Course Objective: The purpose of this course is to provide you with a fundamental understanding of the economic growth and development of the United States. The theme of economics and therefore of economic history is that of choice. For over four hundred years people have been coming to what is now the United States. The reasons for coming were as diverse as those who came e.g., from the ghettos of eastern Europe, the slave ships of Africa, the excesses of Pol Pot and the fungus that destroyed the potato crops of Ireland, the poverty of Latin and South America. The tide of immigrants helped provide the human capital necessary for economic growth, at the same time the indigenous population was being exterminated. The U.S. is a huge economy, dwarfing all other countries. Our standard of living is one of the highest in the world, yet we have a portion of our population that lives in poverty. We will look backward at the history of our development to try to explain the phenomenal growth of the U.S. economy through the eyes and analytical tools of the economist. That necessitates that you have a firm understanding of some basic economic concepts and tools. These will be developed and presented throughout the course.

Term Paper: You are responsible for the two books assigned as well as a term paper. The topic of your paper must be approved by the instructor no later than Tuesday, January 28th. The paper is to have (endnotes and a separate bibliography). There must be a minimum of six articles cited from scholarly economic journals e.g., The Economic History Review, Explorations in Economic History, Business History Review, Labor History, etc. The paper is to be no more and no less than ten pages (double spaced). The topic must be germane to American Economic History. The paper is an important part of the course. I expect it to be well written, well cited and grammatically correct. I do not want nor will I accept a series of quotes. Whenever you use someone else’s words or ideas you must give attribution i.e., cite. The paper is due on Tuesday, April 1st.

Required Text
& Other Readings:  
Addison Wesley, 2002  
The Wall Street Journal

Course Schedule and Content:

The following outline is tentative and is only presented as a guide. One is not to expect it will be followed exactly. You, as a mature student, should at a minimum, have read the assigned materials before attending class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Thurs., Jan. 9</td>
<td>Introduction, Housekeeping, Expectations</td>
<td>Roberts text</td>
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<tr>
<td>Tues., Jan. 11</td>
<td>Role of Economic History</td>
<td>Roberts text</td>
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<tr>
<td>Thurs., Jan. 16</td>
<td>Supply and Demand: Equilibrium Price and Output</td>
<td>Roberts text</td>
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<tr>
<td>Tues., Jan. 21</td>
<td>TANSTAAFL and the Production Possibilities Frontier</td>
<td>Roberts text</td>
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<tr>
<td>Thurs., Jan. 23</td>
<td>Gross National Product and Other Measures of Output</td>
<td>Roberts text</td>
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<tr>
<td>Tues., Jan. 28</td>
<td>European Colonization</td>
<td>H&amp;C</td>
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<td>Thurs., Jan. 30</td>
<td>The Frontier</td>
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<td>Tues., Feb. 4</td>
<td>Who Came and Where Did They Settle?</td>
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<tr>
<td>Thurs., Feb. 6</td>
<td>Economic Freedom/Economic Development Political Separation</td>
<td>H&amp;C</td>
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<tr>
<td>Tues., Feb. 11</td>
<td>Reevaluation/How To Earn A Living</td>
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<tr>
<td>Tues., Feb. 18</td>
<td>1st EXAM</td>
<td>H&amp;C</td>
</tr>
<tr>
<td>Thurs., Feb. 20</td>
<td>Constitution as an Economic Manifesto Introductory Materials</td>
<td>H&amp;C</td>
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<tr>
<td>Tues., Feb. 25</td>
<td>What to do with the Land, i.e., The Disposal of Public Land, Westward Ho</td>
<td>H&amp;C</td>
</tr>
<tr>
<td>Thurs., Feb 27</td>
<td>Immigration, Who Came and Why? What Did They Expect, What did They Find?</td>
<td>H&amp;C</td>
</tr>
<tr>
<td>Thurs., Mar. 6</td>
<td>Textiles, The Beginning of the Industrial Revolution Are We One Country or Are we Distinct</td>
<td>H&amp;C</td>
</tr>
<tr>
<td>Tues, Mar 11</td>
<td>Infrastructure Who’s To Pay?</td>
<td>H&amp;C</td>
</tr>
</tbody>
</table>
Agriculture: Contrast Between Regions North, South, West

