

ECONOMICS 475B, Senior Seminar, Fall 2020

Topics in American Economy History

Jessica Hennessey
Office: Riley 109B

Class: MW 1:50-3:05pm (Riley 204)
Office Hours: By appointment

Email: jessica.hennessey@furman.edu
<http://courses.furman.edu>

Course website:

COURSE DESCRIPTION

This is a course in the history of the American economy and an exploration of the historical roots of economic issues. The events of history will help us to better understand and evaluate economic theory, and economic theory will help us to better understand history. The readings in this course may challenge commonly held perceptions of historical events as well as help us to recognize the important role history has in understanding current economic issues.

LEARNING OBJECTIVES

It is that no thought, no idea, can possibly be conveyed as an idea from one person to another. When it is told, it is, to the one to whom it is told, another given fact, not an idea. The communication may stimulate the other person to realize the question for himself and to think out a like idea, or it may smother his intellectual interest and suppress his dawning effort at thought. But what he directly gets cannot be an idea. Only by wrestling with the conditions of the problem at first hand, seeking and finding his own way out, does he think.

-- John Dewey, *Democracy and Education* (1916)

- (1) Discuss, interpret and evaluate readings.
- (2) Enter imaginatively into opposing points of view.
- (3) Identify and challenge assumptions of research.
- (4) Conduct an independent research project to apply the critical reading and research skills discussed in class to a topic of your own choosing.

REQUIRED TEXTS

All required readings will be posted on Moodle.

PREREQUISITES

ECN-331 and ECN 345 or ECN 346

ACADEMIC INTEGRITY

All activities and assignments that you complete during this course are governed by the Furman University academic integrity policy (www.furman.edu/integrity). Furman University asks all students to abide by the integrity pledge, which reads as follows:

"It is the desire of Furman University to unite its members in a collective commitment to integrity. In so doing, Furman University strives to teach its members to live lives of humility, respect, and responsibility. Therefore, it is the expectation that all members of the Furman University community will conduct themselves with integrity in all endeavors. In honoring these values and ideals as Furman University's foundation, it is with utmost faithfulness and dignity that I will subscribe to them."

The academic integrity policy indicates that cheating entails not only giving and/or receiving unauthorized assistance but also witnessing cheating and failing to report it. If you witness or suspect cheating by any of your classmates, please report to your professor in confidence. To confirm that you have not cheated, you should always sign your work with the following pledge:

"I pledge that I have neither given nor received any unauthorized aid on this assignment."

Any and all integrity violations are taken extremely seriously and will be adjudicated according to Furman's policy 190.6.

As part of our effort to protect academic integrity at Furman, the University now subscribes to Turnitin.com, an online plagiarism detection service. In this course, I will utilize this service by submitting your research assignments electronically to Turnitin.com. In turn, I will receive an originality report highlighting matches between words or strings of words in the submitted papers and sources found on Turnitin's extensive database. Your papers, like all materials submitted to Turnitin, will be stored on the service's restricted access database for the sole purpose of detecting possible plagiarism of such documents. For more information about Turnitin, refer to www.turnitin.com.

I expect all students to review Furman's policies on academic integrity. You are responsible for upholding these standards as you complete the assignments, conduct your research and take the exams for this course. You should be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. I will report all academic integrity violations to the Associate Academic Dean. In this class, any academic integrity violation results in an F for the course.

COURSE REQUIREMENTS

(1) Perusall Annotations (15%)

Every Sunday by noon you will post annotations to that week's readings on Perusall (linked through Moodle).

The annotations should be in the form of questions raised by what you read, your thoughts and reactions to the reading, things you learned (perhaps surprisingly), things you doubt, connections to your personal experiences, connections to current issues, and so on. Great annotations open up the conversation, give examples, and share resources. By using Perusall, we are using social annotations which are meant to start the conversation and seed discussion in class on Monday.

See separate Perusall handout on Moodle for more detail on annotations and grading of annotations.

(2) Class Reflection Journals (15%)

Your weekly journals will also be due every Sunday by noon. Your journal entry should include two parts:

1) Reflection on the research

This should be the bulk of your journal. After having initially read the week's research papers, made annotations, and discussed the research in class, this is now your opportunity to reflect more fully on the readings.

Your reflections shouldn't be a summary of the readings, they should reflect your own personal engagement with the readings. You might answer prompts such as: What about the reading really piqued your curiosity and engaged you? Why? What is still foggy about the readings or what remaining questions do you have? Did the reading connect to any other courses you have taken? How so? Did the class discussion change your perspective on the readings at all? How so?

In addition, you can also note any unresolved issues or remaining questions. You can also use this to express confusion or excitement by the class discussion or to disagree/agree with a point made by someone else in the class. This is the space to address any issues you didn't get to address during class.

