

U.S. Economic History

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Office Hours: Tuesday, 11:00am-1:00pm, or by appointment

Required Text:

Jeremy Atack, Peter Passell. [A New Economic View of American History: From Colonial Times to 1940](#). 2nd edition. Norton.

We will also read academic articles. You can download these articles on JSTOR.org using any computer hooked into the CSUF network or through the CSUF library website.

Course Requirements

The course will consist of one “mid-term” examination, a final examination, and one term paper. There will be no make-up examinations. If the mid-term is missed, the final will carry the additional weight **if and only if** a valid excuse (e.g., doctor’s note) is presented.

The term paper is due in class on the date listed below. I will accept papers without penalty up through the end of the class period. Any papers turned in after this time will be accepted, but will carry a penalty of 10 points per day (unless, of course, you have a valid, documented excuse).

Course Goals

This course is aimed at facilitating critical thinking. This class will provide: 1) a general overview of important events and periods in the economic history of the U.S.; 2) an analysis of important historical events from an economic viewpoint. The term paper should include both of these elements, especially the latter.

General Education Information

This course meets the University’s General Education requirement in Category D.5, Explorations in Social Sciences. The learning goals include:

- Examine problems and issues in the social sciences in a variety of cultural, historical, and geographical contexts, and from different disciplinary and interdisciplinary perspectives.
- Apply theories and concepts from the social sciences to address contemporary and future problems confronting communities at different geographical scales, from local to global.
- Analyze and evaluate critically the application of social science concepts and theories to particular problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice.
- Understand constructs of cultural differentiation, including ethnicity, gender, race, and social class, and their effects on the individual and society.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to:

- 1) Using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor
- 2) **Plagiarism** as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

**Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

For more, see http://www.fullerton.edu/catalog/university_req_and_reg/gradingpol.asp and <http://business.fullerton.edu/ethics/files/UPS300-021.pdf>

Withdrawal and Drop Policy

See your California State University Catalogue.

Grading

There are 100 possible points. The grading breakdown is as follows:

Class Participation	10 points
Term Paper	40 points
Midterm Examination	20 points
Final Examination	30 points

There will be no make-up exams, and no early or late sittings for exams. +/- grading will be employed. I will grade on a ten-point scale:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	<60	F
77-79	C+		

Term Paper

The topic of your term paper can cover any period or event in U.S. economic history. It should be 7-10 pages long and include data analysis. You will be required to stop by my office at least once two weeks prior to the due date to discuss your paper topic. This office visit will count towards your class participation grade.

Students with Disabilities

The University requires students with disabilities to register with the Office of Disabled Student Services (DSS), located in UH-101 and at (657) 278 – 3117, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations. For more, see:

<http://www.fullerton.edu/disabledservices/>

University Emergency Policy

Link: http://www.fullerton.edu/emergencypreparedness/ep_students.html

EMERGENCY CALLS DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department;

Non-emergency line: (657) 278-2515

Mihaylo College of Business and Economics Assessment Statement

The main purpose of the degree program at the Mihaylo College of Business & Economics (College) at Cal State Fullerton is to provide you with the knowledge and skills that prepare you for a successful career in business. In order to assist us in achieving this goal, we will use a number of assessment tools to track your progress throughout the College curriculum. Please expect to participate in College assessment activities in several of your courses while at CSU, Fullerton. As you do so, you will assist us in identifying our program's strengths and weaknesses as well as areas for potential improvement. In other words, you are making an important investment in the value of your degree.

Course Outline

This is a very tentative schedule and is subject to change at any time. All due dates and examination dates will not be changed, however.

(AP): Atack and Passell text

** : Optional Readings

Overview – What is Economic History? (Aug. 24, 26, 31)

AP: Introduction, Ch. 1

David, Paul A., "Clio and the Economics of QWERTY," *American Economic Review*, 1985.

Whaples, Robert, "Where is the Consensus Among American Economic Historians? The Results of a Survey on Forty Propositions," *Journal of Economic History*, 1995.

McCloskey, Donald N., "Does the Past Have Useful Economics?," *Journal of Economic Literature*, 1976.

North, Douglass C., "Institutions," *Journal of Economic Perspectives*, 1991.

The Colonial Economy and Independence (Sept. 2)

AP: Ch. 2

Galenson, David, "The Rise and Fall of Indentured Servitude: An Economic Analysis," *Journal of Economic History*, 1984.

An Economic Interpretation of the U.S. Revolution (Sept. 7)

AP: Ch. 3

Egnal, Marc and Joseph Ernst, "An Economic Interpretation of the American Revolution," *William and Mary Quarterly*, 1972.

The Nineteenth-Century Transportation Boom (Sept. 9, 14)

AP: Ch. 6, 16

Klein, Daniel B., "The Voluntary Provision of Public Goods? The Turnpike Companies of Early America," *Economic Inquiry*, 1990.

