



Econ 135 Spring 2021: Syllabus

The History of Economic Growth

J. Bradford DeLong

University of California at Berkeley, Economics and Blum Center,
and WCEG

delong@econ.berkeley.edu
<http://delong.typepad.com/>
+1 925 708 0467

Last Edited 2021-01-12
pages: <>

github: <<https://github.com;braddelong/public-files/blob/master/econ-135-s-2021-syllabus.pdf>>

Welcome

Welcome to Econ 135. We are very happy to have you here. We hope to help you obtain a first-class educational experience this still plague-ridden spring.

Acknowledgement: This course is borrowed & revised from one taught at Harvard by Melissa Dell: Econ 1342. It was her idea to teach a course like this, & her work that broke the ground, & made this course excellent wherever it is excellent. I have appropriated the format & many of the ideas of Professor Melissa Dell of Harvard University as she teaches them in her Econ 1342. Credit for things that work well in this course rightly belong to her.

Prerequisites & Requirements

This class is open to all undergraduate and graduate students at UC Berkeley, enrollment limits permitting. Econ 1 or equivalent is a required prerequisite (with exceptions made with the permission of the instructor). This course cannot be repeated for credit. This course meets L&S Breadth & Historical Studies requirements.

What Is This Course?: A Story

Back in 1870 British public intellectual, journalist, civil servant, imperial bureaucrat, moral philosopher, and economist John Stuart Mill wrote that up to that moment economic history had been stagnant—even in his lifetime. He had seen what people rightly called an “Industrial Revolution”, with the coming of steam power, automatic machinery, factories, railroads, and telegraphs. And yet, he wrote:

It is questionable if all the mechanical inventions yet made have lightened the day's toil of any human being. They have enabled a greater population to live the same life of drudgery and imprisonment...

The benefits of invention and innovation had all flowed to the top, and allowed “an increased number of manufacturers and others to make fortunes...” He did, almost as an aside, agree that “they have increased the comforts of the middle classes...”

But, in Mill’s eyes, the human economy in 1870 was largely as it had been for the nearly 8000 years since the invention of agriculture: people were desperately poor, with advancing technology barely keeping pace with increased resource scarcity generated from larger populations.

People were so malnourished and disease-ridden that for a couple to have on average two children surviving to reproduce required having three children live through to adulthood, which required that 4.5 children survive to the age of 5, which required 8 pregnancies carried to or near full-term. And humanity was at the demographic limit.

Today is very different.

We look forward to achieving zero population growth in our lifetimes. The average citizen of the world today is 10 times as well-off, at least, as the average citizen of 1870. And we can see the road clear to, in our lifetimes, at least another quadrupling of average human living standards and productivity levels.

Why was life for the typical person as late as the year 1870 so similar to life for the typical person in the year -1130? To what extent do we need to qualify Mill’s claim that the working class—even the English working class, the working class in the most technologically advanced and powerful nation the world had ever seen—still “live[d] the same life of drudgery and imprisonment” as had 3000 years ago “another man’s *thes*, a

portionless man whose livelihood was small”, in the words Akhilleus uses to Odysseus in Homer’s *Odyssey* to describe the lowest of lives? And what caused all the big changes from then until now? And what have been their consequences? And how have people viewed this process, and the possibilities for progress or the perceived necessity of stagnation?

That is the history of economic growth. That is what we will study this semester.

Course Description

Thus this course examines, in historical perspective, the idea & the reality of economic growth. It begins in the mists of deep time, rapidly reaches the invention of agriculture, & continues through with forecasts for the 21st century and beyond.

Topics covered include, among others:

- human language & sociability;
- the discovery of agriculture & the domestication of animals;
- the origins & maintenance of gross inequality;
- Malthusian economies;
- the commercial & industrial revolutions;
- modern economic growth;
- international prosperity differentials;
- OECD convergence & East Asian growth miracles;
- the political economy of growth & stagnation;
- & the stubborn persistence of poverty.

What do we, the instructors, hope that you, the students, will learn in this course?

