

Bentley College

History 346-History of the American Economy, Sec.002
Professor Marc J. Stern
Fall 2010

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Office Hours: Unless otherwise notified, I will try to keep the following office hours: W, 11-12, Th, 2-3, and by appointment. As department chair, I am usually in my office but, as department chair, I am also at an amazing number of time-consuming meetings (some of which occur during my office hours). So, if you can't make my office hours, please stop by and I'll probably be there but if I'm not, please feel free to call/email me and set up an appointment.

Course Summary: This course examines U.S. economic development and its connection to social and political change from colonization to the present. Emphases are placed on development over time in agriculture, industrialization, work, as well as government in economic life, and the evolution of markets and firms. It will pay particular attention to what is loosely understood as "political economy." The course involves lectures, class discussions, and assigned readings in a text and outside sources. Required readings are assigned in:

Readings:

Robert Heilbroner and Aaron Singer (HS) **The Economic Transformation of America, 1600 to the Present**, (4th Edition, Harcourt Brace), and

Cases from the Harvard University Press (casebook available at the bookstore.)

Readings online. These are available on the course Blackboard site.

I will sometimes distribute additional readings for any particular class period in class, and these become part of the class materials as well.

Course Objectives: Through class lectures, readings, and discussions, students will become familiar with historical materials related to US economic history and American political economy. They will examine and be able to place important materials historically. They will learn how to read history and to analyze written documents, such as those presented in cases and in outside reading. Through class presentation, they will also learn to summarize and present key points of particular historical issues and analyze different positions on those issues. Through exams, they will be challenged to answer questions that require them to synthesize materials from several sources.

Grading: There are two tests worth 25 percent of the course grade each (50% total).

They will include "identify and explain the significance" questions and one essay question. You will receive a set of possible ID's and essays and the questions will be chosen from that group. For example, I may give you a list of 40 IDs and 5 essays. At the time of the exam, I will select

10 IDs and 3 essays, and you will choose 5 of the 10 IDs and 1 of the two essays. The final examination is **not** cumulative. The essay exam portion of the test is designed to encourage you to write history and interpret using the readings and the discussions we've undertaken rather than simply repeat what the text tells you. It also encourages you to think in terms of integrating materials in the IDs. Each exam will cover materials we have considered in the course up to that date and will not be 'bound' by the materials listed on the syllabus. If, for example, we fall behind, the exam will not consider material we have not discussed or read for the class. Materials in the reading are part of class materials even if they are not formally discussed in the class devoted to a particular topic.

Each student will also be required to turn in 3 sets of answers to questions about the cases and other readings assigned for classroom discussion. These question sets will account for 25 percent of your course grade (8.333 points each). Two of these case sets must be turned in before the midterm exam. One should be turned in during the second half of the course (after the midterm.) If you do not turn in your two case sets of study guide questions before the midterm, you will receive a zero for the work not turned in.

Each case set should be no more than eight double-spaced, typed pages. Each of these should be in 10-12 point font size with one-inch margins. **Please abide by this format!** Papers should be turned in during the class period and late papers will not be accepted as we will be discussing the materials during class. If you can't attend class due to illness but wish to turn in your paper, you can email a copy to me before class. Please bring a 'hard copy' with you to the following class. Similarly, if you can't print due to technical difficulties but wish to turn in your paper on a given day, email me your paper before class and turn in a 'hard copy' after class.

Each student will also lead a discussion of one of these cases/articles as part of a two-person team. The teams are expected to introduce the readings for that day and briefly (no more than 25 minutes) discuss what they perceive to be the main points, issues, difficulties, etc. associated with their case. A ten-minute exercise after this (a team game such as Jeopardy, a discussion of the study questions, or a group discussion assignment of some sort), should follow. This presentation will account for **10 percent** of your final grade.

Questions and discussions are appreciated in class and class participation represents **15 percent** of your final grade. Participation is an active variable; mere attendance is not sufficient to receive full credit in this portion of your total grade.

ATTENDANCE POLICY: Class participation is an *active variable*. Mere attendance is not enough. However, attendance is a baseline requirement. Please be advised that students will lose a substantial portion of their class participation grade if they have more than three (3) unexcused absences.

EXTRA CREDIT: There will be *at least* one extra-credit option for the coming semester. On Thursday, November 4, 2010 the Raytheon speaker for the Hoffman Center for Business Ethics will be Andrew Liveris, CEO of The Dow Chemical Company. He will be speaking at 3:30 pm in the Pavilion. Attendance and a two-to-six page response paper that discusses and analyzes the main points of the lecture will generate up to 3 additional points added to your final grade. Be advised, response papers should discuss and analyzes the lecture. What does the individual say? How do they ‘make’ his argument? Do you agree with them in whole, in part, not at all? Why or why not? What was convincing and unconvincing about their presentation?

