|  |
| --- |
| **Economic History of the U.S.**  **Econ 1740**  **3.0 Credit Hours, Sprig 2013**  **Department of Finance and Economics**  **Salt Lake Community College**  **Professor: Heather Schumacker** |

Course Description:

“Explores the historical foundations of American economic growth and development from colonial times to the present. The study of economic history provides scholars the opportunity to understand and analyze, from a historical perspective, the impact of institutional and structural changes within the American economy.”

PROFESSOR INFORMATION

Name Heather Schumacker

Title Assistant Professor of Economics

Office Location Redwood Campus BB 107C

Consultation Hours Posted on office door

Campus Phone Number 801-957-4356

Campus Email Address [hschumacker@aol.com](mailto:hschumacker@aol.com) - Include Course & Section number in subject line text & email.

### COURSE INFORMATION

Prerequisite course(s) or skill(s) No prior economics courses are required to enroll in this course, however, students need to have completed RDG 0990 or equivalent placement score. (Prepares students to become full participants in courses requiring college-level reading by establishing English competency.)

Course Title/Number Econ. 1740, Economic History of the U.S.

Section/Time/Location Section 001, 10:00 am-11:20 am Tuesday/Thursday, Redwood BB311

Section 005, 7:00 pm-9:45 pm Monday, Redwood BB311

### Required TEXTBOOK and SUPPLIES INFORMATION

Title/Edition ***History of the American Economy*, 11th edition**

Publisher South-Western Cengage Learning

Author Walton and Rockhoff

ISBN # 0324786611

Title/Edition ***The NYSTROM ATLAS of United States History***

Publisher NYSTROM Herff Jones Education Division

ISBN # 13:978-0-7825-1361-5

Need 25 Scranton’s

Helpful supplies/materials Paper and access to the internet

**Technical Help:**

SLCC Technical Support: 801-957-5555or Help.Desk@slcc.edu:

|  |  |
| --- | --- |
| SLCC Help Desk Hours | |
| Monday – Thursday | 7:00 am – 8:00 pm |
| Friday | 7:00 am – 6:00 pm |
| Saturday | Support via Voicemail & Email |

GENERAL EDUCATION STATEMENT

This course fulfills the American Institutions (AI) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student’s knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one’s life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

**This course fulfills the (AI) American Institutions requirement for General Education.**

Course Overview:

*Economics as a Social Science* strives to convey the sense that market structure is an important determinant of market outcomes. This is done through examining the core basics of Micro and Macroeconomics. The central goal is to convey a sense of how economic systems affect economic outcomes. The basic issue of “choice” is the foundation of this study along with supplying a set of basic tools for identifying cause-and-effect relationships. A recurrent theme is the notion that economic institutions and policies *matter.* Students should sense that “the economy” is important to their lives and that our collective choices on how the economy is structured are important.

GRADING SCALE

The grades in the class are not “curved”. Your final grade will be determined from the following scale:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Score%** | **GPA** | **Grade** | **Score%** | **GPA** | **Grade** | **Score%** | **GPA** |
| **A** | 93-100 | 4.0 | **C+** | 78-79 | 2.3 | **D-** | 60-62 | 0.7 |
| **A-** | 90-92 | 3.7 | **C** | 73-77 | 2.0 | **E** | 0-59 | 0.0 |
| **B+** | 88-89 | 3.3 | **C-** | 70-72 | 1.7 | **I** |  |  |
| **B** | 83-87 | 3.0 | **D+** | 68-69 | 1.3 |  |  |  |
| **B-** | 80-82 | 2.7 | **D** | 63-67 | 1.0 |  |  |  |

An average grade is a C. Each course is a new opportunity for you to demonstrate how well you have learned. Grades in other courses, schools or colleges etc. may not be relevant to this course’s final outcome. A & B grades are earned by genuine above-average performance.

