Economics 362
American Economic History
Fall 2018
Professor Carol E. Heim

# Guidelines for Papers

**I. Goal:** For each paper, the goal is to write a review of one of the assigned readings, including analysis of strengths and weaknesses of that article or chapter.

**II. Due Dates:**

Paper #1: Tuesday, Sept. 25 (in class)
Paper #2: Thursday, Nov. 29 (in class)

Late papers will be graded down at a rate of one grade increment per day (for example, an A will become an A- if it is one day late, etc.)
For example, papers submitted after 11:15 a.m. on Wednesday, Sept. 26 will be considered to be one day late, papers submitted after 11:15 a.m. on Thursday, Sept. 27 will be considered to be two days late, etc.
Papers must be submitted both in hard copy and electronically. Both versions must be submitted by 11:15 a.m. on the due date. If either version is not submitted, late penalties will be applied.
Weekend days count as days for the late penalties. On Saturday or Sunday, the hard copy of the paper must be delivered to my house (13 Amherst Road, Leverett, MA) if you are not able to get into Gordon Hall to slide it under the door to my office (223 Gordon Hall).

**II. The Basics**

Length: 4-5 pages, not including any endnotes, bibliography, reference list, tables, or graphs.

Format: Double-spaced, in 12-point type, with 1-inch top and bottom margins and 1.25-inch left and right margins.

Choice of Reading: For each paper, you may select any one of the eligible readings listed in the appendix on pp. 5-6 below.

The reading can be one that we have not yet covered in class at the time the paper is due. In your papers, you need to include your own analysis, rather than only reproducing what is in another reading or what is in your notes from class lectures.

Required Components:
A) synopsis of the author's argument and summary of main points of the reading
B) critical analysis and review, including reasons and evidence for your views and identification of one strength and one weakness of the reading
C) two other questions sparked by the reading and historical evidence that might be used to answer them.
D) you also must attach a photocopy or printout of a page, table, or graph from a relevant source for each of the questions in C) above.

Approximate Length of Each Component:
A) one page or less
B) two to three pages
C) one to two pages
Six pages is an absolute maximum for the text of the paper (not including any endnotes, bibliography, reference list, tables, or graphs).

Writing: Papers must have an introduction, body, and conclusion. Since these are short papers, introductions and conclusions probably will not exceed one paragraph each.
Papers must have correct grammar, punctuation, and spelling.
Use the Chicago Manual of Style citation format for any endnotes, bibliography, or reference lists, if your paper includes them. A "Chicago-Style Citation Quick Guide" can be found at http://www.chicagomanualofstyle.org/tools_citationguide.html.
If you use the author-date citation format for parenthetical references in the body of your paper, your reference list will include items arranged alphabetically by author(s), with the date of publication immediately following the author(s) name in the reference list.

## III. Components

### A. Synopsis of Argument and Summary of Main Points

Summarize the author's main argument and provide a brief summary of main points the author makes in the article or chapter. What are the most important three points that a reader should take away from this reading?
You may find the discussion of abstracts in the book by Steven A. Greenlaw, *Doing Economics* (pp. 118-119) useful for this part of your paper.

### B. Critical Analysis and Review

Discuss one important issue raised in the reading, giving reasons as to why you agree or disagree with the author on this issue. Support your argument with evidence from the reading and your own economic reasoning. Refer to specific pages in the reading.
As part of your discussion of this issue, identify at least one strength and one weakness of the author's argument.
If you include notes, they should be endnotes rather than footnotes. If you use any sources other than the assigned reading (for example, to present evidence that contradicts the argument in the assigned reading), you must cite the sources either in endnotes or by using parenthetical citations in the text of your paper (using the author-date system).

Wikipedia is not an acceptable source for these scholarly papers, although it can be a very useful starting point and can help you to find more reliable sources of information.
The critical analysis and review should be your own work, not a quotation or paraphrasing of someone else's analysis and review of the reading.
You may find chapter 6 in the book by Steven A. Greenlaw, *Doing Economics*, useful for this part of your paper. Note especially Tables 6.1 and 6.2, the discussion of them on pp. 110-116, and the discussion of critical reviews on pp. 116-119. Your critical review will be longer than the sample critical review on p. 119.
You also might want to look at the sections in chapter 4 of Greenlaw's book on "The Structure of an Argument," "Examining an Argument," and "What Makes for a Persuasive Argument?" (pp. 51-57, 59-63).

**C. Other Questions**
Pose two historical questions that are sparked in your mind by this reading. What else are you curious to know more about as a result of the reading?
For each question, indicate what historical evidence might be used to answer it.
For each of the questions, provide a citation for a specific source you have consulted that includes relevant evidence.
If the source is an online source, it must be an official data source or archive, or a published journal article or book (i.e., not an unofficial web page or blog). For online sources, include the URL for the source as part of your citation.
Attach a photocopy or print-out of a page, table, or graph taken from each of the two sources to the hard copy of your paper that you submit in class. Include complete citation information for each source on the photocopy or printout. These pages will not count as part of the 4-5 pages of your paper.

