

Topics in North American History

Course Website: q.utoronto.ca
Lecture: Wednesdays 4pm - 6pm, WW 121

Course Information

Instructor: Shari Eli
Email: shari.eli@utoronto.ca
Twitter: @ShariJeli
Office Hours: by appointment

Course Goals

This course surveys North American economic history from the early 19th century to the present. We will use tools in economics to explore research questions in economic history that are especially informative in analysis of current economic events. Topics will include, but are not limited to, the following: immigration, fertility, financial crises, income inequality over the twentieth century, slavery and its aftermath, health and demography; and technological change. Methods discussed will include the following: econometric methods used with historical datasets; assembly of large microdata; matching individuals across administrative datasets; and strategies for archival research.

Students with Disabilities

Please let me know as soon as possible if you would like special accommodations/arrangements either in class or in the event that the building must be evacuated. For disability-related accommodations, please also see the following website: <http://www.accessibility.utoronto.ca>.

Plagiarism

Don't do it! Plagiarism, as defined by the Merriam-Webster Dictionary, includes using someone else's words, phrases, texts, or rewording someone else's thoughts, without giving he/she due credit. The standard penalty for violations of academic integrity in this course will be an F grade for the course. It is your responsibility to check the student guide to academic honesty at <http://academicintegrity.utoronto.ca/>.

Text

One of the suggested, but not required, textbooks for this class is *A New Economic View of American History from Colonial Times to 1940* by Jeremy Atack and Peter Passell (2nd edition). Relevant chapters are available at q.utoronto.ca. *History of the American Economy* by Walton and Rockoff (11th edition) could also be consulted for a background on some of the material covered in the course.

Grading

Grades will be calculated based on points gained from exams, assignments and presentations.

Policy for Missed Exams

If an exam is missed due to a medical reason, the student must submit a Verification of Student Illness or Injury form found here: <http://www.illnessverification.utoronto.ca/index.php> Only an original form, not scans, e-mails or copies, will be accepted. The form must be completed by a qualified medical doctor (or nurse practitioner) and the doctor's OHIP registration number must be provided.

If the medical note or other cause for missing an exam is accepted as a suitable reason, the student will be eligible to take a make-up test, which will consist of the following: 1) 5-page essay worth 20 points and the completion of a take-home make-up test worth 20 points. If the student does not complete part 1 and 2 of the make-up test within 7 days after the midterm date, there will be no "make-up make-up," and the student will receive a zero for the exam.

	Points	Date
Assignment 1	15	January 29, 2020
Assignment 2	15	March 11, 2020
Midterm	40	February 26, 2020
Presentation	30	TBD
Total	100	

Assignments

There will be 2 assignments (15 pts each). Each assignment is due at the beginning of class on the due date. Late homework assignments will not be accepted.

Midterm

The midterm will be held during class on February 26, 2020.

Reading List

The reading list below contains a collection of journal articles, scholarly book chapters and textbook chapters. (Active) links to each reading are included. Readings which appear with an asterisk (*) next to them are required reading for the course.

Lecture 1. January 8 - Introduction

Lecture 2. January 15 - The Case for American Exceptionalism

*Robert Fogel (1962), "A Quantitative Approach to the Study of Railroads in American Economic Growth," *Journal of Economic History* 22, p.163-197, <http://www.jstor.org/stable/2114353>.

*Alfred Chandler (1990), *Scale and Scope*, Cambridge: Harvard University Press, chapter 3, pp. 51-89. [Available at q.utoronto.ca]

*Kenneth Sokoloff and Stanley Engerman (2000), "Institutions, Factor Endowments, and Paths of Development in the New World," *Journal of Economic Perspectives* 14(3), p. 217-232, <http://www.nyu.edu/econ/user/debraj/Courses/Readings/SokoloffEngerman.pdf>.