I notice: One or two moments or aspects from the reading (a key passage, a central example) that especially catch your eye, that interest you, that you consider strong and compelling. This is the section that gets you ready to jump into class discussion—you can contribute key passages or ideas that you noticed from the reading. Roughly 1-2 paragraphs.

I wonder: Identify a question or point of confusion that the writing makes you wonder about and that you want to raise to pursue further in discussion, to clarify or get a better grasp of. This can be something you simply don't get, or something that you think you get, but want to get better. These questions can be part of our class discussion, so be prepared to raise them in class. All good readers should have more questions than answers. Asking questions of any sort is always a simple way to begin to get involved in class discussion. You can aim for 1-2 questions for every reading.

2) Self-evaluation of discussion participation

I would also like you to use the journal to think about your discussion participation that week. What ideas and questions did you contribute to the discussion? How did you try and contribute to a more deeper and more inclusive discussion?

Grading

The class reflection journals are meant to document your intellectual journey through these readings and discussions. As such, grading will not be based on how well written your reflections are. I will be evaluating to what extent your reflection reveals engaged thinking about the topics that week: do you expand on ideas, provide examples, use correct evidence, explain your reasons behind your conclusions, and/or show a breadth of understanding?

Grading will be on a range from 0-10.

(3) Class Participation (15%)

Participation is a combination of leading the class discussion on your assigned days as well as contributing to the daily discussion.

Participating in discussion does not necessarily mean talking a lot or showing everyone else that you know or have studied a lot. Good discussion participation involves people trying to build on, and synthesize, comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking.

Below are some specific behavioral examples of good participation in discussion:

- Ask a question or make a comment that shows you are interested in what another person says.
- Ask a question or make a comment that encourages another person to elaborate on something they have already said.
- Make a comment that underscores the link between two people's contributions.
- Make a comment indicating that you found another person's ideas interesting or useful. Be specific as to why this was the case.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- Make a comment that at least partly paraphrases a point someone has already made (with recognition).
- Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion.
- Ask a cause and effect question - for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"

Along with a grade for each weekly journal submission, you will also receive a grade for your class participation.

The grading scale will be the same as for your reflection journal and will be reported at the same time you receive feedback on your reflection journal. The week with the lowest grade (combination of participation and reflection) will be dropped.

(4) Life Assignments (15%)

I have a feeling this term is going to be different for all of us and we might need some space to breathe, think, and plan for the future. To give us some space for doing things unrelated to American Economic History, but related to having this culminating course as part of your Furman pathway, I will be giving you some "life assignments". These will be individually graded and each one will specify the way the assignment will be evaluated.

All assignments will either be done in class or posted on Moodle with explanation given in class.

(5) Research Project (40%)

The objective of the paper is for you to write an original research paper that addresses an issue in economic history by using economic models and data to explore it. The paper must be original in the sense that it represents your own ideas and work; other researchers may have written on the same topic before.

Details can be found in a separate handout posted on Moodle.

Grade Categories (from the *Furman University Catalog*):

Grade	Description
A	Excellent. The mark of highest distinction earned by those students whose work represents the best that can be expected of a student at Furman.
B	Good. The mark of distinction earned by those students whose work represents a high degree of achievement in meeting the characteristic demands of the course.
C	Satisfactory. The mark earned by those students who have attained such familiarity with the content of the course and such ability to apply this knowledge as may be expected of a student who gives to the course a reasonable amount of time, effort, and attention.
D	Marginal. The lowest passing grade representing inferior work. It indicates that the student would be seriously handicapped in attempting subsequent courses for which this work is a prerequisite.
F	Failure. The mark indicates unconditional failure. No credit earned.

Grades will be determined by the following scale: A (93-100), A- (90-92), B+ (88-89), B (83-87), B- (80-82), C+ (78-79), C (73-77), C- (70-72), D+ (68-69), D (63-67), D- (60-62), F (0-59).

Student Resources:

Many excellent, additional resources and services, including writing, speech, and technology consultations, are provided at Furman. Please take advantage of these services.

- The Writing & Media Lab (WML) is staffed by student consultants who are trained to help you improve your writing and multimodal communication skills. The consultation process is non-directive and intended to allow students to maintain ownership of their work. In addition to helping with the nuts and bolts, WML Consultants also support you in developing your own ideas thoughtfully and critically, whether you're writing an essay or planning a video or other multimedia project. The WML can also provide support for ESL learners. Visit [the Writing and Media Lab website](#) for more information.
- Professional Academic Assistance Staff in the Center for Academic Success can provide students assistance with time management, study skills, and organizational skills.