We hope that you will learn:

- about the broad sweep of the realities of economic growth from before the invention of agriculture to today
- to survey what the currently live perspectives are on why some countries are so rich and other countries are so poor
- to explain what the currently live perspectives are on why the world today is so rich relative to the world in past eras
- to assess the currently live perspectives on why today some countries are so rich and other countries are so poor
- to decide on what additional pieces of information we need to be able to settle on which is the right one of the currently live perspectives on why today some countries are so rich and other countries are so poor
- to decide on what additional pieces of information we need to be able to settle on which is the right one of the currently live perspectives on why the world today is so rich relative to the world in past eras
- to make coherent forecasts of the future of economic growth—for individual countries, and for the world as a whole
- about some data science data manipulation, calculation, & analysis tools
- about simple versions of the models that economists use to account for and forecast economic growth
- to evaluate the advice given to governments seeking to manage the process of economic growth,
- about how economists and others have thought about economic growth, both as a concept and a goal.

Orienting Yourself

The person in charge of the course is J. Bradford DeLong
<delong@econ.berkeley.edu>. he is a professor in the Economics

Department & director for economics at the Blum Center for Developing Economies here at Berkeley; a blogger for the Washington Center for Equitable Growth; and was a deputy assistant secretary of the U.S. Treasury during the Clinton administration.

Brad DeLong delong@econ.berkeley.edu :: office hours: Th 08:30& Fr 09:30 <<https://berkeley.zoom.us/j/7744601602>>

Alex Pfeifer-Rosenblum apreiferrose@berkeley.edu :: office hours <<https://berkeley.zoom.us/j/99333707910?pwd=ODN3cVZSUjBCdlBhVXkvYjRpKzc0UT09>> Password: 204087
Tu 13:00 & 15:00 P[S|D]T, and by appointment; sections Tu 14:00; We 10:00; Th 16:00 <<https://berkeley.zoom.us/j/98695964679>>

Course Requirements & Policies

Class Attendance

During Spring 2021, Econ 135 will be held fully online with both synchronous and asynchronous components. Class will meet synchronously via Zoom Tu 09:30 P[S|D]T <<https://berkeley.zoom.us/j/7744601602>>, with additional sections. Students are expected to do readings, watch pre-recorded videos and lectures, take quizzes and do online problem sets in python jupyter notebooks, participate in asynchronous online discussions, provide feedback, watch and contribute to synchronous zoom calls, think about the material of the course, and help educate their peers as well. Learning works well only if it becomes a broad- based learning community with large components both in and outside of formal classes and class-related activities.

Discussion Sections

Students are expected to attend and participate in weekly discussion sections led by GSI Alex Pfeifer-Rosenblum, and are encouraged to have

videos on if possible—it really, really goes much better if we can see your faces. Sections Tu 14:00; We 10:00; Th 16:00 <<https://berkeley.zoom.us/j/98695964679>>

Accommodations

Please inform us as soon as possible if you need particular accommodations, and we will work out the necessary arrangements.

Academic Integrity

We encourage you to study in groups. But all written work must be your own. And no copying-and-pasting! Every keystroke should be from the tips of your fingers! Please familiarize yourself with the university's Code of Conduct <https://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf> and Honor Code <<https://teaching.berkeley.edu/berkeley-honor-code>>.

Plague Statement

This class is occurring in the middle of the first global plague in a century—fortunately a fairly mild one, as these things go. This has introduced layers of uncertainty to both our classroom and the world around us. We are committed to providing clear communication and consistent course instruction, and maintaining an online classroom that is conducive to intellectual pursuit and critical inquiry.

We are not at all sure which parts of this socially-distanced semi-distance learning course as we have planned it will work and will resonate, and which parts will turn out, in retrospect, to have been largely a waste of your time. So be prepared to be flexible: we may well rejigger and

reorganize pieces of this course on-the-fly, as we determine what is succeeding and attempt to reinforce it.

If, during the term, you contract COVID or begin caring for someone who has, please let us know ASAP.

Ray Hawkins's 15-Minute Rule

Broadcast technology can fail: wifi failure, rolling blackouts, Zoom crashing, etc.), the 15- minute rule applies. If the synchronous session has not begun more than 15 minutes past the hour or the half-hour, please conclude that there has been a failure somewhere in the technology link, and that the session will be rescheduled.

Similarly, if any 'cast drops in the middle and does not resume within 10 minutes, consider the synchronous version to be finished for the day.

Dropping & Adding

The fall 2020 undergraduate student deadline to add, drop, swap, and change class units is We 2020-09-16. If you are going to drop the course, please drop it as soon as possible, so that those who want to get in off the waiting list can have certainty as soon as possible. The instructors have no control over enrollment: contact the Economics Department undergraduate office.