*Gavin Wright and Jesse Czelusta (2002), "Exorcizing the Resource Curse: Minerals as a Knowledge Industry, Past and Present," unpublished manuscript, Stanford University. <http://www.siepr.stanford.edu/workp/swp02008.pdf>

Lecture 3. January 22 - The Slavery Debates

*Fogel, Robert W. and Stanley L. Engerman (1977). "Explaining the Relative Efficiency of Slave Agriculture in the Antebellum South." *American Economic Review* 67(3): 275-296, and "Reply", *American Economic Review* 70: 672-690. <http://www.jstor.org/stable/1831400>

*David, Paul and Peter Temin (1979). "A Comment," *American Economic Review* 69(1): 213-218. <http://www.jstor.org/stable/1802517>

Robert Fogel and Stanley Engerman (1974). *Time on the Cross: The Economics of American Negro Slavery*. New York: Little, Brown & Company.

Paul David (1966), "The Mechanization of Reaping in the Ante-Bellum Midwest," in Henry Rosovsky (ed.), *Industrialization in Two Systems*, New York: pp. 3-28.

Textbook chapter 10 - "Northern agricultural development before the civil war"

Textbook chapter 11 - "Slavery and southern development"

Lecture 4. January 29 - The Legacy of Slavery

*Smith, James (1984). "Race and Human Capital," *American Economic Review*. Vol. 74(4): 685-698. <http://www.jstor.org/stable/1805133>

*Sacerdote, Bruce (2005). "Slavery and the Intergenerational Transmission of Human Capital," *Review of Economics and Statistics* 87(2): 217-234. [Available at q.utoronto.ca]

*Textbook chapter 12 - "How the southern slave system worked"

*Wright, Gavin (1986). *Old South, New South: Revolutions in the Southern Economy Since the Civil War*. New York: Basic Books. Chapters 1, 3, 4. [Available on q.utoronto.ca]

Textbook chapter 14 - "The south after the civil war"

Suresh Naidu (2010). "Suffrage, Schooling and Sorting in the Post-Bellum U.S. South"

Lecture 5. February 5 - Segregation and Civil Rights

*Smith, James and F. Welch (1989), "Black Economic Progress after Myrdal," *Journal of Economic Literature*. Vol. 27: 519-64. <http://www.jstor.org/stable/2726688>

*Collins, William J. and Robert A. Margo (2004). "The Economic Aftermath of the 1960s Riots: Evidence from Property Values" NBER Working Paper 10493. <http://ideas.repec.org/p/nbr/nberwo/10493.html>

*Cutler, David M., Edward L. Glaeser, and Jacob L. Vigdor (1999). "The Rise and Decline of the American Ghetto," *Journal of Political Economy* 107(3): 455-506. <http://www.jstor.org/stable/2990780>

*Massey, Douglas and Nancy Denton (1993). *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press, Chapters 2 and 3. [Available on portal.ca]

*Donahue, J. H. and James Heckman (1991). "Continuous vs. Episodic Change: The Impact of Civil Rights Policy on the Economic Status of Blacks," *Journal of Economic Literature*. Vol. 29: 1603-43.
<http://www.jstor.org/stable/2727792>

Lecture 6. February 12 - Health and Demography

*Ronald Lee (2003). "The Demographic Transition: Three Centuries of Fundamental Change," *Journal of Economic Perspectives* 17(4): 167-190. <http://www.jstor.org/stable/3216936>

*Robert Fogel (2004). *The Escape from Hunger and Premature Death, 1700 - 2100*, Cambridge: Cambridge University Press, chapter 2, pp. 21- 42. [Available on q.utoronto.ca]

*Cutler, David and Grant Miller (2005). "The Role of Public Health Improvements in Health Advances: The 20th Century United States," *Demography* 42(1): 1-22.
<http://www.jstor.org/stable/1515174>

*Almond, Douglas V. (2006). "Is the 1918 Influenza Pandemic Over? Long-term Effects of In Utero Influenza in the Post-1940 U.S. Population," *Journal of Political Economy* 114(4): 672-712.
<http://www.jstor.org/stable/3840337>

