blind review system. The review system works as follows: I will distribute your paper to one of your classmates for critical comments. Your reviewer will not know who you are and you will not know you (hence the phrase double-blind). To participate, you must have a finished draft for anonymous review by the assigned date. The reviewer then picks up the paper and has one week to make comments. You then get the comments for your student reviewer and myself and have one week to revise the paper. You will turn in both the first and final versions of the paper along with the comments. The goal of each of you as referees is to help your classmate do as good a paper as possible. Please turn in your papers electronically. I will discuss this further in class.

The paper will be graded roughly as follows: 50% for content and conceptual clarity; 20% for grammar and style; 20% for integration of issues and concepts covered in class; and 10% for participation in the review process. If you put off the paper until the last moment I can almost guarantee you that no one will be satisfied with the final product.

An additional handout on the paper will be given out soon.

Important Paper dates:

(Monday) February 16, 5 pm	Topic and working bibliography due.
Friday, February 27	Review of articles and discussion of issues
(Friday): March 20	First draft of the paper is due
(Monday) March 24	Receive paper to referee
(Tuesday) March 31, 5:00pm	Referee reports are due
(Monday) April 27, 5:00pm:	Final version of paper is due.

COURSE OUTLINE AND READINGS

Articles for this course can be found on the reserves section of the library home page. Most can be read on line or downloaded. Some books are on two hour reserve.

Week Date	Topics and Assignments
1. Jan. 12-16	<p>Introduction: Why Study the South?</p> <p>English Settlement in the Chesapeake. Menard, "Economic and Social Development of the South," in Engerman and Gallman (eds), <i>The Cambridge Economic History of the United States, Vol I, The Colonial Era</i>, New York, Cambridge University Press, 1996, pp. 249-295.</p>
2. Jan. 19-23	<p>English Settlement in the Chesapeake. The Introduction of Unfree Labor and the Domar Hypothesis Domar, "The Origins of Slavery and Serfdom: A Hypothesis", <i>JEH</i>, March, 1970. Galenson, "White Servitude and the Growth of Black Slavery in Colonial America," <i>JEH</i>, March 1981. Galenson, "The Rise and Fall of Indentured Servitude: An Economic Analysis," <i>JEH</i> (March 1984). Yeager, Timothy J., "Encomienda or Slavery? The Spanish Crown's Choice of Labor Organization in Sixteenth Century Spanish America," <i>JEH</i>,(Dec. 1995), pp. 842-859. Fogel, <i>Without Consent</i>, ch. 1, 2. Gates, "End the Slavery Blame Game." NYT (2010) Eltis, "The Volume and Structure of the Transatlantic Slave Trade: A Reassessment" <i>WJQ</i> (Jan 2001)</p>
3. Jan. 27-30	<p>The Development of the Southern Colonies and the American Revolution Atack and Passell, ch. 3. Walton and Rockoff, ch. 6 Carlson, " Were There Alternatives to Disaster," in Engerman and Metzger, (eds), <i>Land Rights, Ethno-Nationality and Sovereignty in History</i>,\. Gregg and Wishart, "The Price of Cherokee Removal" <i>EEH</i>, (2012):423-442.</p>
4. Feb. 2-6	<p>The Growth of the Cotton/Slave Economy: Questions and Debates. Phillips, "The Economic Cost of Slaveholding in the Cotton Belt" <i>Political Science Quarterly</i>, June 1905) or in Aiken (ed) <i>Did Slavery Pay?</i> Fogel, <i>Without Consent</i>, ch 3, 4 Egnal, <i>Divergent Paths</i>, ch. 1-2. Wright, "Prosperity, Progress and American Slavery," in <i>Reckoning With Slavery</i>.</p>
5. Feb. 9-13	<p>Slavery and Southern Economic Development: Manufacturing, Urbanization, and Slavery Weiman, "Urban Growth on the Periphery of the Cotton Belt: Atlanta, 1847-1860," <i>JEH</i> (June 1988) pp. 259-272. Ransom, <i>Conflict and Compromise</i>, ch 3. Wright, "Cheap Labor and Southern Textiles Before 1880," <i>JEH</i>, (September 1979) pp. 655-680.</p>

