

**University of Connecticut**  
**FALL 2017**

**COURSE:** Economics 2102W – Economic History of the U.S. Section Z81

**INSTRUCTOR:** Steve Glazer Office: 3<sup>rd</sup> Floor Office Area

Email: [sglazer@norwalk.edu](mailto:sglazer@norwalk.edu) Phone: 203-857-3326

Office Hour: Thursday 5:00 p.m. – 6:00 p.m., or by appointment

**COURSE MEETING:** Thursday 6:00 p.m. - 8:30 p.m., DWTN245

**COURSE DESCRIPTION:**

This course will examine the history of the American economy from the colonial period through the modern day. Emphasis will be placed upon the birth of the nation, the growth of the economy during the antebellum period, the Civil War, the two world wars, the Great Depression, and the postwar period.

**COURSE OBJECTIVE:**

This course will help the student gain a better understanding of the development of the United States from an economic perspective and the nation's growth both domestically as well as on the global stage.

**REQUIRED TEXTS:** *History of the American Economy* 12<sup>th</sup> edition by Walton, Gary M. & Hugh Rockoff, South-Western Publishers, 2013.

*Historical Perspectives on the American Economy* 1<sup>st</sup> edition edited by Whaples, Robert & Diane C. Betts, Cambridge U. Press, 1995.

**METHODS OF INSTRUCTION:** Lectures, Discussion

**COURSE REQUIREMENTS:**

1. Reading assignments per course schedule.
2. Exams – there will be a midterm exam, and a final exam as noted in the course schedule.
3. Students must complete a 15 page paper

**COURSE PREREQUISITES:**

ECON 1200 or ECON 1201 and 1202

ENGL 1010 or ENGL 1011 or ENGL 2011 or ENGL 3800

**GRADING PROCEDURE:**

Midterm Exam	25%
Final Exam	25%
Paper	40%
Participation	10%

Students must pass the writing component in order to pass this course.

This course adheres to all policies included in the student handbook, including, but not limited to issues of plagiarism, attendance, and student conduct.

While attendance is not an actual percentage of your grade, it does contribute to your participation and is essential to comprehending the material and completing

assignments, as well. Therefore it is highly recommended that you attend every class so as to not fall behind. Should you happen to miss a class, it is your responsibility to obtain the notes missed from that day.

Any exam or draft submitted late will be penalized 10% of its total value in your final grade. Therefore, it is in your best interest to complete all assignments on time. Exam make-ups will be offered at a time designated by the instructor. Failure to complete the assignment at this time will wind up as a zero in the final grade.

The participation grade will be based upon the content of responses offered during class lectures and discussions. Should it become apparent that only a few students are answering questions and/or no students are answering questions, quizzes will be given at the beginning of class based upon the content of that week's reading assignment, all of which will contribute to the 10% participation grade.

### **UNIVERSITY POLICY TOWARD ACADEMIC MISCONDUCT:**

All faculty members have been asked by the Office of Student Services and Advocacy to include the following statement on their syllabi: What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor,
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research,
- Plagiarism,
- Doing academic work for another student,
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors,
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation.

How is academic misconduct reported?

In most cases, an instructor will report a student for academic misconduct when he/she believes there is enough information to demonstrate a clear case. When an instructor believes there is sufficient evidence to demonstrate a clear case of academic misconduct, he/she shall generally notify the accused student in writing and orally within 30 days of the discovery of the alleged misconduct. Evidence of academic misconduct can include continuing suspicious behavior during an exam when warned by the instructor to stop and academic works being submitted by two students that are remarkably similar.

The instructor is responsible for saving all information on academic misconduct in its original form and does not need to return any of the material to the student. Copies of the

student's work and information about other evidence can be provided to the student upon request. In certain cases, the dean of a school or college may become aware of academic misconduct and may bring a complaint forward to the school or college's hearing body.

What is the instructor's role in preventing academic misconduct? Instructors should take all reasonable steps to prevent academic misconduct. If an instructor observes suspicious behavior during an examination, he/she should warn the students involved and request them to stop the suspicious behavior.

For further information on this topic see: <http://www.dosa.uconn.edu/> (The Office of Student Services & Advocacy) or more specifically: [http://www.dosa.uconn.edu/student\\_code.html](http://www.dosa.uconn.edu/student_code.html).