Grading

We expect there to be about 2250 points: 150 for quizzes, 450 for contributions to readings-focused asynchronous discussions, 150 for zoom session attendance and participation, 150 for section attendance and participation, 600 for problem sets, 450 for presentations, and 150 for

feedback. In order to diminish start-up anxiety, we will be happy to give everybody full credit for points due before Fr 2020-09-18.

How those points will map onto grades is not yet set in stone. We will feel our way.

My guess is that the course will shake out with 20% A's, 50% A's, 15% B's, 10% B's, and 5% B-'s and below. But if you impress me it will be higher. And if the class is disappointing it will be lower.

The underlying philosophy for grading in a time of plague, and thus of socially-distanced learning, is this: We do not want to make the stakes especially high, because in the online world our ability to make fine or even gross distinctions between students' efforts and accomplishments is limited, and we do not want to provide strong incentives for academic dishonesty. Creating and allowing such an environment is very destructive and is in fact unprofessional on our part: it teaches those who cheat that they can probably get away with it, and that is true in the university but it is not true in life outside and after.

I have been told that back in The Day the grading rubric was more-or-less as follows:

- Students who truly impressed their teachers got A's.
- Students who mastered (in the sense of a skilled craftsman, a magister or magistra, one who produces a masterpiece, and not one who dominates, a dominus or domina) the material got B's.
- Students whose mastery of the material fell short—or who were clearly slacking off because they were more interested in other things, whether the student newspaper, political action, or the preparation of alcoholic

drinks—got C's, sometimes gentlemen's C's.

- Students who were in trouble and needed a change of some sort got D's.

I think we can make these distinctions between these four groups fairly and accurately. Hence think of the grading thus: to get an A, impress us; to get an A-, master the material; if your mastery has gaps you will get B+'s or B's. And if we think something has gone wrong and needs to be changed—that you are not getting out of Berkeley what you should be getting out of it and what it is our job to see that you do get out of it—you will get B-'s and below.

The workload, especially the reading load, in this course will be heavy; but perhaps more-than-usual workload will be fully rewarded with higher grades

Course Flow

Within the Week

For each module/week, we will typically ask you to:

1. Watch the module introductory video (complete before Tu 09:30 P[D|S]T zoom lecture-&-q&a)
2. Read the readings note → Read the readings (complete before Tu 09:30 P[D|S]T zoom lecture-&-q&a)
3. Read & listen to the powerpoint slide lectures (complete before Tu 09:30 P[D|S]T zoom lecture-&-q&a)
4. Attend & ask questions (& provide answers) in the Tu 09:30 P[D|S]T zoom lecture-&-q&a
5. If randomly selected, make your presentation on one of the questions of the week (on Th or Fr)
6. Take the quiz (complete by Fr)

7. Do the problem set/essay (complete by Fr)
8. Provide feedback to us on the module (complete by the following Fr)

The midterm and the final will be different...

Week-by-Week

- 0.0. Intro: Course Overview (2021-01-19):
- 0.1. Intro: Humans & Their Economics (2021-01-26):
 1. Growth Theory (2021-02-02)
 2. Malthusian Economies (2021-02-09)
 3. Breaking Out (2021-02-16)
 - 4.1. Modern Economic Growth (2021-02-23)

MIDTERM PROJECT WEEK (2021-03-02)

- 4.2. MEG: Hegemons & Plutocrats (2021-03-09)
- 4.3. MEG: Globalization, Convergence, & Underdevelopment (2021-03-16)
 - 5.1. Touring: Western Europe & the Americas (2021-03-39)
 - 5.2. Touring: Behind the Iron Curtain (2021-04-06)
 - 5.3. Touring: East Asian Miracles (2021-04-13)
 - 5.4. Touring: The Global South (2021-04-20)
 6. Policy Issues (2021-04-27)
 7. R&R WEEK REVIEW: Past, Present, & Future (2021-05-03)

TAKEHOME FINAL WEEK (2021-05-10)

Pre-Midterm Readings

Course administration & syllabus docs <<https://bcourses.berkeley.edu/courses/1500754/assignments/syllabus>> <<https://bcourses.berkeley.edu/courses/1500754/pages/home>> <<https://classes.berkeley.edu/content/2021-spring-econ-135-001-lec-00>>

