

COMMON COURSE OUTLINE
ECONOMICS/HISTORY 130
ECONOMIC HISTORY OF THE UNITED STATES
3 Semester Hours

Community College of Baltimore County

Description

Economic History of the United States

Explores America's economic development from the 17th through the 20th century; analyzes selected issues, periods, personalities or institutions in an effort to understand the nation's changing economic attitudes, values, and development as the world's largest economy. Recommended as essential background for all students in history and business.

Prerequisite: ACLT 052 or ACLT 053

Overall Course Objectives

Upon successful completion of this course the student will be able to:

1. Analyze in writing a variety of sources of historical information including secondary sources, interpretive essays by historians, electronic sources, and primary sources such as biographies, diaries, letters, newspapers, and statistical reports. (I, II, III, 1)
2. Explain skillfully in essays, on exams, or in oral presentations the major concepts, events and issues of U.S. economic history from the 17th to the 20th centuries. (I, II, III, V, 1)
3. Prepare at least one piece of writing that synthesizes information from both print and electronic sources to construct a historical argument that is based on the logical presentation of specific, historical facts and that analyzes the causal factors of a historical event or process. (I, II, III, IV, 1)
4. Analyze the convergence of individuals, ideas, social institutions, technology, economics and social structure in the development of major historical issues, and support this thinking with specific documented evidence. (I, II, III, 1, 3, 4)
5. Determine the role that religion, race, class, gender, and ethnicity play in influencing historical issues and events. (I, II, III, V, 4)
6. Discuss articles written by historians/economists and write with clarity about the variety of historical sources and interpretations that historians employ. (I, II, III)
7. Prepare short, concise historical arguments explaining causation that employ abundant factual detail. (I, II, III)
8. Analyze and interpret data in chart or graph formats. (I, II, III, IV, VI, 1)

9. Analyze significant geopolitical relationships through the use of maps.(I, II, III, IV, VI, 1)
10. Analyze the significance of historical events to the evolution of American economic policies and their impact on the American society. (I, II, III, IV, VI, 2, 3, 4)
11. Identify the value and role of electronic media in historical research and analysis (I, IV).

Major Topics

- Introduction and Colonial Economic Structure
- Colonial development in the 18th century.
- The Revolutionary Era and New Economic Realities
- The New Nation's Farming & Mercantile Systems
- The Transportation Revolution and Westward Expansion.
- Industrialization and Social/Economic Change in the North
- Growth of the Agricultural South
- Impact of the Civil War and the harsh aftermath for the South
- Understanding Industrialization
- Labor Movement, Immigration and economic cycles
- Uneven growth of the early 20th century
- Impact of Great Depression and Wars
- A third Industrial revolution
- Prosperity, Poverty and Prospects

Course Requirements

Individual exams and writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will:

1. Participate actively in class activities (VII);
2. Respond to required reading assignments, some of which will include primary documents (or excerpts thereof) and interpretive essays (VII);
3. Successfully complete a minimum of two exams and quizzes that demonstrate mastery of the major concepts in the course and which consist of a combination of objective and critical thinking/analysis components (VII);
4. Produce writing that demonstrates the ability to conduct research, analyze primary and secondary sources, employ and evaluate electronic sources (VII). Written assignments will total a minimum of 600 words written in class, 2000 words written out of class, or a combination thereof.
5. Present individual or group oral presentations of relevant materials (II).