



ECON 1740

Division: Social and Behavioral Science

Department: Social Sciences

Course: ECON 1740

Title: U.S. Economic History

Catalog Description:

This course focuses on the economic growth and development of the United States from the Colonial period to the present. We analyze the evolution of the American economic system, its economic processes, institutions and important events that have led to the present economic system.

General Education Requirements: American Institutions

Semesters Offered: Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

The major course purpose/justification is to meet a general education credit for the American Institutions and Social Sciences requirements at Snow College and all Utah colleges and universities.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- know the various people, places, events, dates, and trends in U.S. History
- become familiar with the above mentioned areas specific to U.S. Economic History and development
- study the development of the U.S. Economic system from the economic systems of the Indians to mercantilism and industrialization and to the post industrial economy
- learn some basic principles and theories of economics as a social science and how they can and are employed in the analysis of U.S. Economic History and development
- in addition to learning the factual and quantitative measures of U.S. Economic History and development, students will analyze and synthesize subjects such as:
 - distribution of wealth and income at different historical periods and among different social groups
 - the roles of the government and private enterprise, and the economic skills and contributions of various cultural and gender groups
 - analyze and synthesize the qualitative, philosophical and ethical questions in relationship to the above subjects.

This course will include:

- From Colonialism to National Independence, 1492-1790
- The Agricultural Era and Emerging Industrialism, 1790-1860
- The Transformation of the American Economy, 1860-1914
- Prosperity, Depression and World Wars, 1914-1945
- The Postindustrial Economy and the New World Order, 1945-1990's.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are assigned reading materials in the course textbook, primary and secondary source materials on Electronic Reserve, and in-class handouts. They are required to demonstrate comprehension as well as interpretive abilities pertaining to these documents through in-class discussion and instructor questioning. The instructor assesses each student's understanding of the materials by means of questions whose purpose is to guide the student to achieve and demonstrate historical understanding. Additionally, students are encouraged to engage in debate pertaining to the content and meaning of the readings. They are evaluated on the basis of demonstrated ability in presenting cogent, analytical arguments in defense of their position. The students' mastery of the reading material is further evaluated by means of short essays and written examinations and quizzes.

2) Write clearly, informatively, and persuasively.

Students respond to essay and identifications that make up half to all (some exams are all writing) of each exam taken. The responses are required to be complete, exact, clear, to the point, and analytical. Feedback is given with each returned exam, and a higher level of quality is expected with each exam. There are also quizzes that are essay questions based on text or reserve readings.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students must utilize the primary and secondary historical source materials on Electronic Reserve, which requires them to access these materials via computer. Additionally, they have access to web-site research materials through the textbook CD, furnished by the publisher. These materials supplement the textbook materials. The examinations, quizzes, and in-class questions and discussions include subject matter that students must access from computers, CD ROMs and electronic reserve readings.

5) Apply a cultural and historical awareness to a variety of phenomena.

Everything presented in this course requires students to demonstrate historical understanding of the subject matter. Students must provide evidence of their ability to understand economic systems and economic behavior on a comparative basis, to demonstrate an understanding of basic economic systems, and the cause and effect relationships found in economic behavior throughout history. Their ability to do so is evaluated by means of examinations, quizzes, and in-class participation, questions and discussions.

Key Performance Indicators:

- Student grades will be determined 100% on the average of their exam, quiz, and research paper scores.
- In the final averaging of scores each exam and the quiz average are equal % weight.

- *History of the American Economy*, latest edition, Gary M. Walton and Hugh Rockoff, South-Western Publishing.

Optimum Class Size: 25

Maximum Class Size: 35

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)