- Library Support is provided by a dedicated team of librarians who can assist locating documents, information, and resources for your course or research projects. For more information about how to utilize these resources, visit the Library website at <https://libguides.furman.edu/library/home>.
- Counseling Center & Office of Spiritual Life: College life can be exciting and rewarding, but it can also be overwhelming. It's common to feel like you need help. The Counseling Center is free and confidential, and includes self-help resources, groups, single-session counseling, crisis counseling, consultation, individual counseling (including substance use counseling), community referrals, adjunct psychiatric support, and nutrition counseling. The Office of Spiritual Life is also available as a confidential resource for support.
- Malone Center for Career Engagement: Whether you are still exploring career paths or looking to land that first position after Furman, the Malone Center has resources to help you in each step of your career journey.

Accommodation Requests

It is my goal to fully include everyone in our classroom. The Student Office for Accessibility Resources (SOAR) is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please register with the Student Office for Accessibility Resources. They will assist you in getting the resources you may need to participate fully in this class. You can contact the SOAR office at 864.294.2320 or at soar@furman.edu. You can find additional information and request academic accommodations at the [SOAR webpage](#).

Name/Pronoun Use:

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Attendance and Participation:

Classroom Environment: Students are expected to play an active role in learning. This includes showing up on time, being prepared, participating in class discussions, paying attention to the instructor and your peers, and respecting the opinions, needs, and rights of others. I anticipate that you give each assignment your fullest attention so that when you enter class you are ready to engage in a thoughtful discussion. Your participation and preparedness are critical to individual and group success as meaningful class discussions are influenced by your inquiry, experience and insight.

Class Discussions: I consider this classroom to be "open." That is, everyone has a right to their opinion on the issues that we discuss. As part of the class, I expect each student to be fully prepared to engage in critical dialogue on educational issues as they relate to a variety of topics such as race, class, gender, democracy, power, etc. I want every student in my class to feel comfortable expressing their views and opinions. My hope is that this class will challenge you intellectually and help you to learn from your classmates while exploring new ideas in the process.

Course Notifications:

Announcements related to the class will be communicated via email. Changes made to assignments and deadlines will also be updated in Moodle.

Nondiscrimination Policy and Sexual Misconduct:

Furman University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. Furman does not unlawfully discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, or access to, or employment in, its programs and activities. If you have encountered any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment or gender-based harassment, sexual exploitation or intimidation, stalking, intimate partner violence), we encourage you to report this to the institution. If you wish to report such an incident of misconduct, you may contact Furman's Title IX Coordinator, Melissa Nichols (Trone Center, Suite 215; Melissa.nichols@furman.edu; 864.294.2221). If you would like to speak with someone who can advise you but maintain complete confidentiality, you can talk with a counselor, a professional in the Student Health Center or someone in the Office of Spiritual Life. If you speak with a faculty member, understand that as a "Responsible Employee" of the university, the faculty member MUST report to the university's Title IX Coordinator what you share to help ensure that your safety and welfare are being addressed, consistent with the requirements of the law. You do not have to go through the experience alone.

Classroom Technology:

You are encouraged to bring personal communication devices (cell phones, smartphones, etc.) to class! However, if these devices are not being used for class, they should either be "off" or in a "silent" mode. If you find that there are extenuating circumstances, I ask that you quickly and quietly leave class to handle your need to communicate and return only when you are finished. Likewise, devices such as laptops, tablets, iPads, etc., should only be used if their use is immediately relevant to a specific task related to what we are doing in class. In other words, *if you aren't using it to perform a task specifically related to what we are doing in class at that very moment, please put it away.*

ADDITIONAL SYLLABUS COMPONENTS FOR REMOTE/ONLINE LEARNING**ITS & Help Desk:**

If you have technical problems with Moodle, or if you have any other computer issue, please contact the ITS Service Center by calling 864-294-3277 or by emailing service.center@furman.edu.

Technology and Access:

Before our course begins, you should ensure the following:

- You are encouraged to familiarize yourself with some of the basic features in the applications we plan to use.
 - o For more about Moodle, click [here](#).

- o For more about Zoom, click [here](#) and review [this brief tutorial](#).
 - For our Zoom sessions, you should make sure you can “enter” the Zoom classroom. For information about how to do this in Zoom, click [here](#).
 - If you plan to use a phone for Zoom, you should download the appropriate app now to be prepared for classes on Monday.
 - Be sure to test your mic and speakers [here](#) before your first class.
- Please consider how you will access our library resources during remote learning by familiarizing yourself with [these services](#).

For our Synchronous Class Sessions:

Please keep the following in mind:

- Our synchronous sessions will take place during our normal class meeting time.
- You will access your online meeting room through a link in your email or via Moodle.
- You do NOT need special accounts to join these class meetings – just click the link provided.
- Although using a computer is better, you can join a Zoom using only a cell phone (you’ll want to download the appropriate app).