Andy Matuschak: *Why Books Don't Work* <[https://github.com/
braddelong/public-files/blob/master/readings/article-matuschak-
books.pdf](https://github.com;braddelong/public-files/blob/master/readings/article-matuschak-books.pdf)>

Partha Dasgupta (2007): *Economics: A VSI* Preface, Prologue, chs 1-4, & Epilogue <<https://delong.typepad.com/files/dasgupta-economics.pdf>>

Aristotle: *Politics*, Book I <[https://delong.typepad.com/files/aristotle-
politics-book-i.pdf](https://delong.typepad.com/files/aristotle-politics-book-i.pdf)>

Gregory Clark (2005): *The Condition of the Working Class in England* <<https://delong.typepad.com/files/clark-condition.pdf>>

Lant Pritchett (1997): *Divergence, Big Time* <[https://pubs.aeaweb.org/
doi/pdfplus/10.1257/jep.11.3.3](https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.11.3.3)>

J. Bradford DeLong: *Lecture Notes: The Solow Growth Model* <<https://tinyurl.com/dl-2020-01-18f>>; *Lecture Notes: Malthusian Economies* <<https://tinyurl.com/dl-2020-01-18g>>; *Lecture Notes: Determinants of "Technological" Progress* <[https://nbviewer.jupyter.org/github/braddelong/
long-form-drafts/blob/master/solow-model-6-innovation.ipynb](https://nbviewer.jupyter.org/github/braddelong/long-form-drafts/blob/master/solow-model-6-innovation.ipynb)>

Gregory Clark: *A Farewell to Alms*, selections <[https://
delong.typepad.com/files/clark-alms-selections.pdf](https://delong.typepad.com/files/clark-alms-selections.pdf)>

Jared Diamond: *The Worst Mistake in the History of the Human Race* <[https://www.discovermagazine.com/planet-earth/the-worst-mistake-in-
the-history-of-the-human-race](https://www.discovermagazine.com/planet-earth/the-worst-mistake-in-the-history-of-the-human-race)>

William Jongman (2007): *Gibbon was Right: The Decline and Fall of the Roman Economy* <[https://delong.typepad.com/jongman-gibbon-was-
right.pdf](https://delong.typepad.com/jongman-gibbon-was-right.pdf)>

Peter Temin *The Roman Market Economy*, Roman Growth <<https://delong.typepad.com/files/temin-roman-growth.pdf>>

Josiah Ober (2019): *Agamemnon's Cluelessness*, selections <<https://delong.typepad.com/files/ober-agamemnon-selections.pdf>>

Moses Finley: *Technical Innovation and Economic Progress in the Ancient World* <<https://delong.typepad.com/finley-technical.pdf>>

Christopher Berry (2018): *Adam Smith: A Very Short Introduction*, chs 1, 4-6 <<https://delong.typepad.com/files/berry-smith.pdf>>

Robert Allen (2017): *The Industrial Revolution: A Very Short Introduction*, chs 3, 5-6 <<https://delong.typepad.com/files/allen-industrial.pdf>>

Joel Mokyr (1990): *Lever of Riches*, ch 5 The Years of Miracles <<https://delong.typepad.com/files/mokyr-lever-revolution.pdf>>

Karl Marx & Friedrich Engels (1848): *The Communist Manifesto* <<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>>

David Landes (2006): *Why Europe and the West? Why Not China?* <<https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.20.2.3>>

J. Bradford DeLong: *Slouching Towards Utopia?: An Economic History of the Long Twentieth Century DRAFT*, chs 1-5 <<https://delong.typepad.com/files/slouching-towards-utopia-fall-2019.zip>>

Optional:

The Man Who Saw the Deep (Gilgamesh) <<https://www.bradford-delong.com/2020/01/anonymous-the-man-who-saw-the-deep-gilgamesh-surpassing-all-kings-powerful-and-tall-beyond-all-others-violent.html>>

David W. Anthony (2007): *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World* <<https://delong.typepad.com/files/anthony-horse.pdf>>

Robert Solow (1956): *Contribution to the Theory of Economic Growth* <<http://piketty.pse.ens.fr/files/Solow1956.pdf>>; (1987): *Growth Theory and After* <<https://www.nobelprize.org/prizes/economic-sciences/1987/solow/lecture/>>

