

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

  X   Transfer Course     X   A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** ECON 115: Economic History of the United States

**UNIT VALUE:**       3

**MINIMUM NUMBER OF SEMESTER HOURS:**       48

**BASIC SKILLS REQUIREMENTS:**       Appropriate language Skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:**           None

**COREQUISITE:**           None

**RECOMMENDED PREPARATION:**       None

**SCOPE OF COURSE:**

Development of the United States economy from the colonial period to the present. Emphasis will be on the evolution of such institutions as labor unions, business, banking, and government. Economic theory will be used to analyze historical problems.

**SPECIFIC COURSE OBJECTIVES:**

The successful student will:

1.       examine the socio-economic factors which influenced the colonization of the Atlantic seaboard.
2.       analyze the economic development of the American colonies during the 17<sup>th</sup> and the ( 18<sup>th</sup> centuries.
3.       evaluate the economic causes of the American Revolution.
4.       examine the failure of the Articles of Confederation and the success of the Constitution from an economic standpoint.
5.       consider the development of the economy during the Federalist period.
6.       analyze the impact of the western movement and subsequent Native American displacement on the 19<sup>th</sup> century development of the United States' economy.
7.       compare and contrast the experiences of the European immigrants, Asian immigrants, and slaves in the antebellum United States.

8. compare the experiences of women in the east as opposed to women in the west.
9. analyze the role of economics in the Civil War and Reconstruction.
10. consider the experience of African-Americans thematically during the time of slavery reconstruction, the "Jim Crow" era to the present, from a socio-economic standpoint.
11. examine the Industrial Revolution and the immigrants' experience in the United States, the immigration laws, and the formation of the working class.
12. consider thematically the experience of Asian immigrants to the U. S. and their assimilation into the U. S. economy and society.
13. evaluate the role of Imperialism on the development of the American economy, and its effect on Latinos/Latinas in America.
14. analyze the economic reforms of the progressive movement, and consider some unintended consequences.
15. evaluate the effects of World War I on the United States' economy.
16. analyze the "Great Depression," and the emergence of the labor movement.
17. examine the effects of World War II and the growth of women in the workforce on the economy.
18. analyze developments in the post-World War II period with an economic framework, including the Korean and Vietnam conflicts, the great society, feminism and the Civil Rights Movement.
19. consider the economic impact of the "Cold War," and evaluate the post "Cold War" experience.

examine public policy decisions given a socio-economic framework, specifically the "Great Society 1" welfare, affirmative action, and environmental laws.

### **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

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- I. The founding of the Colonies
  - A. Medieval Europeans
  - B. the expanding nations
  - C. the beginnings of settlement
  - D. religious persecution and the development of colonies
  - E. the conditions of colonial economic life
  
- II. The economic background of the New Republic
  - A. dominance of agriculture
  - B. the extractive industries
  - C. the manufacturing industries
  - D. foreign trade
  - E. labor in the colonies

- III. The American Revolution
  - A. British regulations
  - B. limitations on American economic development
  - C. other causes
  - D. financing the war at home
  - E. foreign aid
  - F. fighting the war
  - G. the Treaty of Paris
  
- IV. The Articles of Confederation
  - A. structure
  - B. successes
  - C. failures
  
- V. The Constitution
  - A. economic factors influencing
  - B. economic structure
  - C. underlying economic principles
  - D. Compromises
  
- VI. Federalist Period
  - A. the debt
  - B. taxation
  - C. trade
  - D. money and banking
  
- VII. The Westward Movement
  - A. land policy
  - B. migration to the West
  - C. contrast the experiences of women of the east and women of the west
  - D. displacement of Indigenous people
  - E. trails, turnpikes, and canals
  
- VIII. Labor in antebellum United States
  - A. slavery and the plantations
  - B. Asian immigrants and the railroads
  - C. urban immigrants in the factories
  
- IX. The Civil War
  - A. economic causes
  - B. economic positions of the North and South in 1851
  - C. the role of economics while fighting the land and sea war
  - D. the Lincoln and Johnson plans
  - E. the "black codes."
  - F. Reconstruction
    - 1. The Congress Plan
    - 2. the military occupation
    - 3. "forty acres and a mule."
    - 4. after effects for African-Americans, European-Americans and immigrants

- X. The African-American Experience: Thematically
  - A. Antebellum North and South
  - B. post Civil War reconstruction
  - C. Jim Crow laws
  - D. Civil Rights Act of 1964
  - E. Affirmative Action
  - F. current issues

- XI. The Industrial Revolution
  - A. technological changes
  - B. development of industry
  - C. the railroads
  - D. development of agriculture
  - E. the changing financial structure
  - F. labor and unions, formation of the working class

- XII. The Asian-American Labor Experience
  - A. antebellum immigration: railroads
  - B. Industrial Revolution
    - 1. immigration laws
    - 2. regional differences
  - C. World War II
    - 1. attitudes
    - 2. Japanese interment
  - D. post World War II Waves of Immigration

