

Leonard Carlson, Department of Economics, August 4, 2010,
Course: Economics/History 355, "Political Economy of the American South."

Economics is the study of how people make decisions about the allocation of scarce resources now and in the future. Sustainability, from an economic perspective, can be seen as an application of that idea with an eye to examining which institutions encourage conservation of scarce resources in the future and which discourage that conservation.

My course examines the economic history of the American South from colonial times and slavery to the last decades of the twentieth century. I began this project by planning to add a section to examine "... the South's persistent status at the bottom of the "Green Index" ratings ... [and why] ... critics refer to the South as the home of "look-the-other-way policies and giveaway tax breaks"? (Wright 2000, 31) In another article Wright argues that "It is as though the South derives its economic interest from its politics, whereas formerly it was the other way around." (Wright 2001, p. 77) Two such industries are the pulp and paper industry and poultry, both of which are very important in the modern south. I expected to look at the evolution of political interest groups in shaping policies favorable to particular industries in the South. The articles by Boyd, in particular, discuss these industries.

As I looked into these questions I realized that a longer ecological look at the development of the South would be very useful. Mann (2007) argues that the English not only settled at James town, they brought a variety of plants, animals and insects that reshaped the environment in profound ways. These include earth worms and honey bees that did not exist in North America prior to the coming of Europeans and are essential to many European crops. Carney looks at the impact of African slaves with knowledge of rice production in Sierra Leon on the development of rice cultivation in South Carolina. Kantor (1991, 1995) looks at the political economy of livestock enclosure in the south, with important impact on the environment and small farmers. [See last section on the syllabus for these references]. The spread of the Boll Weevil with its important impact on the cotton South is another important aspect of this environmental history. My conclusion is that environmental history of the south is related to the certainly an important part of its political economy. These problems can usefully be examined using economic analysis of interest groups (public choice) and property rights.

Economics/History 355 WR
The Political Economy of the American SouthProfessor Leonard Carlson
Fall 2008

The American South has been a unique and complex region throughout its history. We will focus on selected economic issues in Southern history from the first English settlement in 1607 to 1970. Among other questions, we will consider: (1) What factors determined the growth (or lack of it) of southern incomes during slavery and after its abolition? In particular, was the South an economically backward region, and if so, what accounted for that backwardness? (2) What has been the impact of racial antagonisms and divisions during slavery and, later, in the era of segregation, on the economic life of Southerners? Where possible, we will use economic analysis will be used to supplement more traditional historical approaches.

Since there is no textbook for this class and I will be drawing from a variety of sources, your success in learning this material will depend upon your attendance and participation in class meetings more than in most classes.

This course is organized around a number of questions that have puzzled historians and others for years. The goal is for your understanding how to use theory and evidence to answer these questions and hence to understand the development of the South as a region. Where appropriate we will look at the history of Emory University fits or does not fit into the historical events we study. Read each item critically. Some of these *articles contradict one another or the arguments made in class*. Evaluate the logic and the evidence used to support the author's points.

WR: The Emory College Post-Freshman Writing Requirement can be satisfied in this class.

Pre-requisites: Economics 101 and 112 (or equivalent), or consent of the instructor.

OFFICE, PHONE, AND E-MAIL: Rich 306-F, 404-727-6375; econlac@learnlink.emory.edu.

Office Hours: Mondays and Wednesday 4:00 -5:30 pm and by arrangement.

On-Line Office Hours: I will check my email and Learnlink roughly once per day during the week, unless I am out of town.

LearnLink and Blackboard: A LearnLink conference and a Blackboard Conference have been set up for this class and you should be enrolled in both. Be sure to check this periodically for assignments and as a chance to ask questions.

Books: The following are on order at the book store:

Robert Fogel, *Without Consent or Contract*, Norton, 1989.

Ransom, Roger, *Conflict and Compromise*, Cambridge University Press, 1989.