*Aizer, Anna, Shari Eli, Joseph Ferrie and Adriana Lleras-Muney (2016). "The Long-Run Impact of Cash Transfers to Poor Families" *American Economic Review* 106(4), pp. 935-71. **skim**.
http://individual.utoronto.ca/shari_eli/Aizer_Eli_Ferrie_Lleras-Muney-2.pdf

*Textbook chapter 8 - "Population growth and redistribution"

*David M. Cutler, Angus S. Deaton, Adriana Lleras-Muney (2006). "The Determinants of Mortality." NBER Working Paper No. 11963
<http://www.nber.org/papers/w11963>

Van den Berg et al (2006). "Economic Conditions Early in Life and Individual Mortality," *American Economic Review* 96(1): 290-302.

*Abramitzky, Ran, Leah Platt Boustan, Katherine Eriksson. "A Nation of Immigrants: Assimilation and Economic Outcomes in the Age of Mass Migration" *The Journal of Political Economy*, 122:3, 467-717, June 2014.
<http://www.jstor.org/stable/10.1086/675805>

*Bailey, Martha, Connor Cole, Morgan Henderson and Catherine Massey, "How Well Do Automated Methods Perform in Historical Samples? Evidence from New Ground Truth," NBER Working Paper, 2017.
<http://www.nber.org/papers/w24019>

*Feigenbaum, James, "Automated Census Record Linking: A Machine Learning Approach." Working Paper
<https://scholar.harvard.edu/jfeigenbaum/publications/automated-census-record-linking>

Lleras-Muney, Adriana and Allison Shertzer. "Did the Americanization Movement Succeed? An Evaluation of the Effect of English-Only and Compulsory Schooling Laws on Immigrants," *American Economic Journal*:

Economic Policy Vol. 7, No. 3 (2015): 258-290.

<http://www.jstor.org/stable/24466021>

Lecture 7. February 26 - Midterm

Lecture 8. March 4 - The Twentieth Century Labor Market

*Claudia Goldin (2006). "The Quiet Revolution That Transformed Women's Employment, Education, and Family." *American Economic Review, Papers and Proceedings* (Ely Lecture), 96 (May), pp. 1-21.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.84.1403&rep=rep1&type=pdf>

*Goldin, Claudia and Lawrence Katz, "The Returns to Skill in the United States across the Twentieth Century," NBER Working Paper no. 7126 (May 1999).

<http://www.nber.org/papers/w7126>

*Goldin, Claudia and Robert Margo, "The Great Compression: The Wage Structure in the U.S. at Mid-Century," *Quarterly Journal of Economics* (Feb. 1992), 1-34.

<http://www.jstor.org/stable/2118322>

Lecture 9. March 11 - The Great Depression

*Christina Romer (1993), "The Nation in Depression," *Journal of Economic Perspectives*. Vol. 7: 19-39.

<http://www.jstor.org/stable/2138198>

*Christina Romer (1990), "The Great Crash and the Onset of the Great Depression," *The Quarterly Journal of Economics*, Vol. 105, No. 3: 597-624.

<http://www.jstor.org/stable/2937892>

Milton Friedman and Anna Schwartz (1963), *A Monetary History of the United States, 1867-1960*, Princeton: Princeton University Press, chapter 13, pp. 676-700.

*Barry Eichengreen (1992), *Golden Fetters: The Gold Standard and the Great Depression 1919-1939* (New York: Oxford University Press), chapter 1, pp. 3-28. [Available at q.utoronto.ca]

Ben Bernanke (1983), "Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression" *American Economic Review* 73, pp. 257-276.

<http://www.jstor.org/stable/1808111>

Textbook chapter 21 - "The great depression: explaining the contraction"

Textbook chapter 22 - "The great depression, 1933 - 39: the recovery?"

Textbook chapter 18 - "Structural change in America's financial markets"

Textbook chapter 20 - "America comes of age: 1914 - 29"

Lecture 10. March 18 - Presentations, Part I

Lecture 11. March 25 - Presentations, Part II

Lecture 12. April 1 - Presentations, Part III