

COURSE OUTLINE

**History 116**  
**Economic History of the United States**

**I. Catalog Statement**

HIST 116 is a history of the economic development of the United States from its settlement to the present. Emphasis is placed on the growth and development of economic institutions slavery, reconstruction, work, the industrial revolution, workers' movements, and U.S. imperialism.

Total Lecture Units: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

**Total Faculty Lecture hours: 48.0**

Recommended Preparation: ENGL 120 or ESL 151

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

**II. Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

1. read at the 10-12<sup>th</sup> grade level;
2. write somewhat loosely organized short essays although language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation;
3. take lecture notes;
4. follow extended and fairly complex oral directions;
5. participate in class or group discussion;
6. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

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 imperialist era;
5. demonstrate the causal relationship between economic development and social and political history.

<b>IV. <u>Course Content</u></b>	<b>Total Faculty Contact Hours = 48</b>
A. Settlement and the Colonial Era	6 hours
1. Mercantilism and the European roots of capitalism	
2. Early settlement and the development of agriculture	
3. Evolution of social classes and economic life	
4. Revolution and the independent nation	
5. The economic future: Hamilton vs. Jefferson	
B. Westward Expansion and the Industrial Revolution	6 hours
1. Building and economic infra-structure	
2. Population growth and immigration	
3. Westward settlement and land acquisitions	
4. The emergence of manufacture and the working class	
5. Political economy of slave production in the South	
6. The Civil War and reconstruction and their consequences	
C. Maturation of Industrial Capitalism	12 hours
1. The evolution of capital, technology, and efficient transportation systems	
2. The rise of the robber barons and the capitalist class	
3. The nature of work and conditions of the working class in urban capitalism	
4. Early anti-trust and workers movements	
5. Farmer protests and the progressive movement	
6. World War I and the decline of colonialism	
D. The Age of Imperialism	12 hours
1. Global markets and finance capital	
2. Business domination and business cycles	
3. The Great Depression and a new social contract	
4. World War II, roots and consequences	
E. Post World War II and the Decline of the American Empire	12 hours
1. The cold war and the cold war economy	
2. Prosperity and the emerging middle class	
3. The limits of imperialism and the rise of the third world (Vietnam, OPEC, Central America, etc.)	
4. Superpower rivalry and the rise of mixed economic systems	
5. The decline of American industrial dominance and the future of American Capitalism	
6. Globalization and the future of the American economy	

**V. Methods of Instruction**

The following methods of instruction may be used in the course:

1. lecture and discussion;

2. multimedia;
3. student individual or group presentations and discussions;
4. on-line communications as a supplement to in-class activity;
5. outside reading of reserve books and articles from scholarly journals;
6. outside reading of paperback books as collateral reading.

## **VI. Out of Class Assignments**

The following out of class assignments may be used in the course:

1. essay (e.g. an essay in which students compare and contrast the proposals that Alexander Hamilton and Thomas Jefferson had about the needs of the common man and the needs of the economy at the beginning of the nineteenth century);
2. individual project (e.g. a poster talk focused on the development of industry in the early nineteenth century to highlight the growth and development of manufacturing);
3. research essay (e.g. an essay to explore the gains and losses that working men experienced as the industrial economy took off in the late nineteenth century).

## **VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. three to four one-hour in class examinations requiring demonstration of course exit standards;
2. instructor evaluation of 5 minute essays (e.g. evaluation of essays which ask students to identify the economic trends of the colonial era);
3. written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner (e.g. instructor evaluation of student assessments of the means by which “robber barons” rose to wealth and power);
4. a final examination requiring demonstration of course exit standards.

## **VIII. Textbook(s)**

Hughes, Jonathan and Louis Cain. *American Economic History 8<sup>th</sup> ed.*  
Upper Saddle River: Prentice Hall, 2010. Print.  
15<sup>th</sup> Grade Textbook Reading Level. ISBN: 978-0-13-703741-4

## **IX. Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

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 imperialist era;
5. demonstrate the causal relationship between economic development and social and political history.