Gavin Wright, *Old South, New South: Revolutions in the Southern Economy Since the Civil War*, 1986, reprinted by LSU Press, Baton Rouge, 1996.

COURTESY

Each student in the class is expected to treat other members of the class and the instructor with courtesy. Thus, for example, all cell phones need to be turned off before class, there should be no talking, newspaper reading, or sleeping in class. Questions about grades need to be done in a respectful manner, and discussions or disagreements with fellow students on Learnlink and in class need to be done in a respectful manner.

Honor Code

The honor code is taken seriously in this course. If you have a question, ask me. In general, you are expected to behave in a way such that your academic integrity is beyond question.

Examinations and Assignments

<u>Assignment</u>	<u>Date</u>	<u>Weight</u>
Mid-term Exam --	Fri Oct 22	25%
Long Paper		40%
Final Exam--	Dec 13, 8:30 -11:00 am (Monday)	35%

Attendance bonus. If you miss no more than three classes in the course of the semester you will receive a 1.5% bonus on the final total.

This schedule of exams and assignments is subject to change. Any changes will be announced in class. **Students are responsible for all announcements made in class.**

Research Paper

Each of you will be expected to do a grammatically sound term paper on a topic of your choosing. The paper should be typed and double spaced and roughly 15 pages in length, exclusive of tables and references. The bibliography must have at least ten entries. I will not accept late papers, but you can have a 24 hour grace period for a 5% reduction in grade. I will pass out some topics later and I will schedule meetings to discuss a topic with you. A paper should contain descriptive material, but the paper should center on a basic argument. For example, you might argue that slavery was incompatible with the rise of factories in the South. A brief abstract and working bibliography is due October 13.

To improve the quality of the paper we will use an in-class double-blind review system. The review system works as follows: I will distribute your paper to one of your classmates for critical comments. Your reviewer will not know who you are and you will not know you (hence the phrase double-blind). To participate, you must have a finished draft for anonymous review by the assigned date. The reviewer then picks up the paper and has one week to make comments. You then get the comments for your student reviewer and myself and have one week to revise the paper. You will turn in both the first and final versions of the paper along with the comments. The goal of each of you as referees is to help your classmate do as good a paper as possible. Please turn in your papers electronically. I will discuss this further in class.

The paper will be graded roughly as follows: 50% for content and conceptual clarity; 20% for grammar and style; 20% for integration of issues and concepts covered in class; and 10% for participation in the review process. If you put off the paper until the last moment I can almost guarantee you that no will be satisfied with the final product.

An additional handout on the paper will be given out soon.

Important Paper dates:

November 30 (Monday)	Topic and working bibliography due.
November 19 (Friday):	First draft of the paper is due
November 22 (Monday)	Receive paper to referee
November 30 (Tuesday)5:00pm	Referee reports are due
December 3 (Wednesday)	Paper drafts returned+ comments
December 8 (Wednesday) 5:00pm:	Final version of paper is due.

COURSE OUTLINE AND READINGS

Articles for this course can be found on the reserves section of the library home page. Most can be read on line or downloaded. Some books are on two hour reserve.

Week # and Date	Topics and Assignments
1. Aug. 25-27	Introduction: Why Study the South? Is There a Distinctive "Southern" History?
2. Sept. 03-05	English Settlement in the Chesapeake. Menard, "Economic and Social Development of the South," in Engerman and Gallman (eds), <i>The Cambridge Economic History of the United States, Vol I, The Colonial Era</i> , New York, Cambridge University Press, 1996, pp. 249-295.
Sept. 1	Labor Day Holiday
3. Sept.08-12	The Introduction of Unfree Labor and the Domar Hypothesis and the Development of the Southern Colonies Domar, "The Origins of Slavery and Serfdom: an Hypothesis", <i>JEH</i> , March, 1970. Galenson, "White Servitude and the Growth of Black Slavery in Colonial America," <i>JEH</i> , March 1981. Galenson, "The Rise and Fall of Indentured Servitude: An Economic Analysis," <i>JEH</i> (March 1984). Yeager, Timothy J., "Encomienda or Slavery? The Spanish Crown's Choice of Labor Organization in Sixteenth Century Spanish America," <i>JEH</i> ,(Dec. 1995), pp. 842-859. Fogel, <i>Without Consent</i> , ch. 1, 2.
4. Sept. 15-19	The American Revolution and the Post War Economy & The Removal of the Five Civilized Tribes Carlson, "Were there alternatives to disaster? The Removal of Indians from the southeastern United States in the 1830's" in Engerman and Metzger (eds) <i>Land Rights, ethno-nationality, and sovereignty in history</i>