Ian Morris (2010): *Why the West Rules—For Now*, chapter 3: Taking the Measure of the Past <<https://delong.typepad.com/files/morris-rules-3.pdf>>

Patricia Crone: *Pre-Industrial Societies*, selections <<https://delong.typepad.com/files/crone-pre-selections.pdf>>

Peter Temin: *Land Tenure and Exploitation from the Roman Empire to Lord Peter Wimsey* <<https://www.bradford-delong.com/2020/02/weekend-reading-peter-temin-land-tenure-and-exploitation-from-the-roman-empire-to-lord-peter-wimsey.html>>

William Baumol: *Entrepreneurship: Productive, Unproductive, Destructive* <<https://github.com/braddelong/public-files/blob/master/readings/article-baumol-entrepreneurship.pdf>>

- 1. Themes 1870-2016 & Growth 1870-1914 (2020-09-03): Readings: Diamond; Keynes; DeLong chs 1, 2, & 3; Eichengreen *Globalizing* chs 1 & 2; DeLong ch 3
- 2. Globalization & Political Economy 1870-1914 (2020-09-10): Readings: Eichengreen *Populist* chs 2-4; DeLong chs 4 & 5
- 3. Empire & Underdevelopment 1870-1914 (2020-09-17): Readings: DeLong ch 6; Achebe, *Things Fall Apart* selections
- 4. World War I & Failed Reconstruction 1907-1929 (2020-09-24): Readings: Skidelsky Intro & chs 1 & 2; DeLong chs 7 & 8
- 5. The Great Depression 1925-1941 (2020-10-01): Readings: Eichengreen *Globalizing* ch 3; Skidelsky chs 3 & 4; DeLong chs 9 & 13
- MIDTERM (2020-10-08): Reading: Keynes *General Theory* ch 24
- 6. Alternatives to the ‘Classical Semi-Liberal’ Order 1870-2016 (2020-10-15): Readings: DeLong chs 10 & 11; Eichengreen *Populist* ch 6
- 7. World War II & Cold War: 1933-1991 (2020-10-22): Readings: DeLong chs 12 & 15
- 8. Glorious Years in the Global North I 1935-1960 (2020-10-29): Readings: DeLong chs 14 & 18; Skidelsky ch 5
- 9. Glorious Years in the Global North II 1960-1980 (2020-11-05): Readings: DeLong ch 17; Eichengreen *Globalizing* ch 4; Eichengreen *Populist* ch 7

- **10. False (& True) Starts to Development 1911-2016 (2020-11-12):**
Readings: DeLong ch 16
- **11. The Neoliberal Turn 1980-2000 (2020-11-19):** Readings:
Eichengreen *Globalizing* ch 5; DeLong ch 19; Skidelsky ch 6;
Eichengreen *Populist* ch 8
- **12. Neoliberal Bankruptcy: East Asia's Rise & the Great Recession 1955-2016 (2020-11-26):** Readings: Skidelsky Epilogue;
Eichengreen *Globalizing* chs 6 & 7; DeLong chs 20-23
- **13. Hyperglobalization & Infotech 1955-2016 (2020-12-03):**
Readings: Skidelsky Epilogue; Eichengreen *Globalizing* chs 6 & 7;
DeLong chs 20-23;
- **14. R&R week: Reviewing the Century 1870-2016 (2020-12-10):**
Readings: DeLong ch 20, 24, & 25;
- **15. Final Exam: Conclusion: Looking Back & Looking Forward: -3000-3000 2020-12-17:** Readings: Allen; Eichengreen *Populist* chs 9-13

Additional Very Very Optional Readings

- W. Arthur Lewis
- Willem Jongman: *Gibbon Was Right: The Decline & Fall of the Roman Economy* <<https://github.com/braddelong/public-files/blob/master/readings/article-jongman-gibbon.pdf>>
- William Baumol (1990): Entrepreneurship: Productive, Unproductive, & Destructive
- W. Arthur Lewis (1977): The Evolution of the International Economic Order

Instructors

INSTRUCTORS

- Brad DeLong delong@econ.berkeley.edu Mo 10:00, Tu 13:00, & Fr signup at this zoom url: <<https://berkeley.zoom.us/j/94634316764?pwd=ZTVWZVFqd3pTSkR1Q1hKUnRndUtQZz09>>. Signup for Fr at: <<https://www.icloud.com/numbers/0leoOOlezWp6BYKSiPJhdXy7Q>>
- TBS

