

ECON 5470/6470: AMERICAN INDUSTRIALIZATION/ECONOMIC DEVELOPMENT

Fall 2021

Instructor: Jan Weber	Time: Asynchronous
Email: jan.weber@utah.edu	Place: Online

Office Hours and Communication:

Office hours will be held on Zoom by appointment only. Please use Canvas or email with your u-Mail address for any communication. Do optimize communication, please send me three time slots which will work for you best.

Objectives:

By the end of the semester, a student can expect to:

1. Develop a detailed understanding of the evolution of the US economy from colonial times to the present in terms of industrial composition, growth rates, methods of production, and living standards
2. Understand the similarities and differences between economic growth and economic development, including familiarity with key metrics of economic performance (output, income, inequality)
3. Recognize how economists use models to understand changes in the economy
4. Analyze how different economic concepts are – and are not – descriptive of events in U.S. economic growth and development
5. Organize your understanding of economic research in presentations, and discuss the research in the field

Prerequisites:

“C-” or better in (ECON 2010 AND ECON 2020) OR (AP Microeconomics score of 3 or better AND AP Macroeconomics score of 3 or better).

Course Overview:

- Class level
This course fulfills an *upper-division communications/writing requirement*. This course has a designation of *sustainability – limited*. Graduate students should register for ECON 6470 and will be held to higher standards and/or additional work.
- Course set-up
Every week students should review the assigned learning module and complete the assignment(s) for the week.
- Required materials
Students need to have access to a computer with reliable internet access to review course materials and complete assignments. Students will also need access to a software that can convert visual content into a video with voice-over recordings, such as Microsoft Powerpoint.
- Assigned textbook
There is no textbook for this course. All required readings, videos, etc. will be provided in Canvas.

Course Expectations:**• Instructor Expectations:**

Your instructor is your mentor and facilitator of the classroom experience and is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments designed to challenge students and will provide them with opportunities to learn and practice course content.
- This course is not a class that is run “automatically” by technology. The instructor will interact with the via announcements, virtual office hours, email, feedback on assignments, and comments on lecture bulletin boards.
- The instructor will respond to emails in a timely fashion. “Timely” in this instance means within 48 hours, not including weekends and holidays.
- The instructor will be available for individual consultation via virtual office hours, email, or phone. Students will not be required to come to campus in order to meet with the instructor or teaching assistants.
- The instructor will provide feedback on the assignments in a timely manner.
- The instructor will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with required documentation.

• Student Expectations:

Though the online format allows students greater flexibility to complete their work, this course does have a structure and timeline, including due dates for course assignments. As such, the following is expected of all students in this class:

- Students will log in to the course a minimum of 3 times per week.
- Students may be expected to work with classmates; however, students are not expected to interact with their classmates in person. A good alternative to meeting in person would be online video conferencing, which allows students to find a time to meet that works best for their schedule. Depending on the assignment, students can also choose to interact and/or conference with their classmates with using whatever technology they prefer (GroupMe, FaceTime, Google Hangouts, Zoom, etc).
- To do well in this class, students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course.
- Students will regularly check course announcements. The “Announcements” area is the instructor’s official means of communication when distributing information to the entire class.
- Students will update their Canvas settings to ensure they receive timely notifications from the course.
- If students have any questions, are struggling with course materials, or need further assistance from their instructor, they will take the initiative to contact their instructor via the Inbox feature in Canvas or via email.
- Email is not perfect; sometimes, messages sent to instructors are lost before they are read. If you do not hear back from your instructor 3 days after sending a message, please contact your instructor again.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.

- **Netiquette:**

Students are expected to follow the core rules of netiquette at all times while participating in the class, interacting with other students, and communicating with the course instructor.

Assignments:

All assignments will be submitted via Canvas. Late assignments or missing attendance will not get credit except in the cases of:

1. Medical emergencies
2. Officially sanctioned University activities
3. Religious obligations

As indicated in PPM 9-7 Sec 15, the appropriate unit should provide a written statement for the reason of absence. In cases 2 and 3, students should inform the instructor at least one week before an examination and reschedule. Students will not be assigned extra credit work to improve their grades (see below).

Technology info:

Your instructor has invested time before the start of the semester to ensure that the technologies used in this online class will operate smoothly. Nevertheless, technology does not always do what we want it to do! As such, this course has the following expectations regarding tech problems:

- Students are required to contact the instructor immediately when they notice broken links or inaccessible files in the course. Links and files are assumed to work, unless students indicate otherwise. Points lost on assignments due to inaccessible links and files cannot be made up if students did not notify the instructor of the problem prior to the assignment due date.
- The instructor is committed to fixing broken links and inaccessible files as soon as possible after being notified by the students. In the case that there will be a significant delay before these items can be fixed, the instructor will post an announcement to inform about the problem and to describe any alternate files/links or alternate due dates for assignments, if applicable, that students should be aware of.
- Students are responsible for submitting all assignments and activities by their due dates. In the case that technical problems prevent a student from submitting an assignment, students are required to:
 - Immediately contact their instructor via email or the Canvas Inbox, to let them know about the problem and to submit a copy of their assignment as an attachment (where possible).
 - Then, immediately contact the Canvas help desk to troubleshoot and resolve the problem.
 - Submit an email updating the instructor on whether the problem was resolved and of any additional steps the student or instructor needs to take to get the assignment properly submitted to Canvas.
- Students are expected to read all assignment instructions and to submit work in the required file formats. Work submitted as improper file formats will not be considered to have been handed in on time. The instructor will only grade work submitted using the proper file format.
- It is the student's responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems in the course, 24/7 help is available to all students via the Help button in the far-left Canvas menu.

