



Course	ECON 1740-001 U.S. Economic History Spring 2019 TH / 10:45 AM - 12: 05PM ST 104
Units	3 Credits
Requirement designation	American Institutions
Prerequisites	None
Instructor	Gokcer Ozgur Office: TBA Office Hours: TBA E-mail: ozgur@economics.utah.edu or Canvas e-mail
Teaching assistant	TBA
Course readings	Walton, G. M. and H. Rockoff (2018) <i>History of the American Economy</i> , 13th Edition. OH: Cengage, 2018. This book is also available directly from Cengage at https://www.cengage.com/c/history-of-american-economy-13e-walton . I encourage you to use the e-book or book rental options in order to save money. Older editions are available and will be cheaper, but there are some differences in content.
Course description	This course examines the economic and social history of the United States from the colonial period to the present day. While the course is broad in scope, special attention will be given to changes in sources of economic growth, the evolution of US labor markets, and changes in living standards (and their measurement). Part of our purpose is to improve our understanding of current economic issues by studying the historical patterns that have shaped them.
Course objectives	By the end of the semester, a successful student in this course (1) will gain a more detailed knowledge of US history, particularly in terms of developments in living standards, demography (population growth, immigration, and migration), technological change, and economic policy, (2) will acquire new insight into how economic concepts and measurements can be used to study history, (3) will learn the sources of economic growth in terms of natural endowments, technology, and institutional changes, (4) will learn the evolution of U.S. government policies and the effects of these policies on the economy, and (5) will have a sense of how understanding history makes us better able to understand the present.
Teaching and learning methods	This class uses a combination of lectures, assignments, and exams. Reading materials, and economic data will be used in all these methods. Class attendance and participation are integral aspects of this course, and you will not likely pass the course without consistent attendance and participation. The assigned readings should be completed before class, and these readings will be the basis for class discussions. Students are also expected to return weekly assignments, and

	participate in class discussions.					
Grading	Class participation and discussions		5%			
	Assignments		20%			
	Two midterm exam		50%			
	Final Exam		25%			
Grading Scale	A	94-100%	B-	80-83.9%	D+	67-69.9%
	A-	90-93.9%	C+	77-79.9%	D	64-66.9%
	B+	87-89.9%	C	74-76.9%	D-	60-60.3%
	B	84-86.9%	C-	70-73.9%	E	0-59.9%
Class participation	Students with consistent class attendance and participation in class debates will get full credit for the class participation. Inconsistent attendance and participation will lead to less than full credit.					
Assignments	Every Thursday, a new assignment topic will be posted on Canvas and you are expected to submit your assignment via Canvas on the following Tuesday by 10:45 AM. Late returns will not be accepted.					
Exams	There will be two midterms and one non-comprehensive final exam. If you anticipate missing a test due to a time conflict, please notify me in advance. No make-up exams will be given if arrangements are not made before the exam dates.					
Expectations	<p>You can expect me to:</p> <ul style="list-style-type: none"> • Treat students and others with respects. • Return e-mails within 24 hours. • Use Canvas to enhance student learning, communication, and convenience. • Be readily available to meet with students, either during regularly-scheduled office hours or at any other time that works for both of us. <p>I expect you to:</p> <ul style="list-style-type: none"> • Actively communicate and use Canvas regularly. • Complete reading and homework assignments, take all exams, and participate in class discussions. • Attend each class section. In the event that you missed a class, please notify me in advance and assume responsibility for the material you missed. • Read the course syllabus, ensure you have a clear understanding of the course requirements and evaluation methods used in the course, and fulfill the course requirements. • Come to class prepared and participate fully, honestly, and professionally in class discussions and online class activities. • Learn about and abide by the University of Utah's academic honesty policy. Do not engage in cheating or plagiarism. 					

University Policies

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color,

religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Center If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Oplin Union Building. Hours: M-F 8-5PM. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center If you are a member of the LGBTQIA community, I want you to know that my classroom is a safe zone. Additionally, the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5PM. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Student Names & Personal Pronouns Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected."

Learners of English as an Additional/Second Language If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Syllabus changes This is a tentative syllabus and my change in due course. Such changes will be discussed in class and announced on Canvas.

COURSE CALENDER			
These dates are subject to change at the discretion of the instructor.			
Week	Date	Topic	Reading
Week 1	01/08	Introduction	W&R Chapter 1
	01/10	Early Colonies	W&R Chapter 2
Week 2	01/15	Colonial America: Economic Activities	W&R Chapter 3
	01/17	Colonial America: Economic Progress and Wealth	W&R Chapter 5

Week 3	01/22	Three Crises and Revolt	W&R Chapter 6
	01/24	Antebellum Economic Growth	W&R Chapter 10
Week 4	01/29	Labor in Early Industrial Era	W&R Chapter 11
	01/31	Money and banking	W&R Chapter 12
Week 5	02/05	More on money and banking	W&R Chapter 12
	02/07	1st Midterm	
Week 6	2/12	Slavery	W&R Chapter 13
	02/14	Civil War Recovery, and Regional Divergence	W&R Chapter 14
Week 7	02/19	Westward Movement	W&R Chapter 15
	02/21	Industrial Expansion and Concentration	W&R Chapter 17
Week 8	02/26	Demography and Labor after the Civil War	W&R Chapter 18
	02/28	World War I	W&R Chapter 21
Week 9	03/05	The Roaring Twenties	W&R Chapter 22
	03/07	2nd Midterm	
Week 10	03/12	Spring Break	
	03/14		
Week 10	03/19	Great Depression	W&R Chapter 23
	03/21	Great Depression	W&R Chapter 23
Week 11	03/26	The New Deal	W&R Chapter 24
	03/28	More on the New Deal	W&R Chapter 24
Week 12	04/02	World War II	W&R Chapter 25
	04/04	The changing role of the federal government I	W&R Chapter 26
Week 13	04/09	The changing role of the federal government II	W&R Chapter 26
	04/11	Growth and Business Cycles	W&R Chapter 27
Week 14	04/16	Manufacturing, productivity, and labor	W&R Chapter 28
	04/18	Manufacturing, productivity, and labor	W&R Chapter 28
Week 15	04/23	The state of the economy: a historical balance sheet	W&R Chapter 29
	05/01	FINAL EXAM Wednesday, May 1, 2019 10:30 am – 12:30 pm	