Thurs, Mar 13
Money-Finance, The Cry For a Stable Economy. Slavery Was it Economically Viable? H&C

Tues. Mar. 18
SPRING BREAK

Thurs., Mar. 20
SPRING BREAK

Tues., Mar. 25
2nd EXAM

Thurs., Mar.,27
War and Reconstruction Were The Railroads an Engine of Growth? Agriculture and the End of the Frontier Population, Industrialization and Urban Growth Monopoly, Trusts, and Government Regulations H&C

Tues., Apr. 1
PAPER DUE
Financial Stability At Last, Not Really: Foreign Sector H&C

Thurs., Apr. 3
Labor, Social Unrest H&C

Tues., Apr. 8
European War
The Not So Exciting 20 Depression

Thurs., Apr. 10
New Deal, Fair Deal H&C

Tues., Apr. 15
WW II
The New Frontier and All That Preceded It H&C

Thurs., Apr. 17
The Service Sector H&C

Tues., Apr. 22
Where are we Going H&C

Thurs., Apr. 24
The Ravages of Inflation LAST CLASS H&C

Globalization

Final - Thursday, May 1st, 9:00 –10:50 (3rd Exam)

Last Day to Drop without a Grade Thursday, March 27th

Grading & Exams:
There will be three (3) examinations. Each exam will count 25% (1/4) and the term paper 25% of your final grade. A satisfactory grade on the paper is a requirement to successfully complete the course. The examinations will be a combination of short answer (identify and explain) and essay. Ink and blue books (exam books) are required for all exams. Make-ups will be given only under extenuating circumstances.

Academic Integrity: PLAGIARISM AND CHEATING

Simply put, plagiarism is the act of passing off as one's own idea or product taken (bought, borrowed, or stolen) from someone else. In terms of college work, plagiarism appears most often in term papers. the obvious case is the term paper bought, borrowed or stolen from another person and turned in as one's own. But the word also applies to smaller instances of the same thing: a paraphrase or direct quote (whether a line or a page or two) taken from some other source without a footnote to credit the original author and quotation marks, if you are quoting directly. When one uses someone else's research or ideas (including that person's idea of how to put together a particularly telling sentence or phrase), one must attribute the material to its author.

Plagiarism is essentially no different from copying another student's answers on a test.
In either case, my policy is that the student will receive the grade of "F" in the course.

**TIPS FOR A BETTER GRADE IN THIS CLASS:**

1. **Effective Notetaking**

Use the "split page" approach when taking notes. By using the split page approach you: (1) can quickly discover what it is that you don't know and (2) must translate what the instructor has said into your own words (words that are meaningful to you).

Draw a line down the middle of a page in your notebook. Take notes during class on the left hand side of the page. After class (or as soon as possible), you should REVIEW your notes line by line. There are two possibilities when you find something that you cannot comprehend. You may be able to recall what the teacher said in class. Now correct and embellish your notes. But make sure what you write down is in your own words. If you don't, you will probably forget your insight shortly. If you can't remember what the instructor said then you should underline the confusing material. Now you know specifically what it is you don't know. That is the beginning of mastery. You can then get your question answered at the beginning of the next class. Beyond this, you should translate the material into your own words. According to Jerome Bruner, the cognitive psychologist, this is how you can achieve mastery of the material. In effect, you write your own commentary on what the instructor has said. But since the notes are in your own words, the material will not be foreign and may not be forgotten. You will probably need to spend the equivalent of one half of a class period in "translating your notes."

2. **AUDIO TAPE THE CLASS LECTURES.**

This will act as a supplement to your "split page" notetaking by allowing you to fill in the gaps in your notes. Be sure to review the tape of a previous lecture before the next lecture.

3. **FORM A STUDY GROUP**

It will be much easier to keep up in class if you establish a standard time to meet outside of class each week with your group. At this time you can discuss the concepts which you are having trouble with and the gaps which you may have in your notes. Other group members may be able to clear up your problems.

**PLEASE: NO FOOD, DRINKS, HATS, PHONES, OR NOISE EMITTING BEEPERS IN CLASS!**

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform me of your needs during the first week of class so that I may take appropriate action. You should also notify the Office of Disabled Services Programs at 646-2769 concerning any needs you may have.