Course Requirements & Policies

Class attendance: During Fall 2020, Econ 115 will be held fully online with both synchronous and asynchronous components. Class will meet synchronously via Zoom Tu 09:30 P[D|S]T, with additional sections at on Tu 14:00, We 10:00, Th 16:00 P[S|D]T. Students who have time conflicts for the zoom synchronous component must

Students are expected to do readings, watch pre-recorded videos and powerpoint-with-audio lectures, take quizzes and do online problem sets in python jupyter notebooks, write essays, participate in asynchronous online discussions, provide feedback, watch and contribute to synchronous zoom calls, think about the material of the course, and help educate their peers as well. Learning works well only if it becomes a broad-based learning community with large components both in and outside of formal classes and class-related activities.

Course readings: The major required reading is the draft of my 20th century economic history book, which I am distributing to you in pieces. In addition, we will read:

- Robert Allen (2011): Global Economic History: A Very Short Introduction <<https://www.amazon.com/s?k=9780199596652>>

- Partha Dasgupta (2007): Economics: A Very Short Introduction <[https://www.amazon.com/s? k=9780192853455](https://www.amazon.com/s?k=9780192853455)>
- Barry Eichengreen (2008): Globalizing Capital: A Short History of the World Monetary System <[http:// www.amazon.com/gp/search? index=books&linkCode=qs&keywords=9780691193908](http://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=9780691193908)>
Barry Eichengreen: The Populist Temptation <[http:// www.amazon.com/gp/search? index=books&linkCode=qs&keywords=9780190058821](http://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=9780190058821)>

Robert Skidelsky (2010): Keynes: A Very Short Introduction <[http://www.amazon.com/gp/search? index=books&linkCode=qs&keywords=9780199591640](http://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=9780199591640)>

Plus assorted articles to be assigned during the course, starting with:

Andy Matuschak (2019): Why Books Don't Work <<https://andymatuschak.org/books/>>

Jared Diamond (1999): The Worst Mistake in the History of the Human Race <<https://github.com/braddelong/public-files/blob/master/readings/article-diamond-agriculture.pdf>>

John Maynard Keynes (1931): Economic Possibilities for Our Grandchildren <[https://github.com/braddelong/public- files/blob/master/readings/article-keynes-possibilities.pdf](https://github.com/braddelong/public-files/blob/master/readings/article-keynes-possibilities.pdf)>,

and assorted other articles.

Discussion sections: Students are expected to attend and participate in weekly discussion sections led by GSIs, and are encouraged to have videos on if possible—it really, really goes much better if we can see your faces.

Accommodations for students with disabilities: Please inform us as soon as possible if you need particular accommodations, and we will work

out the necessary arrangements.

Academic integrity: We encourage you to study in groups. But all written work must be your own. And no copying-and-

5

#econ-115-f-2020-syllabus 1531 words 2020-08-24

pasting! Every keystroke should be from the tips of your fingers! Please familiarize yourself with the university's Code of Conduct <https://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf> and Honor Code

<<https://teaching.berkeley.edu/berkeley-honor-code>>.

Plague statement: This class is occurring in the middle of the first global plague in a century—fortunately a fairly mild one, as these things go. This has introduced layers of uncertainty to both our classroom and the world around us. We are committed to providing clear communication and consistent course instruction, and maintaining an online classroom that is conducive to intellectual pursuit and critical inquiry.

We are not at all sure which parts of this socially-distanced semi-distance learning course as we have planned it will work and will resonate, and which parts will turn out, in retrospect, to have been largely a waste of your time. So be prepared to be flexible: we may well rejigger and reorganize pieces of this course on-the-fly, as we determine what is succeeding and attempt to reinforce it.

If, during the term, you contract COVID or begin caring for someone who has, please let us know ASAP.

Ray Hawkins's 15-minute rule: Broadcast technology can fail: wifi failure, rolling blackouts, Zoom crashing, etc.), the 15- minute rule applies. If the synchronous session has not begun more than 15 minutes past the hour or the half-hour, please conclude that there has been a failure somewhere in the technology link, and that the session will be rescheduled.

6

#econ-115-f-2020-syllabus 1531 words 2020-08-24

Similarly, if any 'cast drops in the middle and does not resume within 10 minutes, consider the synchronous version to be finished for the day.