The paper is due no later than Monday, November 8. If you cannot attend the lecture and wish to pursue the extra-credit option, see me before the lecture. Each student is eligible to pursue no more than one extra-credit assignment.

COLLEGE POLICIES:

Academic Honesty is expected of all of us. Cheating on exams, plagiarism, copying another person’s work (be it a student or an author), purchasing papers, lifting sections of material without citation from a book, article, or the Internet is *absolutely unacceptable*. Several pages of the Undergraduate Catalog discuss academic honesty, the Honor Code, and the Academic Honesty Board. It is worth reviewing these to make sure no slips occur. If you are unsure as to whether you are going over the line, **ask me**.

Disability Issues: Bentley College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no students shall be denied the benefits of an education solely by reason of a disability. Disabilities covered by law include, but are not limited to, learning disabilities, visual, hearing, and mobility impairments, medical conditions, psychiatric disorders, and temporary disabilities. If you have a documented disability that may have some impact on your work in this course and for which you may require academic accommodations, please speak with the Coordinator of Disability Services in LaCava 166 **within the first three weeks of the semester** so that such accommodations may be arranged.

Flights Home: If you face long-distance travel to get home at the end of the semester, and especially if you must go overseas, **get your tickets in advance so you will not miss the final exam or end of semester classes!** Special arrangements to take the final at another time will not be accepted. Use foresight, and make your arrangements early and properly. The final will be on **Friday, 15 December, 8:30 a.m. Plan to be here and to take it at that time.**

PROVISIONAL CLASS SCHEDULE

The following schedule represents a plan for lectures and readings this semester. Readings as assigned are due on the date they are listed on, e.g., readings for 9/13 include HS (the textbook) 1-40 and the Blackboard/online readings on indentured servitude, apprenticeship and slavery. The syllabus will be adjusted from time to time if we fall behind in our consideration of materials:

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1. 9/8 NO CLASS: Rosh Hashonah	Introduction	Please read syllabus carefully and other materials carefully on Blackboard for first 'real' class
2. 9/13	Settlement	HS: 1-40 Online: Indentured Servitude, Apprenticeship, Slavery These are available on Blackboard! Please read for today!
3. 9/16	Mercantilism	HS: 41-66 Case: Benjamin Franklin
4. 9/20	Revolution	HS: 71-89 Case: Constructing a Nation
5. 9/23	Expansion: Transportation	HS: Ch. 5 Case: The Rise of New York Port
6. 9/27	Expansion: Agriculture	Online Readings: Manifest Destiny Debate
7. 9/30	Banking	Case: Second Bank of the United States
8. 10/4	Industry	HS: 122-130, take another look at Ch. 5 sections on mfgs. Case: Slater and Lowell
9. 10/7	Slavery	HS: 130-135 Readings: (online) Slavery
Monday, October 11, 2010	Columbus Day, NO CLASS	
10. 10/14	War	HS: 135-138

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| 11. 10/18 | Midterm | |
| 12. 10/21 | Reconstruction/Ag | TBA |
| 13. 10/25 | The Railroads | HS: Ch. 7
Case: The Railroads |
| 14. 10/28 | Mass Production | HS: Ch. 8
Case, "The Integration of Mass Production and Mass Distribution" |
| 15. 11/1 | Populism and Regulation | HS: Ch.9
Online: "Wizard of Oz" |
| 16. 11/4 | Work | HS: Ch. 10
Case: "Mass Production and the Beginnings of Scientific Management" |
| 17. 11/8 | Antitrust | Case: Antitrust |
| 18. 11/11 | War and Finance | TBA |
| 19. 11/15 | Peace | HS: Ch. 11
Readings: (online) Ford and Sloan |
| 20. 11/18 | Depression | HS: Ch. 12, Case: Herbert Hoover |
| 21. 11/22 | New Deal | Ch. 13, and TBA |

November 25, Thanksgiving, No Classes

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| 22. 11/29 | Post-War World | Readings on-line: McCormick, <i>America's Half-Century</i> |
| 23. 12/2 | Peace | HS: Ch. 14
President's Commission, "Towards Two Societies, Separate and Unequal;"
Gavin Wright, "The Civil Rights Revolution as Economic History." |
| 24. 12/6 | Fall/ Rise/Fall? | HS: Ch. 15-16
Readings: Deregulation and the S&L Crisis |
| 25. 12/9 | The Great Recession | TBA |

Final Exam Friday, 15 December, 8:30 a.m. in this room. The final is not cumulative. Rather, it covers materials since the midterm.