For our Asynchronous Activities:

Please keep the following in mind:

- Asynchronous activities (lecture videos, activity assignments, projects) will be posted on Moodle so that you have access to these materials as you are able.
- You will be notified through email or via Moodle when these activities are available and when they are due.
- Students will access these materials by logging in to our course Moodle site using your Furman credentials.

Netiquette:

As we interact online, I expect you to follow these general guidelines taken from these Center for Academic Success [Remote Learning Guidelines for Students](#):

- *Refrain from typing in “all caps.”* – Readers may think that you are shouting and that is not how you should convey your message.
- *Sarcasm is not appropriate.* – In general, sarcasm is difficult to understand, but it may be taken as rude behavior when using online. It is appropriate to be direct in communication, but do not use sarcasm.
- *Do not abuse the chat box.* – As a general rule of thumb, you should ask no more than 2 questions per class period. Same goes for online chat rooms. It is very distracting to your classmates. This is a place to share an idea or ask a question, not a place for commenting on everything that is said. Do not ask questions that are unrelated to the topic or irrelevant to the discussion. The chat box is not instant messaging or for texting.
- *Use proper grammar and be respectful.* – Chat boxes are not a place to type things that you would to your friends. Use proper spelling, punctuation and grammar. Refrain from using “short hand” words or abbreviations. However, you are not the grammar police. Do not scold others for making a mistake. This is not causal conversation – You should address your professor by the appropriate name, as well

as other classmates. Formality is still expected, as if you were writing a “business-like” or professional email.

- *Read before you respond.* – Scroll through discussion posts and chat posts before posting your own answers, questions or statements. When you duplicate such things, it shows that you are not paying attention.
- *Think before you type.* – Words can often be forgotten or overlooked, but posting to a chat is a part of a digital record. Again, be respectful. If you are comfortable sharing your types words in a classroom setting in front of others, then it is generally OK to post.
- *Adhere to community standards* – University policies (including the conduct code and policies around discrimination, sexual misconduct, and sexual harassment) still apply to your remote learning environment. Behaviors that would not be appropriate in the classroom will not be tolerated online.

More specific netiquette for synchronous video interactions include:

- Check your internet speed once you’ve logged in to Zoom. If you’re on free wifi you may need to keep your camera off to improve quality.
- If you turn your camera on for a video session, be sure to have it at eye level.
- For a live audio or video session, stay muted unless you’re talking to reduce background noise.
- Try to sit in a well-lit and quiet place if you are in a video session with a lot of participants and be mindful of what is going on behind you. Try to situate yourself in front of a solid wall behind you.
- Do your best to minimize distractions while online – this is not the time to show off your new puppy!

Week	Date	Readings
1	8/19	
2	8/24	McCloskey – “Does the past have useful economics?” Margo - "The integration of economic history into economics"
3	8/31	Easterlin – “Why isn’t the whole world developed?” Sokoloff and Engerman – “Institutions, factor endowments, and paths of development in the New World”
4	9/7	Goldin and Katz – <u>Race between Education and Technology</u> Ch 2: Inequality across the Twentieth Century Piketty and Saez – “Income inequality in the United States, 1913-1998”
5	9/14	Margo – <u>Race and Schooling</u> Ch 1 & 2: Two explanations of economic progress and A review of the evidence Margo – <u>Race and Schooling</u> Ch 5: The impact of separate-but-equal
6	9/21	Goldin – <u>Understanding the Gender Gap</u> Ch 4: The emergence of wage discrimination Goldin – <u>Understanding the Gender Gap</u> Ch 6: Why did change take so long?
7	9/28	Fogel - <u>Without Consent or Contract</u> Ch 3: Unraveling some economic riddles Fogel - <u>Without Consent or Contract</u> Ch 4: The development of the Southern economy
8	10/5	Costa and Kahn - "Surviving Andersonville" Costa and Kahn - "Forging a new identity"
9	10/12	Ransom and Sutch – “The trap of debt peonage” Feigenbaum, Lee, and Mezzanotti - Capital destruction and economic growth: The effect of Sherman's march
10	10/19	Abramitsky and Boustan - "Immigration in American economic history" Goldin – “The political economy of immigration restriction in the United States, 1890-1921”
11	10/26	Donaldson and Hornbeck - "Railroads and economic growth: A 'market access' approach" Chandler – “The railroads: the first modern business enterprises”
12	11/2	Romer - "The Nation in depression" Fishback – “US monetary and fiscal policy in the 1930s”
13	11/9	Wright - "The regional economic impact of the Civil Rights Act of 1964" Collins and Margo - "Race and home ownership"
14	11/16	Student presentations of research
	12/7	Final paper due by 2:30pm