Course Assessment

ePortfolio 10%

Homework/Participation 50

Exams 40

Total Possible 100%

* General Education ePortfolio:

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

For detailed information visit: <http://www.slcc.edu/gened/eportfolio>

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own:

<http://slcceportfolio.wordpress.com>

<http://slcceportfolio.weebly.com>

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the free workshops at the Taylorsville-Redwood, South, and Jordan libraries: http://libweb.slcc.edu/refilt/forms/eportfolio

For assistance with ePortfolio questions or issues, please email: [**eportfolio@slcc.edu**](mailto:eportfolio@slcc.edu)

* Homework:

The homework assignments will assist you in assimilating and understanding the topics discussed in class. All homework problems are to be worked prior to class discussion. Homework that is not handed in at the beginning of class on the date due will lose half the attained points for that assignment, i.e. if you hand it in late and get a 90% your score will actually be 45%, unless prior arrangements have been agreed upon with me. Homework not handed in at all prior to the upcoming exam will lose the full points per assignment missed. Students will be expected to participate in presenting homework solutions to the class.

* Attendance and Preparation:

Your attendance is for your benefit. The quality of the experience you receive in this course is highly correlated to your commitment to attendance and participation in small and large group discussions within class. If an absence is unavoidable, to get full credit on your homework it must be submitted to me before the class period it is due.

* Exams:

There will be 4 exams that will cover material discussed in class and any outside material assigned. Each exam will be weighted evenly. Exam 1 will cover chapters 1-6, Exam 2 will cover chapters 7-13, Exam 3 will cover chapters 14-20, Exam 4 will cover chapters 21-29. There will be an optional final that is comprehensive that will replace your lowest grade, whether that is because you missed an exam or it was just not as good as you would like. Therefore, there will be no make-up exams. If you want to take the optional final you must send me an email informing me of this one week prior to the final scheduled examination time.

**SLCC Policies and General Information**

* ADA STATEMENT http://www.slcc.edu/drc/

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college.

Please contact the DRC at:

The Student Center, Suite 244, Redwood Campus  
4600 So Redwood Rd, SLC, UT 84123

(801) 957-4659 / TTY: 957-4646 / FAX 957-4947

or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

* Computer labs

BB 113 and 115 are microcomputer labs dedicated for business student use.

* The SLCC Student Writing Center

Redwood Campus, AD 218 (957-4892).  All writers at SLCC are welcome to take their work to the Writing Center.  Writers benefit from informed responses to work in progress.  Online tutoring is also available.

* SALT LAKE COMMUNITY COLLEGE - SCHOOL OF BUSINESS STATEMENT OF GRADES AND GRADING STANDARDS

1. Course grades reflect overall student performance in academic credit courses. The SLCC School of Business endorses the grade definitions specified in the current SLCC College Catalog. As such, the C grade represents average student performance. Grades higher than and lower than C represent better than average performance and lower than average performance, respectively.

2. Business programs at SLCC typically draw students from an adult population of individuals interested in pursuing college-level studies. Business students are admitted to their programs according to SLCC’s open enrollment practices. Therefore, it is logical to assume that in any given course section, students would perform at various levels and not all students in any given section would receive the same grade.

3. Due to SLCC’s relatively small class sizes, admission practices, and instructional methodologies, a slightly higher than average 2.0 class GPA would normally be expected as measured among all class sections.

4. Given Item 3 above, average class GPA for any particular business class section would normally fall between 2.0 (C) and 2.7 (B-). Average class GPA will be reviewed regularly. Faculty whose average class GPA falls outside this range will discuss their grading practices with the Division Chair.

5. Average GPA of some 2000 level courses that are discrete to AAS programs might reflect higher achievement than the range specified above, although grading criteria in such courses should differentiate between achievement levels.

6. Grading standards are the purview of faculty. However, faculty should develop grading criteria that allow them to discriminate student performance and award grades among all grade levels from A (superior) to E (failing). SLCC neither encourages nor discourages grading on the curve.

7. Faculty must clearly indicate, in their syllabi, clear and complete grading criteria early in the term, preferably within the first week.

8. Grading is not arbitrary; faculty determine grades based upon student performance relative to faculty-established criteria.

9. Grade disputes between faculty and students will be handled in accordance with the current SLCC Student Code of Conduct.

10. Adherence to these grading standards will result in the following benefits:

a. grades will reflect fairness and consistency across the school

b. students and stakeholders will regard grades as reliable feedback of student performance and understanding of course material

c. high grades will reward students for superior performance

* HONOR POLICY OF THE SCHOOL OF BUSINESS

Students are both bound and protected by the SLCC Student Code of Conduct ([*http://www.slcc.edu/pages/1704.asp*](http://www.slcc.edu/pages/1704.asp)).  If you are unaware of this Code and the requirements it makes of you as well as the protection it gives you, contract Student Services for a copy (of either the complete code or the abbreviated version).  Personal integrity and responsibility are requirements of this class, as are all other guidelines of the Student Code.