**IV. Useful Resources:** The following resources may be useful in working on your papers:
1. Steven A. Greenlaw, *Doing Economics: A Guide to Understanding and Carrying Out Economic Research* (Boston: Houghton Mifflin, 2006). This book is on physical reserve at the W. E. B. Du Bois Library, Lower Level. There also are copies at other libraries in the area which you may be able to check out.
2. The Purdue Online Writing Lab (OWL), http://owl.english.purdue.edu/owl/
3. Kate L. Turabian, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, *A Manual for Writers of Research Papers, Theses, and Dissertations*: *Chicago Style for Students and Researchers* (Chicago: University of Chicago Press, 2013). This book is on physical reserve at the W. E. B. Du Bois Library, Lower Level.

**V. Note on Academic Honesty**: Penalties for any breach of academic honesty are severe and include University disciplinary action. Student papers may be submitted to Turnitin by the instructor to check for possible plagiarism. Submitted assignments will be included in the UMass Amherst dedicated database of assignments at Turnitin and will be

used solely for the purpose of checking for possible plagiarism during the grading process in spring 2018 or later.

For the purposes of this course, plagiarism means presenting someone else's work as your own (for example, copying all or part of someone else's paper, buying a pre-written paper, or having someone else do a paper for you) or using outside sources without proper acknowledgment. Footnotes always must be provided for direct quotations and in cases where you are paraphrasing or summarizing another author's ideas or research. Any material, including material from internet web sites, that is a direct quotation must be put in quotation marks. Students are advised to consult a standard manual such as the one by Turabian et al. listed above, or to speak with Professor Heim, if questions arise while working on your papers.

Information on the University's Academic Honesty Policy is available at:
https://www.umass.edu/honesty/
An "Academic Honesty Guide for Students" is available at:
https://www.umass.edu/honesty/sites/default/files/academic_honesty_guide_for_students.pdf

For a good discussion of plagiarism and why it matters, see "Richardson's Rules of Order, Part VIII: Plagiarism: Who Cares?" by Professor Heather Cox Richardson, Sept. 7, 2009.
http://histsociety.blogspot.co.uk/search/label/Richardson%27s%20Rules%20of%20Order

Other posts by Professor Richardson on this site include many suggestions that you may find useful for writing papers, taking exams, and speaking in class.

## Appendix: Eligible Readings

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill & Wang, 1983), ch. 4, "Bounding the Land," pp. 54-81.

Marc Egnal and Joseph A. Ernst, "An Economic Interpretation of the American Revolution," *William and Mary Quarterly*, 3rd ser., vol. 29, no. 1 (Jan. 1972), pp. 3-32.

Morton J. Horwitz, "The Transformation in the Conception of Property in American Law, 1780-1860," *University of Chicago Law Review*, vol. 40, no. 2 (Winter 1973), pp. 248-290.

Sven Beckert, *Empire of Cotton: A Global History* (New York: Vintage Books, 2014), part of ch. 5, pp. 98-120.

Barrington Moore, Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Boston: Beacon Press, 1966), ch. 3, "The American Civil War: The Last Capitalist Revolution," pp. 111-155.

Gavin Wright, *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South* (Cambridge, Mass.: Belknap Press, 2013), ch. 2, "The Political Economy of the Jim Crow South," pp. 32-73.

Alfred D. Chandler, Jr., "The Emergence of Managerial Capitalism," *Business History Review*, vol. 58, no. 4 (Winter 1984): 473-503.

Margaret Levenstein, "Escape from Equilibrium: Thinking Historically About Firm Responses to Competition," *Enterprise and Society*, vol. 13, no. 4 (Dec. 2012), pp. 710-728.

Barnet Wagman and Nancy Folbre, "Household Services and Economic Growth in the United States, 1870-1930," *Feminist Economics*, vol. 2, no. 1 (Spring 1996), pp. 43-66.

Ha-Joon Chang, "Kicking Away the Ladder – Globalisation and Economic Development in Historical Perspective," in *The Handbook of Globalisation*, ed. Jonathan Michie (Cheltenham, U.K.: Edward Elgar, 2003), pp. 385-394.

Alan M. Kraut, *The Huddled Masses: The Immigrant in American Society, 1880-1921*, 2nd ed. (Wheeling, Ill.: Harland Davidson, 2001), ch. 5, "Nativism and the End of Unlimited Entry," pp. 173-213.

Anne Mayhew, "A Reappraisal of the Causes of Farm Protest in the United States, 1870-1900," *Journal of Economic History*, vol. 32, no. 2 (June 1972), pp. 464-475.

Eugene N. White, "The Stock Market Boom and Crash of 1929 Revisited," *Journal of Economic Perspectives,* vol. 4, no. 2 (Spring 1990), pp. 67-83.

Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), ch. 11, "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market," pp. 190-218, 360-36.

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Liveright Publishing Corporation, 2017), ch. 11, "Looking Forward, Looking Back," pp. 177-193.

Debbie Bocian, Delvin Davis, Sonia Garrison, and Bill Sermons, “Mortgages,” in *The State of Lending in America and its Impact on U.S. Households* ([Durham, NC]: Center for Responsible Lending, 2012), pp. 21-59.

Emmanuel Saez and Gabriel Zucman,"Exploding Wealth Inequality in the United States," Washington Center for Equitable Growth, Washington, D.C. October 2014.