To support students who may have technology access challenges, the [Marriott Library](#) is expanding the number of laptops and hotspots available for checkout.

Grading Policy:

There are six types of assignments in this course that will be used for evaluating student achievement of course objectives, for a total of 100 possible points. All assignments are due on Tuesday night, 11:59pm MST. If you need an extension on a deadline, please get in touch with me in advance - I'm open to making accommodations. All writing assignments will be reviewed with plagiarism software, and any score of "copied" writing higher than 15% will receive a score penalty, with very high plagiarism scores resulting in a 0 grade.

ECON 6470: Students registered for the graduate section of the course (6470) will have slightly more advanced requirements. (1) They will have extra readings to review for quizzes, (2) they will be required to cover two of the "big questions" in a longer, 20-page paper and (3) they will be required to submit two resource outlines per due date, instead of 1, and must have a minimum of 10 citations on their paper – 6 from their outlines, 2 from course materials, and 2 further peer-reviewed publications.

Assignments are as follows:

1. Lesson quizzes (5 points each — 20 points total)
Students will be assigned 5 quizzes to gauge their review and understanding of lesson materials such as readings, videos, or podcasts. The lowest quiz score will automatically be dropped from student grades. Students will be given 2 attempts at each quiz, with 20 minutes per attempt.
2. Activities (2 points each — 10 points total)
Students will be assigned 6 activities to engage them with assigned materials. These activities might include, for example, short writing assignments or discussions. The lowest activity score will automatically be dropped from student grades.
3. Resource outlines (5 points each — 15 points)
In preparation for their final paper, 5470 students will submit an outline of 3 different papers from peer-reviewed journals. (6470 will submit 6)
4. Peer reviews (5 points each — 10 points total)
In preparation for their final paper, students will peer-review the outlines of other students similar topics, which will further familiarize them with the topic and useful references
5. Big topic group presentations (20 points total)
Towards the end of the semester, each student group that has worked on "big topic" presentations will make a 20-minute presentation of what they have studied, learned and concluded about their big topic questions. Further instructions about the group presentation will be included in the Canvas assignment instructions and rubric.
6. Final paper (25 points total)
Students in Econ 5470 will be assigned write a 10-page paper addressing one of the following "big questions" (6470 students need write a 20-page paper that addresses two of these questions):
 - Can economic growth be sustained in the future in the US? Should growth be our primary policy objective? What evidence from US economic history supports your conclusions?
 - Why is inequality rising in the US, and does inequality matter for the functioning of the US economy and society? What evidence from US economic history supports your conclusions?
 - What does new technology do to the conditions faced by workers – levels of pay, unemployment, working conditions? What evidence from US economic history supports your conclusions?

- Why has the economic presence of the government grown, and how does the growth of government affect the economy? What evidence from US economic history supports your conclusions?

In the first week's activity, students will rank these questions by their level of interest and will be assigned to one question, along with a group of students also addressing the same question. Activities and peer reviews will be completed in these groups, so students can learn from one another and share resources. The body/writing portion of the paper should be 10 pages in length, and useful reference to all three papers used for resource outline assignments should be included. Students must reference a minimum of 5 peer-reviewed articles – at least three from their resource outlines and two from assigned class readings – in the paper and include a bibliography (10 sources for 6470 students). Further requirements for the paper are included in the Canvas assignment instructions and rubric.

Extra Credit:

Because the lowest reading quiz and activity scores are dropped, there is 7% extra credit already built into the course! Beyond this, students can earn 2 points by completing their student course feedback at the end of the semester.

Grade Scale:

A	94+	C	73-76.9
A-	90-93.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	61-62.9
C+	77-79.9	E+	< 61

This grading scheme might get adjusted after the course has started. Such a “curving” will only favor students compared to the here given grading scheme and be announced through Canvas and within class.

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. [Accommodation Policy](#) (see Section Q)

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

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).

Undocumented Student Support Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

Drop/Withdrawal: Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the Academic Calendar for the last day to withdraw from term, first and second session classes.

Deadlines for courses with irregular start and end dates policy:

<https://registrar.utah.edu/handbook/miscellaneous.php>

Plagiarism/Cheating: It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For detailed definitions and possible sanctions, see the Student Code: <http://regulations.utah.edu/academics/6-400.php>

Wellness Statement: Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

For helpful resources, contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Support Center: The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

You can visit their website for more information about their services and support at:

<http://veteranscenter.utah.edu>

LGBT Resource Center: The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8:00AM - 5:00 PM MT.

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>

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:

- [Writing Center](#)
- [Writing Program](#)
- [English Language Institute](#)

Face Coverings: Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(CDA\)](#). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

Syllabus Changes:

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be posted to Canvas under Announcements.