**Fogel, Robert, "A Quantitative Approach to the Study of Railroads in American Economic Growth: A Report of Some Preliminary Findings," *Journal of Economic History*, 1962.

Slavery (Sept. 16, 21, 23)

AP: Ch. 11, 12

Ransom, Roger, and Richard Sutch, "Capitalists Without Capital," *Agricultural History*, 1988.

Wright, Gavin, "Slavery and American Agricultural History," *Agricultural History*, 2003.

**Fleisig, Haywood, "Slavery, the Supply of Agricultural Labor, and the Industrialization of the South," *Journal of Economic History*, 1976. (reading the Appendix is optional)

The Economics and the Costs of the Civil War (Sept. 28, 30)

AP: Ch. 13, 14

Goldin, Claudia D. and Frank D. Lewis, "The Economic Cost of the American Civil War: Estimates and Implications," *Journal of Economic History*, 1975.

**Temin, Peter, "The Post-Bellum Recovery of the South and the Cost of the Civil War," *Journal of Economic History*, 1976.

Nineteenth-Century U.S. Industrialization (Oct. 5, 7, 12)

AP: Ch. 7, 17

Rosenbloom, Joshua L., "Path Dependence and the Origins of the American Cotton Textile Industry," in David Jeremy and Douglas A. Farnie, eds. *The Fibre that Changed the World: Cotton Industry in International Perspective* (Oxford: Oxford University Press, 2004).

Chandler, Alfred D., "Organizational Capabilities and the Economic History of Industrial Enterprise," *Journal of Economic Perspectives*, 1992.

Wright, Gavin, "The Origins of American Industrial Success, 1879-1940," *American Economic Review*, 1990.

Term Paper Assigned: October 5

MIDTERM EXAMINATION: OCTOBER 14

October 19: Review Exam Results, Discussion of Current Economic Events (bring questions!)

Labor and Immigration (Oct. 21, 26)

AP: Ch. 8, 19

Goldin, Claudia and Ken Sokoloff, "Women, Children, and Industrialization in the Early Republic: Evidence from the Manufacturing Censuses," *Journal of Economic History*, 1982.

World War I and the Roaring Twenties (Oct. 28)

AP: Ch. 20

Goldin, Claudia, "The Human-Capital Century and American Leadership: Virtues of the Past,"
Journal of Economic History, 2001.

The Great Depression, New Deal, and World War II (Nov. 2, 4, 9)

AP: Ch. 21, 22

White, Eugene, "The Stock Market Boom and Crash of 1929 Revisted," *Journal of Economic Perspectives*,
1990.

Field, Alexander, "The Most Technologically Progressive Decade of the Century," *American Economic
Review*, 2003.

Calomiris, Charles W., "Financial Factors in the Great Depression," *Journal of Economic Perspectives*,
1993.

**Kossoudji, Sherrie A., and Laura J. Dresser, "Working Class Rosies: Women Industrial Workers
During World War II," *Journal of Economic History*, 1992.

- **If we have time, we will dedicate at least half of a class to discussing the Great Depression in the context of the economic downturn of 2008-2010!**

Nov. 11: Veterans Day (Campus Closed)

The Growth of the Federal Government (Nov. 16, 18)

AP: Ch 23

**Higgs, Robert, "Wartime Prosperity? A Reassessment of the U.S. Economy in the 1940s," *Journal of
Economic History*, 1992.

**Lindert, Peter, "The Rise of Social Spending, 1880-1930," *Explorations in Economic History*, 1994.

**Lindert, Peter, "What Limits Social Spending?," *Explorations in Economic History*, 1996.

THANKSGIVING BREAK: (Nov. 23, 25)

The Golden Age of U.S. Capitalism (Nov. 30, Dec. 2)

Wright, Gavin, "The Civil Rights Revolution as Economic History," *Journal of Economic History*, 1999.

Goldin, Claudia, "The Changing Economic Role of Women: A Quantitative Approach," *Journal of
Interdisciplinary History*, 1983.

Abramovitz, Moses, "Catching Up, Forging Ahead, Falling Behind," *Journal of Economic History*, 1986.

Term Paper Due: December 2 (in class)

In-class review (Dec. 7, 9)

**FINAL EXAMINATION:
THURSDAY, DECEMBER 16 AT 2:30 PM**

The main purpose of the degree program at the College of Business & Economics (CBE) at CSUF is to provide you with the knowledge and skills that prepare you for a successful career in business. In order to assist us in achieving this goal, we will use a number of assessment tools to track your progress through the CBE curriculum. Please expect to participate in CBE assessment activities in several of your courses while at the CBE. As you do so, you will assist us in identifying our program's strengths and weaknesses as well as areas for potential improvement. In other words, you are making an important investment in the value of your degree.