

**Economics 111A**  
**ECONOMIC HISTORY OF THE UNITED STATES: COLONIAL TIMES TO 1865**

**COURSE DESCRIPTION**

Understanding the economic implications of events in our nation's history better prepares us to discuss and analyze the issues that our country is facing today. This course is designed to give students a better understanding of the economic history of the United States from colonial times up to 1865. By the end of the course, students should be able to apply their knowledge of several topics in economic history to their understanding of their current world.

**COURSE PREREQUISITES**

Prerequisites for this course include Introductory Microeconomics (Economics 1A or 1AV) and Introductory Macroeconomics (Economics 1B). You should have passed these courses with a grade of C- or higher. No exceptions will be made.

**READINGS**

Readings are required; the readings below will help support the lectures during the quarter.

Text:                [A New Economic View of American History](#) by Jeremy Atack and Peter Passell. Published by Norton in 1994.

Articles:            Readings can be found on the course website under "modules" by topic.

Current Events:    Class discussions require that you are up to date on current events. Plan to read or listen to the news from at least one of the following sources a few times per week: Economist Magazine, Wall Street Journal, New York Times, National Public Radio etc...

**GRADING**

Your final course score will be calculated according to the following:

30% Discussion Posts and Writing Assignments

2% Get to Know you Survey

8% Weekly In-Class Assignments

60% Exams weighted in the following manner:

35% Highest exam score

15% Next highest exam score

10% lowest exam score

**COURSE COMMUNICATION**

Please use the canvas chat room for all communication regarding course content. If there is a personal question, email at [jflathmann@ucdavis.edu](mailto:jflathmann@ucdavis.edu) is the best way to get in touch with me. If you do not hear back in 24 hours, try again, it just means your email got lost in the shuffle.

## **EXAMS**

There will be three exams in this course; two midterm exams and a final exam. Your highest score will receive 35% of the exam grade, second highest will receive 15% of the exam grade and your lowest score will receive 10% of the exam grade.

## **COURSE CONTINGENCY PLANS**

If a student gets sick or asymptotically tests positive for COVID during the quarter:

1. Send an email to [jflathmann@ucdavis.edu](mailto:jflathmann@ucdavis.edu) with “I am sick” in the subject line. Let me know what is happening so that I have a record of when you were sick and can reach out if I have additional information.
2. Videos of the lecture will be available on Canvas a few hours after the lecture is complete.
3. If you are sick on an exam day and you have either a doctor’s note or an e-message from the university requiring you to quarantine, your final exam ranking will be used to replace your missed exam. If you are sick for the final exam and you have either a doctor’s note or an e-message from the university requiring you to quarantine, you can receive an “incomplete” and make up the exam in a future quarter.

If the professor or teaching assistant gets sick or asymptotically tests positive for COVID during the quarter:

1. A canvas “announcement” will go out informing you that the lecture or discussion section has been moved to zoom. Use the canvas/zoom tab to “join” the lecture. These lectures will be recorded. Please be sure you have your settings such that you will be alerted when canvas announcements go out.
2. All exams will be turned in via gradescope. Please see the link to all gradescope instructions posted under Canvas/Course Information and Help.

If the University forbids us from meeting in person as a result of a COVID outbreak, wildfire air quality concern or some other unforeseen circumstance:

1. A canvas “announcement” will go out informing you that the lectures and discussion sections have been moved to zoom. Use the canvas/zoom tab to “join” the lecture. These lectures will be recorded. Please be sure you have your settings such that you will be alerted when canvas announcements go out.
2. All “in-class” assignments and exams will be turned in via gradescope. Please see the link to all gradescope instructions posted under Canvas/Course Information and Help. Exams will be held on the day/time indicated on the syllabus. The questions will show up on canvas for the 90 minutes, you will write your responses on lined/blank paper and upload them using canvas at the end of the 90 minutes using your cell phone.

## **WEEKLY IN-CLASS ASSIGNMENTS**

These are designed to promote more engaging lectures where more student voices can be heard. In addition, they can serve as practice for exams and opportunities for students to be sure they are understanding the lecture properly. These in-class assignments will be uploaded to Gradescope by students before 11:59pm on the day of the lecture. The lowest four scores will be dropped during the quarter.

## ACADEMIC CODE OF CONDUCT

Please see the attached code of conduct. For the protection of the integrity of our institution and my honest students, any student found violating the code of conduct will be reported and given the most severe consequences I have the authority to impose. This will amount to an F in the entire course.

## ADDITIONAL NOTE

If you have a physical disability, any difficulty with the English language, or other special needs that are relevant to your success in this class please see me immediately. I will help you get access to resources that may help you deal with any challenges that you might face in the course.