5. Sept. 22-26	<p>The Growth of the Cotton/Slave Economy: Questions and Debates. Phillips, "The Economic Cost of Slaveholding in the Cotton Belt" <i>Political Science Quarterly</i>, June 1905) or in Aiken (ed) <i>Did Slavery Pay?</i> Fogel, <i>Without Consent</i>, ch 3, 4 Egnal, <i>Divergent Paths</i>, ch 1-2. Wright, "Prosperity, Progress and American Slavery," in <i>Reckoning With Slavery</i>.</p>
6. Sept.29- Oct. 3	<p>Slavery and Southern Economic Development: Manufacturing, Urbanization, and Slavery Weiman, "Urban Growth on the Periphery of the Cotton Belt: Atlanta, 1847-1860," <i>JEH</i> (June 1988) pp. 259-272. Ransom, <i>Conflict and Compromise</i>, ch 3. Wright, "Cheap Labor and Southern Textiles Before 1880," <i>JEH</i>, (September 1979) pp. 655-680. Egnal, <i>Divergent Paths</i>, ch 6-8.</p>
7. Oct. 6-10	<p>Life Under Slavery. Fogel, <i>Without Consent</i>, ch 2, 5, 6. Sutch, "The Treatment Received By American Slaves," <i>EEH</i>, (Oct. 1975)</p>
Oct. 13-14	<p>FALL BREAK</p>
8. Oct. 15-17	<p>Origins of the Civil War: Is There an Economic Explanation? Wright, <i>Political Economy of the South</i>, ch. 5. Fogel, <i>Without Consent</i>, chs 9, 10. Ransom, <i>Conflict and Compromise</i>, ch 1,2, 4,5. Ransom, "Was in the Civil War Inevitable?" ch 2 in <i>The Confederate States of America</i>.</p>
9. Oct. 20-22. 2	<p>The Economics of the Civil War Lebergott, "Why the South Lost: Commercial Purpose in the Confederacy, 1861-1865," <i>JAH</i>,(June 1983), pp. 58-74. Ransom, <i>Conflict and Compromise</i>, ch 6. Attack and Passell, <i>A New Economic View of American History</i>, 2nd ed., ch. 13.</p>
Friday, Oct. 24	<p>MID TERM EXAM</p>
10. Oct. 27-31	<p>The Impact of the Civil War and an Overview of the Southern Economy 1865-1940. Ransom, <i>Conflict and Compromise</i>, ch 7,8. Wright, <i>New South</i>, ch. 1-3.</p>