- XIII. Imperialism
  - A. foreign trade
  - B. tariffs and Protectionist Doctrines
  - C. The Spanish-American War
  - D. land acquisition
  - E. expansion of the Monroe Doctrine
  - F. "Dollar Diplomacy"

- XIV. The Progressive Movement
  - A. background
  - B. causes
  - C. reforms

- XV. World War I
  - A. causes
  - B. American involvement
  - C. economic ramifications

- XVI. The "Great Depression"
  - A. background
  - B. causes
  - C. The Fed and monetary policy
  - D. government actions before 1933
  - E. Franklin Roosevelt and the New Deal
  - F. successes and failures of the New Deal

- G. the rise of the labor movement

XVII. World War II

- A. background
- B. industrial preparations
- C. economic organization during the war
- D. successes of the economy
- E. the role of women in the war effort
- F. the role of labor

XVIII. Post-World War II period

- A. putting the cork back into the bottle. ..women and the work force and the rise of feminism
- B. The Truman Doctrine
- C. the Marshall Plan
- D. the "Cold War" and the Military Industrial Complex
- E. the EEC, NAFTA, GATT and the United States
- F. the economy and Vietnam
- G. the "Great Society"
- H. the Civil Rights Act of 1964
- I. the end of the "Cold War" and the "Peace Dividend"

XIX. Public Policy Decisions

- A. civil rights and affirmative action
- B. Externalities
- C. (de)regulation

**REQUIRED READING:**

Delany, Sara and A. Elizabeth, Amy Hill Hearth. *Having Our Say. The Delany Sisters' First 100 Years*. New York: Kodansha International, 1993.

Guterson, David. *Snow Falling on Cedar*. New York: Random House, 1995.

Walton, Gary M. and Hugh Rockoff. *History of the American Economy*. 9<sup>th</sup> edition. New York: South Western Publishers, 2002.

**SUGGESTED READING:**

Ayers, Clarence. *The Theory of Economic Progress*. Chapel Hill, N.C.: University of North Carolina Press, 1944.

Baldassarri, Mario, ed. *Keynes and the Economic Policies of the 1980's*. New York: St. Martin Press, Inc., 1992.

Colt, Nancy F. *The Bonds of Womanhood: Women's Sphere in New England, 1780-1835*. New Haven: Yale University Press, 1977.

Fogel, Robert and Stanley Engerman. *Time on the Cross*. Boston: Little, Brown and Company, 1974.

- Galbraith, John Kenneth. *The New Industrial State*. Boston: Houghton Mifflin Co., 1967.
- Goldin, Claudia. *Understanding the Gender Gap: An Economic History of American Women*. New York: Oxford University Press, 1990.
- Heilbroner, Robert. *The Economic Transformation of America*. New York: Harcourt Brace Jovanovich, Inc., 1993.
- Heilbroner, Robert. *The Making of Economic Society*. New York: Harcourt Brace Jovanovich, Inc., 1992.
- Kadish, Alon. *Historians, Economists and Economic History*. New York: Routledge, Chapman and Hall, 1991.
- Kessler-Harris, Alice. *Out to Work: A History of Wage-Earning Women in the United States*. New York: Oxford University Press, 1982.
- Lee, Susan Previant and Peter Passell. *A New Economic View of American History*. New York: W. W. Norton and Company, 1979.
- McDonald, Forrest. *We The People: The Economic Origins of the Constitution*. New Brunswick, N. J.: Transaction Press, 1992.
- Minsky, Hyman P. *John Maynard Keynes*. New York: Columbia University Press, 1976.
- North, Douglass C. *Growth and Welfare in the American Past*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Ransom, Roger and Richard Sutch. *One Kind of Freedom: The Economic Consequence of Emancipation*. Cambridge: University Press, 1977.
- Schwartz, Anna J. *Money in Historical Perspective*. Chicago: University of Chicago Press, 1987.
- Sinclair, Upton. *The Jungle*. New York: Bantam Books, 1906/1981.
- Terkel, Studs. *Hard Times*. New York: Avon Books, 1970.
- Thurow, Lester. *Dangerous Currents: The State of Economics*. New York, N.V.: Vintage Books, 1983.
- Thurow, Lester. *Head to Head*. New York: William Morrow and Company, Inc., 1992.
- Veblen, Thorstein. *The Theory of the Leisure Class*. New York: Viking Press, 1931.

### **REQUIRED WRITING:**

There will be several writing assignments, including essay exams, written critical analyses of various subjects within the scope of the course, and in-class written assignments. These writing assignments will reflect the course outline. In addition, students will complete a research paper discussing labor issues in American history including the experiences of African-American, Asian-American, and women workers.

**OUTSIDE ASSIGNMENTS:**

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes. Students will read the required text (approximately 600 pages), study for exams, research and draft required research paper of 5-10 pages.

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**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

There will be several tests, quizzes, written assignments during the semester including a research paper of 5-10 pages. Attendance is required. The course letter grade will be based upon a point system where the quizzes will represent 15-20%, the tests 40-50%, and the research paper 25-30% of the final grade.

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit:

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Teresa Laughlin

**SIGNATURES ON FILE**