

ECON M170: ECONOMIC HISTORY OF THE US

Originator

rzhang

College

Moorpark College

Discipline (CB01A)

ECON - Economics

Course Number (CB01B)

M170

Course Title (CB02)

Economic History of the US

Banner/Short Title

Economic History of the US

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Surveys the economic development of the U.S. emphasizing a topical approach. Includes the development of business cycles, trade, banks in the new nation, manufacturing, tariffs, slavery, big business, labor, government regulation and deregulation leading to a modern industrial nation.

Taxonomy of Programs (TOP) Code (CB03)

2204.00 - Economics

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | identify and recognize the impact of organizations and institutions on the economy's development |
| 2 | demonstrate and interpret the cause and effect relationships in the development of America's economy. |
| 3 | compare and examine the historical trends in the economic development of the United States. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | discuss the economic developments of the colonial period by identifying, comparing, and contrasting mercantilism and bullionism, and the empires established by the Netherlands, Spain, England, and France. |
| 2 | explain the economic developments of the antebellum era, including the market economy, King Cotton, textile mills, transportation, and slavery. |
| 3 | sketch and access the role of labor, technology, and immigration in the country's industrialization. |
| 4 | discern and translate the causes and results of the Great Depression. |
| 5 | explain and contrast the causes and results of post-war economic cycles, economic racism, and suburbanization. |
| 6 | explain and compare the differential impact of the economy and its developments on the diverse elements of the population. |

Course Content**Lecture/Course Content**

40% -

I. COLONIAL-ERA TO THE CIVIL WAR**A. Colonial Era**

1. Founding the Colonies
2. Colonial Economic Activities
 - a. First Americans (Native Americans)
 - b. Conflicting Cultural Values
 - c. Husbands and Wives, Parents and Children
 - d. Enslavement of Africans in Britain's
 - e. Economic Relations of the Colonies

- 3. Economic Progress and Wealth
- 4. 18th Century Religion: Progress
- 5. The American
- B. Hard Realities for a New Nation
 - 1. Urban Life in the 18th Century
 - 2. Land and the Early Westward Movements
 - a. Cherokee Removal
 - b. Moving West
 - c. Paths to Salvation: Revivalism and Communitarianism
 - d. New People in New Land
 - e. Age of Reform
- C. Transportation and Market Growth
 - 1. Market Expansion and Industry in First Transition. i.e., Onset of Industry: The Lowell Venture
 - 2. Labor during the Early Industrial Period
 - 3. Plantation Society in Antebellum South
 - 4. Money and Banking in the Developing Economy
 - 5. Transportation

30% -

II. RECONSTRUCTION TO THE PRESENT

- A. War, Recovery, and Regional Divergence
 - 1. Soldiers' Civil War
 - 2. Reconstruction and Free Plantation Labor
- B. Agriculture's Western Advance
 - 1. The Last Frontier
 - 2. Indian's Schools: "Americanizing" the Native American
- C. Railroads and Economic Change
- D. Industrial Expansion and Concentration
- E. Emergence of America's Labor Consciousness
 - 1. Woman's Sphere: Woman's Work
 - 2. Life and Labor in Industrial America
 - 3. Triumph of Racism
 - 4. Old Immigrants vs. New Immigrants
- F. Money, Prices, and Finance in the Postbellum Era
- G. World War I: Financial Causes.
- H. The Roaring Twenties
 - 1. Intolerance: A Bitter Legacy of Social change
 - 2. Morals and Manners in the 1920s

30% -

III. THE GREAT DEPRESSION

- A. Causes
- B. Hoover
- C. The New Deal
- D. World War II-The Home Front
- E. Changing Role of the Federal Government
- F. Agriculture, the Environment, and Transportation
- G. Moving to Suburbia: Dreams and Discontents
- H. Money, Banking and the Business Cycle After World War II
- I. Manufacturing, Marketing, and Industrial Productivity
- J. Labor's Progress since World War II
- K. Black Struggle for Equality
- L. Other Ethnic Minorities Struggle for Equality
- M. Challenges for the Future:
 - 1. Era of Protests
 - 2. Revival of Feminism
 - 3. New Immigration
 - 4. Sustainability
 - 5. Globalization and De-coupling: Made in the USA

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Problem solving exercises

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Problem-solving exams
Problem-solving homework
Quizzes
Research papers
Role playing
Written analyses
Written homework
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Internet research
Lecture
Modeling
Problem-solving examples
Readings
Role-playing
Web-based presentations
Other (specify)

Specify other method of instruction

May employ retrieval practice, polls, predictions, graphic illustration, one-minute brainstorming.

Describe specific examples of the methods the instructor will use:

Professors will use

- PPP
- class discussion
- group discussion
- group project
- oral presentation
- individual project
- short writing essay
- industry analysis

Representative Course Assignments

Writing Assignments

Write a 10-page paper comparing and contrasting the philosophies and programs used by Hoover and Roosevelt during the Great Depression (use at least five credible sources).

Write a 5-7 page review of a book relevant to the course contents, for example, *The Worst Hard Times* by Timothy Egan; identify and assess the author's credentials, organizational style, thesis, and use of sources; determine how the book complements other historians' depictions of the issue, and discuss how the book is well-written and interesting.