## COURSE OUTLINE

See canvas for exact dates

<b>Topic 1: Introduction and The Colonial Economy</b>
<p><u>Readings:</u> Atack and Passell, Chapters 1 and 2</p> <p>Further Reading:</p> <p><b>Three Puritans on Prosperity</b> A. Whitney Griswold <i>The New England Quarterly</i>, Vol. 7, No. 3. (Sep., 1934), pp. 475-493.</p> <p><b>Colonial America without the Indians: Counterfactual Reflections</b> James Axtell <i>The Journal of American History</i>, Mar., 1987, Vol. 73, No. 4 (Mar., 1987), pp 981-996</p> <p><b>Agricultural Productivity Change in Eighteenth-Century Pennsylvania</b> D. E. Ball; G. M. Walton <i>The Journal of Economic History</i>, Vol. 36, No. 1, The Tasks of Economic History. (Mar., 1976), pp. 102-117.</p> <p><b>The Economic Development of the Thirteen Continental Colonies, 1720 to 1775</b> Marc Egnal <i>The William and Mary Quarterly</i>, 3rd Ser., Vol. 32, No. 2. (Apr., 1975), pp. 191-222.</p>
<b>Topic 2: The American Revolution and Post War Economy</b>
<p><u>Readings:</u> Atack and Passell, Chapters 3 and 5</p> <p>Further Reading:</p> <p><b>An Economic Interpretation of the American Revolution</b> Marc Egnal; Joseph A. Ernst <i>The William and Mary Quarterly</i>, 3rd Ser., Vol. 29, No. 1. (Jan., 1972), pp. 3-32.</p> <p><b>British Mercantilism and the Economic Development of the Thirteen Colonies</b> Curtis P. Nettels <i>The Journal of Economic History</i>, Vol. 12, No. 2. (Spring, 1952), pp. 105-114.</p> <p><b>British Imperial Policy and the Economic Interpretation of the American Revolution</b> Robert Paul Thomas <i>The Journal of Economic History</i>, Vol. 28, No. 3. (Sep., 1968), pp. 436-440.</p> <p><b>The Weaning of the American Economy: Independence, Market Changes, and Economic Development</b> Gordon C. Bjork <i>The Journal of Economic History</i>, Vol. 24, No. 4. (Dec., 1964), pp. 541-560.</p>
<b>MIDTERM EXAM</b>

**Topic 3:  
Development and Expansion of Agriculture and the Development of a Transportation System**

Readings: Attack and Passell, Chapters 6 and 9

**Population Change and Farm Settlement in the Northern United States**

Richard A. Easterlin

*The Journal of Economic History*, Vol. 36, No. 1, The Tasks of Economic History. (Mar., 1976), pp. 45-75.

**"Profits" and the Frontier Land Speculator**

Allan G. Bogue; Margaret Beattie Bogue

*The Journal of Economic History*, Vol. 17, No. 1. (Mar., 1957), pp. 1-24.

**Steamboats and the Great Productivity Surge In River Transportation**

James Mak; Gary M. Walton

*The Journal of Economic History*, Vol. 32, No. 3. (Sep., 1972), pp. 619-640.

**Canals and Development: A Discussion of the Issues**

Roger L. Ransom

*The American Economic Review*, Vol. 54, No. 3, Papers and Proceedings of the Seventy-sixth Annual Meeting of the American Economic Association. (May, 1964), pp. 365-376.

**Topic 4: Emergence of an Industrial Economy**

Readings: Attack and Passell, Chapter 7

Further Reading:

**Factor Substitution and Labor Productivity Growth in American Manufacturing, 1839-1899**

Paul J. Uselding

*The Journal of Economic History*, Vol. 32, No. 3. (Sep., 1972), pp. 670-681.

**Cheap Labor and Southern Textiles before 1880**

Gavin Wright

*The Journal of Economic History*, Vol. 39, No. 3. (Sep., 1979), pp. 655-680.

**Women, Children, and Industrialization in the Early Republic: Evidence from the Manufacturing Censuses**

Claudia Goldin; Kenneth Sokoloff

*The Journal of Economic History*, Vol. 42, No. 4. (Dec., 1982), pp. 741-774.

**MIDTERM EXAM IN CLASS**

**Topic 5: Slavery and Regional Conflict**

Readings: Attack and Passell, Chapters 11 and 12

Further Reading:

**Explaining the Relative Efficiency of Slave Agriculture in the Antebellum South**

Robert W. Fogel; Stanley L. Engerman

*The American Economic Review*, Vol. 67, No. 3. (Jun., 1977), pp. 275-296.

