

History 4053  
Economic History of the United States  
Spring, 2003  
Arkansas Tech University

INSTRUCTOR	Dr. Carey M. Roberts WPN 256 968-0449 <a href="mailto:carey.roberts@mail.atu.edu">carey.roberts@mail.atu.edu</a>  Office hours: MWF: 9:00-10:00 a.m. MW: 1:30-3:00 p.m. Tue: 9:00-11:00 a.m.
COURSE WEBPAGE	<a href="http://blackboard.atu.edu">http://blackboard.atu.edu</a> <a href="http://ifa.atu.edu/ssphil/people/croberts/default.asp">http://ifa.atu.edu/ssphil/people/croberts/default.asp</a>
CATALOG DESCRIPTION	A study of the major economic forces which have helped influence, and been influenced by, United States history. Particular emphasis will be given to the development of agriculture, business, industry, and labor in their American setting.
REQUIRED TEXT	Schweikart, <i>The Entrepreneurial Adventure</i> (Harcourt Brace) Gordon, <i>The Business of America</i> (Walker and Co.) Rothbard, <i>A History of Money and Banking in the United States</i> (Mises Inst.)
SUPPLEMENTAL READING	Students are strongly encouraged to explore the "history" section of research links provided by RPLTC. Located on their web page under "research links," the material can be accessed at:

[http://library.atu.edu/Links/resources.htm/links\\_history.htm](http://library.atu.edu/Links/resources.htm/links_history.htm)

Bibliography

- Kulikoff, Allan, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800*.
- Egnal, Marc. "The Economic Development of the Thirteen Continental Colonies, 1720-1775." *William and Mary Quarterly*. 32 (April 1975): 191-222.
- Hanson, John. "The Economic Development of the Thirteen Continental Colonies, 1720-1775: A Critique." *William and Mary Quarterly*. 37 (January 1980): 165-175.
- Hummel, Jeffrey. "The Monetary History of America to 1789: A Historiographical Essay." *Journal of Libertarian Studies*. Vol. 2, No. 4 (1978): 373-389.
- Breen, T.H., "Empire of Goods: The Anglicanization of Colonial America, 1690-1776." In Stanley Katz, et al eds. *Colonial America: Essays in Politics and Social Development*. New York: McGraw-Hill, 1993, 367-398.
- Appleby, Joyce O. *Capitalism and a New Social Order: The Republican Vision of the 1790s*. New York: NYU Press, 1984.
- Perkins, Edwin. *The Economy of Colonial America*. New York: Columbia University Press, 1980.
- Stabile, Donald. *The Origins of American Public Finance: Debates over Money, Debt, and Taxes in the Constitutional Era, 1776-1836*. Westport: Greenwood

Press, 1998.

Sellers, Charles. *The Market Revolution: Jacksonian America, 1815-1846*. New York: Oxford Press, 1991.

Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture*. New York: Vintage, 1993, 91-111.

Kolko, Gabriel. *The Triumph of Conservatism*. Chicago: Quadrangle Books, 1963.

COURSE  
OBJECTIVES

History 4053 will cover the most important aspects of American economic history from the colonial period to the present. Our focus will largely be monetary and institutional development, but students will also gain an economic understanding of the development of modern capitalism, the economics of slavery, consumerism and modern advertising, and the economics of war. We cannot possibly cover every topic deserving treatment. Some important issues, such as the First and Second Bank of the United States, tariff debates, territorial expansion, the role of minorities, and the New Deal are covered in other American history courses.

ASSESSMENT

Quizzes (11 quizzes at 10 points each)

Ten quizzes will be offered the final 10 minutes of the scheduled exam day.

**Students must bring scantron sheets to class in order to take the quiz.** Quizzes cover the lectures and textbook material. Questions for the quizzes will be a combination of multiple choice, true/false, and matching.

Midterm (100 points each)

One exam will be offered during the semester to test your understanding of class material. Questions for the exams follow the same format as the quizzes in addition to essay questions. Students will have a choice of essay questions.

Paper (100 points)

The paper for this course will consist of an interview between you and a local entrepreneur. You will turn in a written transcript, a digital transcript, and an audio recording of the interview. More information will be made available early in the semester.

Final Exam (100 points)

The final exam will follow the same format as the midterms and **will not be cumulative**. Consult the final exam schedule for date, time, and location.

## Grade Distribution

Total of 400 points.

90% and above	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Students should periodically check their grades using Blackboard.

Students may not drop a quiz nor make up missed ones. However, students are graded on a 400-point scale even though the total number of possible points is 510.

\*Class attendance and participation is expected.

STUDY GUIDES Study guides may become available for the readings. Please check the course documents area of the webpage regularly.

ACADEMIC POLICIES Students are required to attend each class meeting. My experience is that student performance is directly proportional to the amount of attendance. Students are also asked to dress appropriately so as not to distract other students.

During exam times, please do not bring notes or books to class. If you must do so, you will be asked to place them away from your desk. **Do not wear hats or caps during exam time.** You will not be allowed to leave the room before finishing the test.

Punishment for cheating will be swift and severe. The professor reserves the right to fail a student for any instance of cheating and/or give an "F" for the assignment in question.

Plagiarism is a serious offense and constitutes stealing the ideas of other people. All material quoted or **paraphrased** must be properly cited. If you have any questions, please contact me immediately.

### Make-ups:

Make-up quizzes will **not** be offered for this course. Students with excused absences may average their quiz grades for one missed quiz. Excused absences are limited to the following: personal illness or illness of your child (must have a doctor's excuse), death in the immediate family, or school-sponsored activity. A missed midterm must be made up as soon as possible.

