San José State University
Department of Economics
Econ/Hist 113A—Economic History of the United States
Course No. 48018/49530, Fall 2017

Instructor: Jeffrey Rogers Hummel
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Office Hours: Tuesday, 4:30-6:00 P.M.; Thursday, 1:00-2:30 P.M.; and by appointment
Class Days/Time: Tuesday and Thursday, 3:00-4:15 P.M.
Classroom: DMH 166
Prerequisites: Upper division standing or instructor consent

Course Description
Economic analysis of U.S. history to the mid-20th century and its application to understanding the causes, patterns, and consequences of economic development.

Announcement
This is now a four-unit course. You are expected to complete an average of 12 hours of work per week inclusive of lectures, assignments, and activities. This syllabus contains learning objectives, class meeting times, and assignments commensurate with the expectation of 12 hours of work per week across 15 weeks in a semester. For reference, under a traditional three-unit course, you were expected to complete 9 hours of work per week inclusive.

Description of changes
The new, 4-unit Econ/Hist 113A has been modified to include more material. This extra material is incorporated into expanded readings (described below under “Required Texts/Readings”). The reading will require an estimated 40 hours of additional outside activity over the entire semester. This expected time is based on average reading and writing skills. This requirement means that the new 4-unit Econ/Hist 113A course now supports achievement of the Economics Department’s Program Learning Objective number 5: Communication.
Course Learning Outcomes and Program Learning Objectives

This course covers the historical evolution of the United States economy, from before European settlement to the present day, within a global context. It will survey the broad contours of economic events during this span of five hundred years, noting the interaction of economics with social, legal, and political institutions and the impact of economics on culture and society. Students will also learn how to integrate economic theory with historical particulars. Although this course touches on the full range of Economics PLOs, it emphasizes PLO4.

PLO 4: Specialist Area in History and Development: Integrate economic theory with historical particulars.

PLO 5: Communication: Demonstrate efficient communication skills.

Upon successful completion of this course, students will be able to:

CLO 1. Identify the general features and possible causes of the Agricultural and Industrial Revolutions and explain how those two transformations relate to the economic development of the United States.

CLO 2. Describe the contours and pattern of North American economic history, from before European contact until the mid-twentieth century.

CLO 3. Discuss how economic theory enriches our understanding of historical particulars, with emphasis on the impacts of war, chattel slavery, migration, and trade, both regional and international.

Required Texts/Readings

Textbooks


Other Readings

In addition to the above, I also will assign supplementary readings, via either internet links or handouts.

Assignments and Grading Policy

The final examination, which will be comprehensive, is worth 40 points out of the total of 100 for the course. Each of two other examinations is worth 20 points toward the total. In addition, there will be short, objective quizzes based exclusively on each of the assigned readings worth another 20 points. Each quiz individually is worth 2.5 points, allowing students to drop or miss four out of the twelve quizzes. There will be no make-ups for any quizzes. Although I shouldn’t have to mention this, cheating on any quiz or exam will result in an automatic F for the entire course.

(continued)
Converting number grades to letter grades:

<table>
<thead>
<tr>
<th>Number Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
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<td>80-82</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
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<td>70-72</td>
<td>C-</td>
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<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>below 60</td>
<td>F</td>
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Also affecting final grades are the total number of quizzes students take. Although allowed to drop four out of the twelve quizzes without penalty, students who do not turn in written summaries and get a positive score (of at least one-half point) on a minimum of four quizzes automatically fail the course, no matter how well they have done on their exams. Below is listed the highest final grade that students can achieve depending on how many written summaries with positive quiz scores they have completed.

- only 4 quizzes with positive score: highest possible grade: F
- only 5 quizzes with positive score: highest possible grade: D+
- only 6 quizzes with positive score: highest possible grade: C+
- only 7 quizzes with positive score: highest possible grade: B+
- 8 or more quizzes with positive score: highest possible grade: A+

Classroom Protocol

This is a traditional, lecture-based course. I therefore encourage students to record the lectures if they believe doing so will help their studying. But any use of laptops, tablets, or other electronic device for typing notes is prohibited in class. Studies have proven that students who take notes on these devices significantly impair their comprehension of the material. So students need to come prepared to take hand-written notes. Those who violate this prohibition will have a half point deducted from their final grade for the course (out of 100 points) for each and every infraction.

Because class participation helps enliven the course, it is greatly appreciated and can earn students up to one extra point toward their final grade. Finally, if you experience any difficulty in this course, please do not hesitate to come to me for help. I am available not only during office hours but also by phone, and I am always happy to clarify hard concepts, resolve any lingering confusion, or otherwise assist you in making this course enjoyable and rewarding.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
# Econ/ Hist 113A—Economic History of the United States
## Fall 2014: Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sep 14</td>
<td>Walton &amp; Rockoff, chs. 9-10; Folsom, ch. 1.</td>
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<tr>
<td>6</td>
<td>Sep 28</td>
<td>Walton &amp; Rockoff, intro. to part 3; chs. 14-16.</td>
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<tr>
<td>7</td>
<td>Oct 5</td>
<td>first examination.</td>
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<tr>
<td>11</td>
<td>Nov 2</td>
<td>second examination.</td>
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<tr>
<td>Date</td>
<td>Nov 16</td>
<td>Nov 23</td>
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<td>Final Exam</td>
<td>DMH 166: 2:45 to 5:00 P.M.</td>
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**Course Units:**

I. Background: Economic History’s Two Most Momentous Transformations.

II. Europe Encounters the New World.

III. The Economy of Colonial North America.

IV. The Political Economy of the American Revolution.

V. From Independence to Sustained Growth.

VI. America's Turning Point: the Civil War.

VII. American Industrialization: Myths and Realities.

VIII. Progressivism and Its Wartime Fulfillment.

IX. The U.S. Economy During the Interwar Years.

X. The Ascendancy of the Mixed Economy: The U.S. in World War II and Beyond.

For each unit, I will hand out an outline of my lecture, a list of important terms, and some optional recommended readings.
Optional Recommended General Readings:

Introductory Economics


Paul Heyne, Peter J. Boettke, and David L. Prychitko, *The Economic Way of Thinking*, 13th edn. (Upper Saddle River, NJ: Prentice Hall, 2013). [Note: If you can find it, the 5th edn. written exclusively by Heyne was the best, although more recent editions are still useful.]


Surveys of United States History


U.S. Economic History


