ECONOMIC HISTORY OF THE UNITED STATES

A survey of US economic development from colonial origins to the present, evaluating the various agents of growth. Emphasis is on the changing nature of American capitalism as well as US involvement in the global economy.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Economics
History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Economics(Associate in Arts for Transfer)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
   3B: Humanities
IGETC Area 4: Social and Behavioral Sciences
   4B: Economics
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
   D2 - Economics
   D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Describe the structure, pace, and causal agents of changing economic life in the United States.
2. Appraise the culture, socio-political context, and globalization of capitalist economic organization in the context of the history of economic thought and recent scholarship in economic history.
3. Display interpretive skills to identify, organize, analyze, and synthesize reasoned conclusions from quantitative data as well as qualitative evidence.

COURSE CONTENT:

LECTURE CONTENT:

1. Roots of economic life and the roots/meaning of capitalism
2. British North America:
   A. Corporate origins
   B. Land law and ownership
   C. Labor issues - waged and slavery
   D. Regional specialization
   E. Mercantilism: cost and benefits
   F. Economic issues and the Revolution
   g Ideas: Adam Smith and free market capitalism
3. Emergence of a U.S. Economy (1780s-1860s)
   A. Constitution and the economy
   B. Early economic culture (Jeffersonianism vs. Hamiltonianism)
   C. Extent of early industrialization and entrepreneurship
   D. Infrastructure development (transportation)
   E. Money and banking before 1860
   F. Westward expansion
   G. Cotton and the South
   H. The Economics of Slavery
I. Ideas: Role of Cotton in early economy

4. The Industrial Giant: 1860-1930
   A. Civil War and the economy
   B. Railroads and the Expanding Market
   C. The Entrepreneurial Factor
   D. New technology innovations
   E. New business organization innovations
   F. The Gilded Age
   G. Sources of industrial labor (immigration)
   H. Organization of industrial labor (unions)
   I. Ideas: Shareholder capitalism

5. Market capitalism, 1800s to 1930s
   A. Market place changes (monopoly and oligopoly)
   B. Government and markets (anti-trust laws)
   C. Fiscal and monetary arrangements (income tax and Federal Reserve)
   D. USA's emergent world economic role
   F. Roaring Twenties (1920s)
   G. Stock Market Crash of 1929
   H. Economic Crash of 1930s: Great Depression
   I. Ideas: Keynesian economics

6. Recovery and Realignment, 1930s to early 2000s
   A. New Deal of 1930s
   B. The Mixed Economy (rise of the public sector)
   C. Long Boom, 1945 to 1970s
   D. The 'Great Society' reforms of the 1960s
   E. End of an era: 1970s Stagflation
   F. Monetarist era, 1980s to 2008
   G. Deindustrialization: structural changes in the economy
   H. The new tertiary economy, hi-tech innovations
   I. Ideas: Monetarism and supply side economics

7. U.S.A. in the World Economy
   A. Economic nationalism, 1930s
   B. Bretton Woods system (IMF, World Bank, WTO)
   C. Free trade and its effects
   D. Globality: competing with everyone from everywhere for everything

METHODS OF INSTRUCTION:

   A. Lecture:
   B. Online:
   C. Independent Study:
   D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
2 hours per week minimum - Text - handouts - Economic journals and papers
Research paper on economic problem/solution questions

Out-of-class Assignments
None

Writing Assignments
Essays on the development of economic change and problems, and the mutual effect of economics
with social and political change.

Objective questions requiring examination of quantitative evidence: graphs, tables, bar charts, and flow diagrams.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report

Demonstration of Critical Thinking:

Essays that deal with readings on a problem and methods of approaching that problem. Examining opposing viewpoints on economic issues and theories in history.

Required Writing, Problem Solving, Skills Demonstration:


TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Syllabus
2. The Economist (magazine extracts)

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:

Attached Files