Honesty is an expectation at Salt Lake Community College. This means . . . (pursuing) academic work in a straight-forward and truthful manner, free from deception or fraud . . .

Forms of academic dishonesty include cheating, which is defined as presenting the work of other students as one’s own or assisting another student in the classroom, lab, or the Assessment Center. Cheating may also occur when a student violates the conditions governing an examination such as using oral, written, visual or other forms of communication intended to give or receive improper assistance . . .

Other forms of academic dishonesty include, but are not limited to: misrepresentation, which is the deliberate falsification of information substituted in place of the truth; collaborating or aiding out-of-class work, when prohibited by the instructor; plagiarism, which is using another person’s ideas, evidence or words or conveying the false impression that the arguments and writing are the student’s own . . .

(Also) considered as academic dishonesty include . . . duplicating course materials expressly forbidden by the instructor, using tape recorders or other recording devices in a classroom when not specifically authorized to do so by the instructor, and ignoring or willfully violating class . . . instructions or policies. (source: SLCC General Catalog) The penalty for a first offense of academic dishonesty is no credit for the assignment, which cannot be redone.  A second offense means failure in the course. This will be reported to the Division Chair and Student Advising.

* ACCREDITATION

School of Business Accreditation.  The ACBSP (Association of Collegiate Business Schools and Programs) accredits all of the traditional business programs at SLCC. This accreditation represents the achievement of meeting the high national standards established for an associate degree-granting business program.

* REPORTING OF FINAL GRADES

Final grades will be available after the end of the semester by your MyPage account (on Internet).

* ADDENDUM REGARDING FINAL GRADES

Any student who has questions about his/her past performance and/or final grade in this class must communicate with the Instructor – and receive acknowledgement from the Instructor of said communication – no later than 30 calendar days following the end of relevant semester. After the 30 calendar-day time period has passed, the student’s final grade, as posted, will not be changed.

**Students are expected to**

* **Attend class** regularly and **arrive on time**; do not miss class except for emergencies:   
  Use email to **notify instructor** **in advance** (and peers if working in a group) if you will miss a class or meeting. You may want to contact a classmate to see what happened during class, whether any handouts or assignments were given, or whether any changes were made in the course schedule.
* **Prepare** for each class/meeting and be ready to **participate** in discussions:

Do your reading or your assignment prior to the class so that you can fully participate in the discussion.

Use Connect for this class to download class discussion handouts, assignment sheets, syllabus, reading schedule, and homework

Complete all assignments by the agreed upon time (late assignments will receive **reduced credit** as discussed under the homework section).

**Be respectful** of your instructor and your classmates whenever and however you interact with them. If you are not respectful you will be asked to leave the classroom.

Whenever there are discussions, projects, or labs, be an active and willing participate, the class will be more enjoyable and you will learn more. When you participate in class, you also show the instructor that you know the material.

* Listen.   
  By actively listening to your classmates and your professor, you can gain knowledge on what the person is saying. Listening is key to academic success.
* Sit near the front of the classroom whenever possible.   
  It's easier to pay attention and stay focused when you sit in the front of the class. With the rest of the class behind you, there are fewer distractions; it's also easier to hear your instructor, ask questions, and see visuals (i.e. board, television, overhead, etc.).
* Get to know your instructors.   
  Do not hesitate to contact the instructor whenever you have a concern, problem, or question. I am willing and happy to help you, but you must initiate the contact. You should, of course, respect your instructor's privacy and personal time. Talk to him/her after class, call during office hours or send an e-mail.
* Get to know your classmates.   
  If for any reason you have to miss a class, it is a good idea to get copies of notes taken by other students. It's also a good idea to discuss the class content with your classmates to assure your confidence in the missed subject matter.
* Cell Phones(**silence them)** and Electronic Devices(**no texting or surfing)**:

If you need to take a call, please excuse yourself from class prior to taking the call. Please do not use your cell phone as a calculator, send or receive any text messages, or surf the internet while you are in class - if you opt to use your electronic devices inappropriately you are choosing to give me your electronic device.