Dropping & adding: The fall 2020 undergraduate student deadline to add, drop, swap, and change class units is We 2020-09-16. If you are going to drop the course, please drop it as soon as possible, so that those who want to get in off the waiting list can have certainty as soon as possible.

GRADING

We expect there to be 2250 points: 150 for quizzes, 450 for contributions to readings-focused asynchronous discussions, 150 for zoom session attendance and participation, 150 for section attendance and participation, 600 for problem sets, 450 for presentations, and 150 for feedback. In order to diminish start-up anxiety, we will be happy to give everybody full credit for points due before Fr 2020-09-18.

How those points will map onto grades is not yet set in stone. We will feel our way.

My guess is that the course will shake out with 20% A's, 50% A's, 15% B's, 10% B's, and 5% B-'s and below. But if you impress me it will be higher. And if the class is disappointing it will be lower.

The underlying philosophy for grading in a time of plague, and thus of socially-distanced learning, is this:

7

#econ-115-f-2020-syllabus 1531 words 2020-08-24

We do not want to make the stakes especially high, because in the online world our ability to make fine or even gross distinctions between students' efforts and accomplishments is limited, and we do not want to provide strong incentives for academic dishonesty. Creating and allowing such an environment is very destructive and is in fact unprofessional on our part: it teaches those who cheat that they can probably get away with it, and that is true in the university but it is not true in life outside and after.

I have been told that back in The Day the grading rubric was more-or-less as follows:

Students who truly impressed their teachers got A's.

Students who mastered (in the sense of a skilled craftsman, a magister or magistra, one who produces a masterpiece, and not one who dominates, a dominus or domina) the material got B's.

Students whose mastery of the material fell short—or who were clearly slacking off because they were more interested in other things, whether the student newspaper, political action, or the preparation of alcoholic drinks —got C's, sometimes gentlemen's C's.

Students who were in trouble and needed a change of some sort got D's. I think we can make these distinctions between these four groups fairly and accurately. Hence think of the grading thus: to get an A, impress us; to get an A-, master the material; if your mastery has gaps you will get B+'s or B's. And if we think

8

#econ-115-f-2020-syllabus 1531 words 2020-08-24

something has gone wrong and needs to be changed—that you are not getting out of Berkeley what you should be getting out of it and what it is our job to see that you do get out of it—you will get B-'s and below.

For each module, we will typically ask you to:

Read the readings note → Read the readings (complete before Th zoom session)

Watch the module introductory video → Read & listen to the powerpoint slide lectures → Attend & ask questions (& provide answers) in the Th zoom discussion (10 pts/wk) (on Th)

Take the quiz (10 pts/wk) (complete by Fr)

Participate in the section zoom discussion (10 pts/wk) (on the following Mo & We)

Participate in the threaded section-level module discussion (10 pts/wk) (complete by the following Fr)

Do the problem set (40 pts/wk) (complete by the following Fr)

If randomly selected, make your presentation on one of the questions of the week (450 pts total) (on Tu)

Provide feedback to us on the course (150 pts total)

9

#econ-115-f-2020-syllabus 1531 words 2020-08-24

(complete by the following Fr) 9.

The midterm and final exam assessments will be rolled into the problem sets.

Course Instructors

J. Bradford DeLong (Brad) & Mary Shi. He is a professor in the Economics Department & director for economics at the Blum Center for Developing Economies here at Berkeley; a blogger for the Washington Center for Equitable Growth; and was a deputy assistant secretary of the U.S. Treasury during the Clinton administration. His... She is a graduate student in the Sociology Department &... Her...

Office Hours

The course instructor and GSIs will offer virtual office hours via Zoom, a video conferencing program. These office hours allow for synchronous interaction with the instructor and GSIs and are a good opportunity to discuss your questions relevant to the course.

Day: TBD

Hours (PT): TBD

Links to the appropriate Zoom room will be available in bCourses.

Course Mail

You can also contact your GSI and instructor using bCourses emailing system, accessed via your Inbox. Make sure to check the Inbox for messages from the instructor and GSIs. You can also choose to have your bCourses mail forwarded to your personal email account or your cell phone.

Question & Answer Discussion

Please use this discussion to post questions relevant to the entire class. This can include questions about the course materials and topics or mechanics around assignments. The instructor and GSIs will monitor this discussion, but you should also feel free to answer questions posted by other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Course Materials and Technical Requirements

Required Materials

Each week you will find the assigned reading materials posted in bCourses.