Week # and Date	Topics and Assignments
11. Nov. 3-7	<p>The Reconstruction of the land/labor system and the slow recovery of the South.</p> <p>Wright, <i>New South</i>, chs. 4,5</p> <p>Weiman, "The Economic Emancipation of the Non-Slaveholding class," <i>JEH</i>, (March 1985) pp. 71-93.</p> <p>Shlomowitz, "'Bound' or Free'? Black Labor in Cotton and Sugar Cane Farming, 1865-1880," <i>J. of Southern History</i>, (Nov., 1984), pp. 569-596.</p> <p>Alston and Ferrie, <i>Southern Paternalism and the American Welfare State</i>, ch.1</p>
12. Nov. 10-14	<p>Industry Comes South.</p> <p>Wright, <i>New South</i>, ch. 6</p> <p>Woodward, "The Colonial Economy," ch. 11 in <i>Origins of the New South</i></p> <p>Carlson, "Labor Supply, the Acquisition of Skills and the Location of Southern Textile Mills 1880-1900", <i>JEH</i>, (March 1981).</p>
13. Nov. 17-21	<p>Infrastructure and Southern Growth.</p> <p>James, "Financial Underdevelopment in the Postbellum South, <i>JIH</i>, (Winter 1981).</p>
14. Nov. 24-26	<p>The 1920s and 1930s.</p> <p>Wright, <i>New South</i>, ch. 7.</p> <p>Collins, "When the Tide Turned: Immigration and the Delay of the Great Black Migration," <i>JEH</i>, Sept. 1997</p> <p>Alston and Ferrie, <i>Southern Paternalism and the American Welfare State</i>, ch 2, 6</p>

Nov. 27-28	Thanksgiving Holiday
15. Dec.1-5	<p>The Economic History and the Civil Rights Revolution, 1946-1970. Wright, <i>New South</i>, ch. 8. Olson, "The South Shall Fall Again: The South as Leader and Laggard in Economic Growth", <i>SEJ</i>, (April 1983). Wright, "The Civil Rights Revolution as Economic History," <i>JEH</i>, June 1999. Heckman, "The Central Role of the South in Accounting for the Economic Progress of Black Americans," <i>AER</i>, (May 1990), pp. 242-246. Wright, "Small Business and Public Accommodations"</p>
16. Dec 8	Wright, "The Persistence of the South as an Economic Region," <i>Atlanta History</i> , 2001
Environmental Issues in Southern Economic History—These will be discussed during the course.	<p><u>Antebellum</u> Mann, Charles C. "Creating America (Jamestown)" <i>National Geographic</i>, Washington: May 2007. Vol. 211, Iss. 5; pp. 32-53 Carney, Judith, "Landscapes of Technology Transfer: Rice Cultivation and African continuities," <i>Technology and Culture</i>, v37, no.1: 3-35.</p> <p><u>Post Civil War</u> Kantor, Shawn, "Razorbacks, Ticky Cows, and the Closing of the Georgia Open Range: The Dynamics of Institutional Change Uncovered," <i>Journal of Economic History</i>, 51 (December 1991), pp. 861-86. _____, "The Political Economy of Coalition-Formation: The Case of Livestock Enclosure in the Postbellum South," <i>Explorations in Economic History</i>, 32 (January 1995), pp. 82-108. _____, Boyd, William, "Making Meat: Science, Technology, and American Poultry Production," <i>Technology and Culture</i>, v42, no.4: 631-64. _____, "Agro-Industrial Just-In-Time: The Chicken Industry and postwar American capitalism," in Goodman, David and Michael Watts, (eds), <i>Globalising Food: Agricultural Questions and global restructuring</i>, Rutledge, London and New York, 1997 _____, "The Forrest is the Future? Industrial Forestry and the Southern Pulp and Paper Complex," in Scranton, Phillip (ed.) <i>The Second Wave: Southern Industrialization from the 1940to the 1970s</i>, Athens and London, The University of Georgia Press, 2001: 168-218. McGurty, Eileen Maura, "From NIMBY to Civil Rights, The Origins of the Environmental Justice Movement," <i>Environmental History and the American South</i>, P. Sutter and C. Manganiello (eds.) University of Georgia Press (2009). Wright, Gavin, "The Civil Rights Revolution as Economic History," <i>Journal of Economic History</i>, June 1999. _____, "The Persistence of the South as an Economic Region," <i>Atlanta History</i>, 2001: 69-80. _____, "Old South, New South, Sunbelt South." Unpublished manuscript, 2000.</p> <p style="text-align: center;">A</p>
*Mon., Dec. 15, 12:30 – 2:30 p.m.	FINAL EXAM