Week and Date	Topics and Assignments
6. Feb. 16-20	Life Under Slavery. Fogel, <i>Without Consent</i> , ch 2, 5, 6. Sutch, "The Treatment Received By American Slaves," <i>EEH</i> , (Oct. 1975)
7. Feb. 25-27	Origins of the Civil War: Is There an Economic Explanation? Wright, <i>Political Economy of the South</i> , ch. 5. Fogel, <i>Without Consent</i> , chs 9, 10. Ransom, <i>Conflict and Compromise</i> , ch 1,2, 4,5. Ransom, "Was in the Civil War Inevitable?" ch 2 in <i>The Confederate States of America</i> .
8. Mar.2-6	The Economics of the Civil War: Origins and Impact Lebergott, "Why the South Lost: Commercial Purpose in the Confederacy,1861-1865," <i>JAH</i> ,(June 1983), pp. 58-74. Ransom, <i>Conflict and Compromise</i> , ch 6-8. Attack and Passell, <i>A New Economic View of American History</i> , 2 nd ed., ch 13. Wright, <i>New South</i> , ch. 1-3.
Mar. 5	Midterm Exam
Mar. 9-13	Spring Break
9. Mar 16-20	The Impact of the Civil War and an Overview of the Southern Economy 1865-1940. Ransom, <i>Conflict and Compromise</i> , ch 7,8. Wright, <i>New South</i> , ch. 1-3. Wright, <i>Sharing the Prize</i> , ch.1-2.
10. Mar. 23-27	The Reconstruction of the land/labor system and the slow recovery of the South. Wright, <i>New South</i> , chs. 4,5 Weiman, "The Economic Emancipation of the Non-Slaveholding class," <i>JEH</i> , (March 1985) pp. 71-93. Shlomowitz, "'Bound' or Free'? Black Labor in Cotton and Sugar Cane Farming, 1865-1880," <i>J. of Southern History</i> , (Nov., 1984), pp. 569-596. Alston and Ferrie, <i>Southern Paternalism and the American Welfare State</i> , ch.1 Wright, <i>Sharing the Prize</i> , ch. 1-2.
11. Mar. 31-Apr. 3	Industry Comes South. Wright, <i>New South</i> , ch. 6 Woodward, "The Colonial Economy," ch. 11 in <i>Origins of the New South</i> Carlson, "Labor Supply, the Acquisition of Skills and the Location of Southern Textile Mills 1880-1900", <i>JEH</i> , (March 1981).
12. Apr. 6-10	Infrastructure and Southern Growth and Change. James, "Financial Underdevelopment in the Postbellum South, <i>JIH</i> , (Winter 1981).

Week and Date	Topics and Assignments
13. Apr. 13-17	<p>The 1920s and 1930s. Wright, <i>New South</i>, ch. 7. Collins, "When the Tide Turned: Immigration and the Delay of the Great Black Migration," <i>JEH</i>, Sept. 1997 Alston and Ferrie, <i>Southern Paternalism and the American Welfare State</i>, ch 2, 6</p>
14. Apr. 20-24	<p>The Economic History and the Civil Rights Revolution, 1946-1970. Wright, <i>New South</i>, ch. 8. Olson, "The South Shall Fall Again: The South as Leader and Laggard in Economic Growth", <i>SEJ</i>, (April 1983). Wright, <i>Sharing the Prize</i>, ch.3-8 Heckman, "The Central Role of the South in Accounting for the Economic Progress of Black Americans," <i>AER</i>, (May 1990), pp. 242-246. Wright, "The Persistence of the South as an Economic Region," <i>Atlanta History</i>, 2001</p>
*Tues. May 5, 3:00 – 5:30 p.m.	FINAL EXAM