**The Origin of the American Civil War**

Gerald Gunderson

*The Journal of Economic History*, Vol. 34, No. 4. (Dec., 1974), pp. 915-950.

**Finish Up and Review**

**FINAL EXAM**

# The University of California, Davis CODE OF ACADEMIC CONDUCT

## Honesty, Fairness, Integrity

This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

- ▶ Academic misconduct on exams or other coursework
  - Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam.
  - Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
  - Looking at another student's exam
  - Not following an instructor's directions regarding an exam.
  - Talking, texting or communicating during an exam
  - Altering assignments or exams for re-grading purposes
  - Bringing pre-written answers to an exam
  - Having another person take an exam for you, or taking an exam for another student
  - Theft of academic work
  - Unexcused exit and re-entry during an exam period
- ▶ Plagiarism
  - Taking credit for any work created by another person. Work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings
  - Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
  - Using another person's presentation of ideas without putting such work in your own words or form and giving proper citation
  - Creating false citations that do not correspond to the information you have used
  - Plagiarizing one's own work
- ▶ Unauthorized collaboration
  - Working together on graded coursework without permission of the instructor
  - Working with another student beyond the limits set by the instructor
  - Providing or obtaining unauthorized assistance on graded coursework
- ▶ Misuse of an instructor's course materials or the materials of others:
  - Posting or sharing any course materials of an instructor without the explicit written permission of that instructor
  - Purchasing or copying assignments or solutions, to complete any portion of graded work, without the instructor's permission
  - Unauthorized use of another student's work
- ▶ Lying or fraud:
  - Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
  - Forging signatures or submitting documents containing false information
  - Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons
- ▶ Intimidation or disruption:
  - Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
  - Refusing to leave an office when directed to do so
  - Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including yelling at them, invading personal space, or engaging in any form of harassment
  - Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so
  - Misusing a classroom electronic forum by posting material unrelated to the course

- Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class

by interrupting, physically causing a disruption, or excessive talking

## Upholding the UC Davis Code of Academic Conduct

Students, faculty, and University administration all have a role in maintaining an honest and secure learning environment at UC Davis.

- ► The success of our Code of Academic Conduct depends largely on the degree that it is willingly supported by students. Students:
  - Are responsible to know what constitutes cheating. Ignorance is not an excuse.
  - Are required to do their own work unless otherwise allowed by the instructor.
  - Are encouraged to help prevent cheating by reminding others about this Code and hold each other accountable by reporting any form of suspected cheating to the University.
- Shall respect the copyright privileges of works produced by faculty, the University, and other copyright holders.
- Shall not threaten, intimidate or pressure instructors or teaching assistants, or interfere with grading any coursework.
- Shall not disrupt classes or interfere with the teaching or learning environment.
- ► Faculty members and instructors are responsible for teaching courses and evaluating student work, and are governed by University of California and UC Davis policies and regulations. Regulation 550 of the Davis Division of the Academic Senate addresses academic misconduct. Faculty and instructors:
  - Will provide students with a course outline containing information about the content of the course, amount and kind of work expected, examination and grading procedures and notice of the Code of Academic Conduct.
  - Should monitor examinations to help prevent academic misconduct.
  - Shall report all suspected cases of cheating and other misconduct to the Office of Student Support and Judicial Affairs

(<http://ossja.ucdavis.edu/>).
- ► The University has delegated authority and responsibility to the Office of Student Support and Judicial Affairs (OSSJA) for the adjudication and resolution of academic misconduct cases. OSSJA maintains records of academic misconduct. The University:
  - Shall educate faculty and students about the Code of Academic Conduct.
  - Shall provide physical settings such as classrooms and labs for examinations that minimize opportunities for academic misconduct.
- Shall assist and train faculty and teaching assistants about how to prevent and address academic misconduct.
- ► Submitting Reports and Judicial Procedures
  - The Code of Academic Conduct governs academic conduct at UC Davis.
  - Faculty have sole authority, as granted by the Academic Senate, to evaluate a student's academic performance and

assign grades. If academic misconduct is admitted or is determined by adjudication to have occurred, instructors may assign a grade penalty no greater than “F” for the course in question. If a report is pending at the end of an academic term, instructors should assign a temporary grade of “Y” for the course until the report is resolved.

- A faculty/student panel, convened by OSSJA, shall conduct formal hearings to adjudicate contested cases of academic misconduct, unless the right to a formal hearing has been withdrawn. The right to a formal hearing may be withdrawn because of a prior finding of misconduct.
- Instructors and teaching assistants may direct a student to leave a class immediately if the student’s behavior is disruptive.
- Instructors, teaching assistants and staff persons should contact police (752-1230 or 911) if they feel physically threatened.