



COURSE OUTLINE : HIST 116

D Credit – Degree Applicable

COURSE ID 004106

Cyclical Review: July 2020

COURSE DISCIPLINE : HIST
COURSE NUMBER : 116
COURSE TITLE (FULL) : Economic History of The United States
COURSE TITLE (SHORT) : Economic History of U S

CATALOG DESCRIPTION

HIST 116 is a history of the economic development of the United States from its settlement to the present. Topics include: War of Independence, early national development, institution of slavery, regionalism, reconstruction, labor, the industrial revolution, American internationalism, and growth of service industries.

CATALOG NOTES

Note: This course may not be taken for credit by students who have completed ECON 111.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151, or equivalent.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	No
12	ESL	151	Reading And Composition V	summarize readings;	No



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13	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
14	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	No
16	ESL	151	Reading And Composition V	employ basic library research techniques;	No
17	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500-700words each) with citations.	No

EXIT STANDARDS

- 1 Describe the analytical methodology of social science inquiry;
- 2 identify and assess the main economic trends of the colonial era;
- 3 identify and assess the main economic trends of the era of the industrial revolution;
- 4 identify and assess the main economic trends of the twentieth century;
- 5 demonstrate the causal relationship between economic development and social and political history.

STUDENT LEARNING OUTCOMES

- 1 trace and explain the growth and transformation of American capitalism;
- 2 evaluate the social and political responses to American economic development.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Settlement and the Colonial Era <ul style="list-style-type: none"> • Mercantilism and the European roots of capitalism • Early settlement and the development of agriculture • Evolution of social classes and economic life • Independence and the new nation-state • Competing economic visions: Hamilton vs. Jefferson 	7	0	7



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2	<p>Westward Expansion and the Industrial Revolution</p> <ul style="list-style-type: none"> • Building and economic infrastructure • Population growth and immigration • Westward settlement and land acquisitions • The emergence of manufacturing • Political economy of slavery • The Civil War • Reconstruction 	7	0	7
3	<p>Maturation of Industrial Capitalism</p> <ul style="list-style-type: none"> • The evolution of capital, technology, and transportation • The rise of the capitalist class • The creation of a working class • Urbanization • Populism, Progressivism and Labor • Corporate power and economic cycles 	10	0	10
4	<p>Modern Capitalism and American Internationalism</p> <ul style="list-style-type: none"> • U.S. imperialism • Global markets and finance capital • The Great Depression • The New Deal • World War II 	10	0	10
5	<p>Postwar Boom</p> <ul style="list-style-type: none"> • The Cold War and the military-industrial complex • The new middle class • Consumerism • Neo-imperialism 	10	0	10
6	<p>The Post-Industrial Economy</p> <ul style="list-style-type: none"> • The rise of mixed economic systems • The transformation of American industry • Globalization and neoliberalism • The Digital Revolution 	10	0	10
				54



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OUT OF CLASS ASSIGNMENTS

- 1 analytical essay (e.g., compare and contrast the Hamiltonian and Jeffersonian visions of U.S. development);
- 2 group project (e.g., a poster talk focused on the early labor movement);
- 3 research proposal (e.g., proposal on the future economic impact of new technologies).

METHODS OF EVALUATION

- 1 five-minute essays (e.g., identify the economic trends of the colonial era);
- 2 three to four in-class examinations requiring demonstration of course exit standards;
- 3 final examination requiring demonstration of course exit standards.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
An Economic History of the United States	Required	Palgrave Macmillan	1	Print	Mark Siegler	978-1137393951	2017