Technical Requirements

This course is built on a Learning Management System (LMS) called Canvas and UC Berkeley's version is called bCourses. You will need to meet these [computer specifications to participate within this online platform.](#)

Optional

bCourses allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the instructor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support.

Extensions and late submissions will not be accepted due to "technical difficulties."

Learning Activities

You are expected to fully participate in all the course activities described here.

1. Read the weekly reading assignments
2. Watch, listen to, and read the weekly instructor lectures
3. Watch and listen to any additional media provided for the week
4. Fully participate in asynchronous discussions by responding to the provided prompts and engaging with other students' posts
5. Complete [low-stakes, regularly assigned assignments and exams]
6. Complete [high-stakes assignments and exams]

Sections

For grading purposes, each of you has been assigned to one of the course GSIs and placed within their section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. You can see whose section you've been placed in by exploring the "Section" column within the "People" page or by examining your discussion group's title, which includes your GSI's name.

Reading Assignments

Each week includes assigned readings relevant to the topics covered. You can access all of the assigned readings via bCourses and [they are listed by week in the course schedule at the end of the syllabus.]

Lectures

Each week you'll find lectures that provide important information and insights on the week's topics. You are required to engage with all lecture materials and will be responsible for addressing the concepts in your course assignments.

Quizzes

After completing the lectures and reading assignments for the week, take the [weekly quiz]. The quizzes will be [description of the quiz materials, question types, time limit, etc.].

Discussions

Each week contains a discussion assignment.

[description of discussion assignments and expectations]

While the discussion assignments are asynchronous, you will be expected to make an initial posting by [11:59pm Wednesday (PT) and to respond to at least two students' postings by 11:59pm Friday (PT)]; continued participation throughout the week is highly encouraged. See the instructions within each discussion for specific guidelines.

Assignments

Include general details about other assignments in the course.

Exams

Include details about exams in the course.

Grading and Course Policies

Your final course grade will be calculated as follows:

Table 1: Final Grade Percentages

Category	Percentage of Grade
Discussions (# of assignment in course)	#%
Quizzes (# of assignment in course)	#%
Assignment/Exam	#%
Assignment/Exam	#%
Assignment/Exam	#%

Late Work Policy

Describe your late work policy.

Course Policies

Promptness

All assignments have specific due dates listed in the course site and the Calendar on bCourses. You are expected to meet those listed due dates. All assignments will be submitted via bCourses.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty,

integrity, and respect for others." The expectation is that you will adhere to this code. Read the entire [Berkeley Honor Code](#) for more information.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, all assignments are to be completed independently and should be the result of one's own independent work.

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or the Final Exam will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. The expectation is that you will be honest in the taking of quizzes and exams.

Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, read the [UC Berkeley Library Citation Page, Plagiarism Section](#).

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the [final assignments

[or exams], may request an Incomplete grade. This request must be submitted in writing to the GSI and instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the university, Incomplete grades must be made up within the first three weeks of the next semester.

Students with Disabilities

If you require course accommodations due to a physical, emotional, or learning disability, contact [UC Berkeley's Disabled Students' Program \(DSP\)](#). Notify the instructor and GSI through course email of the accommodations you would like to use. You must have a Letter of Accommodation on file with UC Berkeley to have accommodations made in the course.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download content in a format that best fits your learning preference. PDF, HTML, EPUB, and MP3 are now available for most content items. For more information visit the alternative formats link or watch the video entitled, "[Ally First Steps Guide](#)."

End of Course Evaluation

Before your course ends, please take a few minutes to participate in the course evaluation to share your opinions about the course. Information about the course evaluation will be made available in bCourses.

Course Outline

Below is a weekly course schedule. All readings, lectures, and assignments are provided in the week assigned in bCourses. Check bCourses for specific assignment due dates.

Week 1: Title

Reading

- [Reading 1](#)
- [Reading 2, etc.](#)

Lectures

- Lecture 1
- Lecture 2, etc.

Assignments

- Week 1 Quiz
- Week 1 Discussion
- Assignment 1, etc.

Week 2: Title

Reading

- Reading 1
- Reading 2, etc.

Lectures

- Lecture 1
- Lecture 2, etc.

Assignments

- Week 2 Quiz
- Week 2 Discussion
- Assignment 2, etc.

**Subject to Change*