GUIDE TO THE COURSE WEBPAGE History 4053 will be a heavily web-based course in order to best meet the needs of all students. Those needing additional assistance as well as students wishing to further engage the issues and material presented will find supplements through the course and textbook web pages.

## Course Web page: Tips on Using Blackboard

Blackboard is a web-building tool designed to assist college students and teachers. There are many fine features of this product, which, if properly used, will help students manage their grades, monitor class assignments, and discuss questions with other students.

The first step is to logon to Blackboard through the Arkansas Tech server (<http://blackboard.atu.edu>) using your eID (stu0000) and password. If you do not know your eID, please consult the Tech student e-mail directory (<http://dir.atu.edu/student.asp>). Students enrolled in this course have already been registered.

When you access Blackboard, under "My Courses" you will find this course. Click on the course to be taken to the Announcements page. From here you can navigate to various areas of assistance (discussion list, syllabus, grade book, etc.).

If for some reason you cannot access the course page, or if your eID is unavailable, please contact Dr. Roberts as soon as possible.

Students will find the grade book especially helpful and should regularly consult it especially after the professor returns quizzes and exams.

Study guides and the paper question will be posted on the Blackboard page. **They will not be handed out in class or made available in any other format.**

**Always e-mail Dr. Roberts to resolve any problem you may have with the course.**

Dr. Roberts does not endorse the political affiliation or agenda of any web page linked to the specified course web pages.

Tips on  
Successfully  
Completing  
History 4053

1. Make certain that you do not miss class. Students who often miss class universally perform poorly.
2. Contact me with any problem as soon as possible.
3. I am happy to meet with students during regular office hours. Take advantage of this opportunity.
4. Take detailed notes. If your notes look like paragraphs and are difficult to follow, then you should try alternative note-taking methods. Students typically do better if they organize their notes as outlines, underline all proper nouns, and write the headings and key terms in the left-hand margin. You can then use your notes like note cards by covering the body of your notes and reviewing the key terms. I can look at your notes after class meetings to guide you in this process.
5. Quizzes and exams **are not returned or reviewed in class**. However, all students are encouraged to come to my office and go over the quiz or exam with me. Apart from reading more carefully and taking better notes, this is the only way you can improve your scores.
6. By all means, take advantage of other media to learn history. Watch the History Channel, etc. Feel free to ask questions in class about other interpretations of the events and people we cover.

7. Finally, if you realize that your grades are suffering because of things beyond your control or if you are unwilling to make changes in your study habits, then it is in your best interest to drop this course. **Do not entrust others with the responsibility of dropping the course.** Make certain that you confirm the drop with me as soon as possible.

### CLASS SCHEDULE

WEEK (Sunday)	TOPIC	READING	OTHER
Jan. 12	Introduction; Why Study Economic History and Theories of Growth and Entrepreneurship	Gordon, 25-29	
Jan. 19	The Colonial Economy (No Class Monday)  Topic: A Tobacco Plantation	Schweikart, 25-31 Rothbard, 47-58 Gordon, 3-7	Quiz 1 on Thursday
Jan. 26	Mercantilism	Schweikart, 31-55 Gordon, 47-51	Quiz 2 on Thursday
Feb. 2	The Early Republic  Topic: How Does a Stock Market Work?	Schweikart, 59-89 Rothbard, 59-72 Gordon, 123-127; 169-173	Quiz 3 on Thursday
Feb. 9	A Market Revolution?	Schweikart, 95-130 Rothbard, 82-114 Gordon, 75-85; 91-95	Quiz 4 on Tuesday
Feb. 16	Economics of Slavery (No Class Thursday)  Topic: Was Slavery Profitable?	Schweikart, 165-172 Gordon, 18-24; 40-46	Quiz 5 on Tuesday
Feb. 23	Civil War and Postbellum America	Schweikart, 179-193 Rothbard, 122-132 Gordon, 152-156	Quiz 6 on Thursday

March 2	Scientific Management and the Managerial Revolution	Schweikart, 193-209 Rothbard, 159-179 Gordon, 174-178	Quiz 7 on Thursday
March 10	Captains of Industry or Robber Barons?	Rothbard, 218-259 Gordon, 52-56; 133-138	<b>Midterm Exam</b>
March 16	SPRING BREAK: No Class		
March 23	Late 19 <sup>th</sup> and early 20 <sup>th</sup> c. Consumerism <b>(Last Day to Drop with "W": March 28)</b>  Topic: Mail-order Catalogs and Women's Fashion	Schweikart, 219-227 Gordon, 133-138; 219-223	Quiz 7 on Thursday
March 30	Populism/Labor Movements	Schweikart, 227-258	Quiz 8 on Thursday
April 6	Great Depression  Topic: What Caused the Great Depression?	Schweikart, 317-364 Gordon, 139-146	Quiz 9 on Thursday
April 13	Economics of Warfare <b>(Last Day to Drop with "WF": April 18)</b>  Topic: Did World War II End the Depression?	Schweikart, 371-387 Gordon, 162-168	Quiz 10 on Thursday
April 20	Postwar America  <b>(Possibility of No Class Thursday)</b>  Topic: Television and the Digital Revolution	Schweikart, 387-437 Gordon, 239-246	Paper Due Wednesday at High Noon
April 27	Reagan Revolution and Beyond  Topic: The End of the New Economy?	Schweikart, 477-503; 522-549	Quiz 11

Note: All information on this syllabus is subject to change.