* There is no “10 minute” rule. Students are accountable until the last minute of class unless told otherwise by the professor on a per class basis.
* STUDENT LEARNING OUTCOMES

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

Acquiring substantive knowledge in the field of their choice

Developing quantitative literacy

Developing the knowledge and skills to be civically engaged

Thinking critically

Communicating effectively

Classroom Structure

This class is an “interactive lecture”, “On-line” study, and testing course utilizing text, course web-site, and the internet. You will benefit most by committing yourself to total involvement in the subject. Actively pursuing the classroom learning activities, discussions, and various outside assignments are essential. You should anticipate spending at least one hour in study and preparation for each hour spent in class.

Students are expected to read each chapter and handouts thoroughly **BEFORE** coming to class in order to discuss and demonstrate understanding of the material. Classroom participation is expected, and students will be called on frequently to answer questions, give opinions, and explain concepts, principles, theories, and application. Mastering the **new vocabulary** is essential.

RECOMMENDED STUDY METHOD(S)

* Complete all assigned homework
* Study problems and exercises illustrated in class or recommended online
* Study with peers

IMPORTANT DATES TO REMEMBER

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Classes Begin | January 14, 2013 | | Martin Luther King, Jr Day – No Classes | January 21 | | Last Day to Add Classes | January 22 | | Tuition Due Date | January 23 | | Last Day to Drop Classes with 100% Refund | February 4 | | President’s Day | February 18 | | Spring Break – No Classes | March 18-23 | | Last Day to Withdraw (No Refunds) | March 26 | | Last Day of Classes | May 2 | | Reading Day | May 3 | | Final Exams | May 4-9 | | Graduation Date | May 9, 2013 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Economic History of the U.S.**  Spring 2013  Business Building room 311 | | | |
| WEEK of | CHAPTER READING | Topic/Unit Exams |
| Jan 14 | Chapter 1  Chapter 2 | Getting Started/ Introduction/Expectations  American Economy in Historical Perspective  Founding the Colonies |
| Jan 21 | Chapter 3  Chapter 4 | Jan 21th Martin Luther King, Jr. Day – NO CLASSES  Colonial Economic Activities  Economic Relations of the Colonies |
| Jan 28 | Chapter 5  Chapter 6 | Economic Progress and Wealth  Three Crisis and Revolt |
| Feb 4 | Chapter 7  Chapter 8 | Hard Realities for a New Nation  Land and the Early Westward Movement |
| Feb 11 | Chapter 9  Chapter 10 | Transportation and Market Growth  Market Expansion/Industry in First Transition |
| Feb 18 | Chapter 12  Chapter 11(SS/in class if time permits) | Feb 20th President’s Day – NO CLASSES  Money and Banking in the Developing Economy  Labor During the Early Industrial Period |
| Feb 25 | Chapter 13  Chapter 14 | Entrenchment of Slavery & Regional Conflict  War Recovery & Regional Divergence |
| Mar 4 | Chapter 15(SS/in class if time permits)  Chapter 16 | Agriculture’s Western Advance  Railroads and Economic Change |
| March 11 | Chapter 17  Chapter 18(SS/in class if time permits) | Industrial Expansion and Concentration  Emergence of America’s Labor Concentration |
| March 18-23 |  | Spring Break – NO CLASSES |
| March 25 | Chapter 19  Chapter 20(SS/in class if time permits) | Money, Prices and Finance in the Postbellum Era  Commerce at Home & Abroad |
| April 1 | Chapter 21 | World War I |
| April 8 | Chapter 22 | Roaring Twenties |
| April 15 | Chapter 23 | The Great Depression |
| April 22 | Chapter 24 | The New Deal |
| April 29 | Chapter 25 | World War II |
| Self-Study | Chapter 26  Chapter 27  Chapter 28  Chapter 29 | Federal Government  Growth & Business Cycle After WWII  Manufacturing, Productivity and Labor  Achievements of the Part, Challenges of the Future |

***\*Dates are subject to change.***

**http://www.slcc.edu/schedule/docs/FinalExam\_Spring\_2013.pdf**

### \*\*Instructor reserves the right to amend this syllabus.