Critical Thinking Assignments

Use primary source materials from Abraham Lincoln's letters and speeches to understand how his views of slavery changed before and after his election to the Presidency.

Deliver a 10-minute presentation on the economic causes of the Civil War; use at least three sources in preparing your presentation, and provide overhead or PowerPoint visuals during your presentation.

Reading Assignments

Assigned text chapters in American economics history

Assigned articles about the American historical economic events from academic/professional journals and/or professional websites (e.g., American Economics History Society, etc.)

Skills Demonstrations

Cultivate the study skill on American industrial development from a historical perspective

Build the analytical skills on American industrial development from a historical perspective, particularly during the Industrial Revolution era.

Outside Assignments

Representative Outside Assignments

Locate articles from scholarly journals analyzing the causes of the Great Depression.

Watch an interview of someone who lived through the Great Depression and analyze who they blamed, at the time, for the economic failure.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU, Northridge	ECON 175	Introduction to U.S. Economic History	3
CSU East Bay	ECON 101	US Economic History & Institutions	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	ECON 170	Economic History of the U.S.	3
L.A. Pierce College	ECON 10	Economic History of the United States	3
Santa Monica College	ECON 15	Economic History of the United States	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

Effective term:

Fall 2020

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2020

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences**

D Social Sciences

Approved

Effective term:

Fall 2020

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

Effective term:

Fall 2020

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences**

Area 4: Social and Behavioral Sciences

Approved

Effective term:

Fall 2020

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Rockoff, Hugh and Gary Walton. *History of American Economy*. 13th ed., Cengage, 2018.

Resource Type

Other Instructional Materials

Description

Buchholz, Todd G., *New Ideas from Dead Economists: an introduction to modern economic thought*. Plume, 2007.

Resource Type

Other Instructional Materials

Description

Doti, James L. and Dwight R. Lee. *The Market Economy: A Reader*. Roxbury Publishing Co., 1991.

Resource Type

Other Instructional Materials

Description

Klamer, Arjo, ed. *Conversations with Economists*. Rowman & Littlefield, 1988.

Resource Type

Textbook

Classic Textbook

No

Description

Bowles, Samuel, et al. *Understanding Capitalism: Competition, Command, and Change*. 4th ed., OUP, 2017.

Resource Type

Textbook

Classic Textbook

Yes

Description

Cagle, Carrie Floyd. *20th Century American History for Teens: Understanding the Movements, Policies, and Events that Changed Our World Paperback*. Rockridge Press, 2021.

Resource Type

Textbook

Classic Textbook

Yes

Description

Seavoy, Ronald. *An Economic History of the United States: From 1607 to the Present*. Routledge, 2007.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research for assignments and projects such as the construction of a study of a particular topic or era in US economic history. Individual instructors who plan to give assignments utilizing the library resources will meet with the librarian to determine sufficiency.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Faculty may provide lesson modules that require activities such as reading course material, watching prerecorded lecture videos, and participating in discussions that promote critical thinking skills. Professors will provide feedback on the content and quality of assignments/quizzes and announcements/discussion posts and provide an online schedule using tools such as the Canvas calendar.
E-mail	Faculty may engage students using the following communication tools available in the online classroom: vccd.edu email, periodical Canvas Announcement, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Faculty may provide pre-recorded lectures/helpful Youtube videos, PPT slide presentations, textbook publisher tools, online professional resources such as scholarly journals or professional publications, resources through Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Faculty may be available on certain days/times to interact with students using tools such as Zoom, Chat, or BigBlueButton within Canvas. Professors may require students to be online during specific days/times for live sessions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Faculty may provide lesson modules that require activities such as reading course material, watching prerecorded lecture videos, and participating in discussions that promote critical thinking skills. Professors will provide feedback on the content and quality of assignments/quizzes and announcements/discussion posts and provide an online schedule using tools such as the Canvas calendar.
E-mail	Faculty may engage students using the following communication tools available in the online classroom: vccd.edu email, periodical Canvas Announcement, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Faculty may provide pre-recorded lectures/helpful Youtube videos, PPT slide presentations, textbook publisher tools, online professional resources such as scholarly journals or professional publications, resources through Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Faculty may be available on certain days/times to interact with students using tools such as Zoom, Chat, or BigBlueButton within Canvas. Professors may require students to be online during specific days/times for live sessions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Faculty may provide lesson modules that require activities such as reading course material, watching prerecorded lecture videos, and participating in discussions that promote critical thinking skills. Professors will provide feedback on the content and quality of assignments/quizzes and announcements/discussion posts and provide an online schedule using tools such as the Canvas calendar.
E-mail	Faculty may engage students using the following communication tools available in the online classroom: vccd.edu email, periodical Canvas Announcement, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Faculty may provide pre-recorded lectures/helpful Youtube videos, PPT slide presentations, textbook publisher tools, online professional resources such as scholarly journals or professional publications, resources through Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Faculty may be available on certain days/times to interact with students using tools such as Zoom, Chat, or BigBlueButton within Canvas. Professors may require students to be online during specific days/times for live sessions.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ECONOMICS

Review and Approval Dates**Department Chair**

11/30/2021

Dean

01/11/2022

Technical Review

01/20/2020

Curriculum Committee

02/1/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598759

DOE/accreditation approval date

MM/DD/YYYY