San José State University
Department of Economics
Econ/Hist 113A—Economic History of the United States
Course No. 48219/29500, Spring 2019

Instructor:	Jeffrey Rogers Hummel
Office Location:	DMH 133
Telephone:	Campus office, (408) 924-5418; Home office, (925) 926-0807
Email:	Jeffrey.Hummel@sjsu.edu
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 161
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

1. Gary M. Walton and Hugh Rockoff, *History of the American Economy*, 11th edn. (Mason, OH: Thomson, South-Western, 2009); **ISBN-13:** 978-0324786620.

2. Burton W. Folsom, Jr., *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*, 3rd edn. or later (Herndon, VA: Young America's Foundation, 1996); **ISBN-13:** 978-0963020314.

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:

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

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 get a positive score (of at least one-half point) on a minimum of six 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 positive quiz scores they have received.

only 5 quizzes with positive score	highest possible grade: F
only 6 quizzes with positive score	highest possible grade: D+
only 7 quizzes with positive score	highest possible grade: C+
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
Spring 2019: Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	
2	Jan 31	Walton & Rockoff, preface, chs. 1-2, intro. to part 1: Steven Pinker, "We're Getting Nicer Every Day: A History of Violence," *The New Republic*, (March 19, 2007), available as a pdf file that will be emailed to all students.
3	Feb 7	Walton & Rockoff, chs. 3-5; Hans Rosling, "The Joy of Statistics," five-minute BBC video (November 2010), http://www.youtube.com/watch?v=jbkSRLYSojo&feature=player_embedded#!
4	Feb 14	Walton & Rockoff, chs. 6-8, intro. to part 2; Folsom, prefaces; Jeffrey Rogers Hummel, "Benefits of the American Revolution: An Exploration of Positive Externalities," *Library of Economics and Liberty* (2 July 2018), https://www.econlib.org/library/Columns/y2018/HummelAmericanrevolution.html.
5	Feb 21	Walton & Rockoff, chs. 9-10; Folsom, ch. 1;Michele Boldrin, David K. Levine, and Alessandro Nuvolari, "Do Patents Encourage or Hinder Innovation? The Case of the Steam Engine," *The Freeman*, 58 (December 2008): 14-17, https://admin.fee.org/files/doclib/122008freeman-boldrin.pdf.
6	Feb 28	Walton & Rockoff, chs. 11-13; Jeffrey Rogers Hummel, "The Upside of Government Default," *The American* (February 16, 2012), http://www.aei.org/publication/the-upside-of-government-default/.
7	Mar 7	first examination.
8	Mar 14	Walton & Rockoff, intro. to part 3; chs. 14-16.
9	Mar 21	Walton & Rockoff, chs. 17-18; Folsom, ch. 2; Lawrence W. Reed, "Child Labor and the Industrial Revolution," *The Freeman*, 41 (August 1991): 304-07, available as a pdf file that will be emailed to all students.
10	Mar 28	Walton & Rockoff, chs. 19-20; Folsom, ch. 5; Thaddeus Russell, "7 Ways the Mafia Made the U.S. a Better Place, 'Renegade History'," *Huffington Post* (October 26, 2010), http://www.lewrockwell.com/orig11/russell-t2.1.1.html.
	Apr 4	Spring break.

11	Apr	11	Walton & Rockoff, intro. to part 4, chs. 21-22; Folsom, ch. 4; Stephen Davies, "The History of 'Underdevelopment'," *The Freeman,* 56 (June 2006): 32-33, available as a pdf file that will be emailed to all students.
12	Apr	18	second examination.
13	Apr	25	Walton & Rockoff, chs. 23-24; Folsom, ch. 6; Ronald Radosh and Allis Radosh, "Rethinking Warren G. Harding," *New York Times* (27 August 2015), available as a pdf file that will be emailed to all students; Jim Powell "How FDR Prolonged the Great Depression," *Cato Policy Report*, 25 (July/August 2003): 1, 15-17, http://object.cato.org/sites/cato.org/files/serials/files/policy-report/2003/7/powell.pdf.
14	May	2	Walton & Rockoff, chs. 25-27, intro. to part 5; David Kelley and Jeff Scott, "Gekko Echo: A Closer Look at the 'Decade of Greed'," *Reason*, 24 (February 1993): 30-37, to be handed out in class.
15	May	9	Walton & Rockoff, chs. 28-29; Folsom, ch. 7; Brink Lindsey, "Nostalgianomics," *Reason*, 41 (June 2009): 30-37 available as a pdf file that will be emailed to all students;Joe Sobran, "Bill Gates, Robber Baron," (May 13, 1998), http://www.sobran.com/columns/2005/050526.shtml.
Final Exam	May	21	DMH 161: 2:45 to 5:00 P.M.

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

Todd G. Buchholz, *New Ideas from Dead Economists: An Introduction to Modern Economic Thought*, rev. ed (New York: Plume, 2007).

Tyler Cowen and Alex Tabarrok, *Modern Principles of Economics*, 3rd edn. (New York: Worth, 2014).

Henry Hazlitt, *Economics in One Lesson: Fiftieth Anniversary Edition* (San Francisco: Laissez Faire, 1996).

David Henderson, ed., *The Fortune Encyclopedia of Economics* (New York: Warner Books, 1993).

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.]

Steven E. Landsburg, *The Armchair Economist: Economics and Everyday Life* (New York: Free Press, 1993).

N. Gregory Mankiw, *Principles of Economics*, 5th edn., (Mason, OH: Thomson, 2007).

Surveys of United States History

Bernard Bailyn, David Brion Davis, David Herbert Donald, John L. Thomas, Robert H. Wiebe, Gordon S. Wood, *The Great Republic*, 1st edn. (Boston: Little, Brown, 1977). [Note: Avoid the second edition, which was dumbed down.]

John M. Blum, William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward, *The National Experience: A History of the United States*, 8th edn. (Fort Worth: Harcourt Brace, 1993).

Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, 6th edn. (New York: McGraw Hill, 2010).

Eric Foner, *Give Me Liberty!: An American History*, 4th edn. (New York: W. W. Norton, 2013)

Gilman M. Ostrander, *A Profile History of the United States* (New York: McGraw-Hill, 1972).

U.S. Economic History

Jeremy Atack and Peter Passell, *A New Economic View of American History: From Colonial Times to 1940*, 2nd edn. (New York: W. W. Norton, 1994).

Price Fishback, et. al., *Government and the American Economy: A New History* (Chicago: University of Chicago Press, 2007).

Robert William Fogel and Stanley L. Engerman, eds., *The Reinterpretation of American Economic History* (New York: Harper & Row, 1971).

Charles H. Hession and Hyman Sardy, *Ascent to Affluence: A History of American Economic Development* (Boston: Allyn and Bacon, 1969.)

Jonathan R. T. Hughes, *The Governmental Habit: Economic Controls from Colonial Times to the Present* (New York: Basic Books, 1977).

Jonathan Hughes, *American Economic History*, 3rd edn. (New York: HarperCollins, 1990). [Note: Avoid the disastrous subsequent editions, after Hughes' death, which include Louis P. Cain as co-author.]

Larry Schweikart, *The Entrepreneurial Adventure: A History of Business in the United States* (Fort Worth: Harcourt Brace, 2000).

William C. Wooldridge, *Uncle Sam, The Monopoly Man* (New Rochelle, NY: Arlington House, 1970).