### **FROM THE OFFICE OF STUDENT SERVICES AND ADVOCACY:**

Sec. 10a-50. (Formerly Sec. 10-334g). Absence of students due to religious beliefs. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of such reason an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of day. No special fees of any kind shall be charged to the student for making available to such student such equivalent opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. For the purposes of this section, "institution of higher education" shall mean any of the schools comprising the state system of higher education, as defined in section 10a-1. (P.A. 75-367, S. 1.)

Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).”

## **RESEARCH PAPER**

As this is a "W" course, all students must submit a research paper of at least 15 pages in length, double-spaced with 1 inch margins at the top, bottom, and along the sides.

The paper can be on any topic of your choice ranging from the colonial period through 2017 and can either be macro- or micro- oriented. While the topic can be one specific event, it is preferred that it span more than just one day, week, month or even year. If you do choose a one-time event, please include in your paper a discussion of its impact over time and on the economy as a whole.

All papers must include proper citations (either MLA or APA style) throughout. Failure to do so signifies plagiarism, which is a form of academic misconduct.

Your paper topic along with an abstract are due by the start of class on **Thursday September 14th**.

The final paper is due **Thursday November 16th**. It is strongly encouraged that all students submit at least one rough draft prior to the start of November for review, comments, and suggestions.

If you are struggling with a topic, please find several ideas below, although you may choose your own topic. Please be aware that no two students can choose the same topic for their paper.

- 1) Compare and contrast any two time periods in American history to see the similarities and differences with regards to such things as GNP/GDP, productivity, inflation, working conditions, and economic growth among other factors.
- 2) Choose a specific invention, innovation, or technological advancement and discuss its impact on the economy since its inception.
- 3) Choose a corporation that has been in existence at least 75 years and discuss how it has continued to remain in existence in the larger marketplace and how it has been impacted by the overall economy.
- 4) Examine the growth and decline of unions in the economy during the 20th and 21st centuries.
- 5) Examine the impact of the three waves of the feminist movement on the economy and within the workplace.
- 6) Examine the role of Wall Street on Main Street at any point in the past century.
- 7) Compare the financial situation of the last decade with the financial situation leading up to and including the Great Depression.
- 8) Discuss trends in income and wealth inequality from the 1860 census through today, making sure to highlight specifically what transpired during the Great Depression, the impact of the New Deal, the Great Society, and the "War on Poverty" of the 1960s.
- 9) Trace the development and growth of a specific city. Explain how its economy has helped shape the national economy.
- 10) Discuss the relationship between politics and business and its impact on the economy.

## COURSE SCHEDULE

### Date

### Topics and Readings

August 31

Introduction, Why Study Economic History  
Walton/Rockoff Chapter 1

September 7

Whaples/Betts Essay 1  
The Colonial Era  
Walton/Rockoff Chapters 2-4

September 14

Whaples/Betts Essay 4  
The Colonial Era,  
The Revolutionary War  
Walton/Rockoff Chapters 5-6

September 21

Whaples/Betts Essay 2  
The New Nation and Economic Freedom  
Walton/Rockoff Chapters 6-7

September 28

Land and Transportation  
Walton/Rockoff Chapters 8-9  
Whaples/Betts Essay 10

October 5

The Industrial Revolution  
Walton/Rockoff Chapters 10-11  
Whaples/Betts Essay 12

October 12

The Financial Sector,  
Slavery  
Walton/Rockoff Chapters 12-13  
Whaples/Betts Essays 6 & 7

October 19

The Civil War and Its Aftermath  
Walton/Rockoff Chapter 14  
Whaples/Betts Essays 8 & 9  
MIDTERM EXAM

October 26

Agricultural Modernization,  
Railroads,  
Industrial Expansion and Concentration  
Walton/Rockoff Chapters 15-17  
Whaples/Betts Essays 13 & 15

November 2

Labor in the Industrial Society,  
The Financial System,  
Domestic & World Markets  
Walton/Rockoff Chapters 18-20  
Whaples/Betts Essays 14 & 16

November 9

World War I and Its Impact  
The Roaring '20s  
Walton/Rockoff Chapters 21-22

November 16

The Great Depression  
Walton/Rockoff Chapters 22-23  
Whaples/Betts Essays 18 & 19  
PAPER DUE

November 23  
November 30

NO CLASS – THANKSGIVING BREAK

The New Deal

World War II

Walton/Rockoff Chapters 24-25

December 7

Post World War II America

Walton/Rockoff Chapters 26-29

Whaples/Betts Essay 17

December 14

FINAL EXAM