

Econ 260/CES 260
5 Credit Hours
Spring, 2014
M-F 10:30-11:20
Room: B204
Instructor: Chace Stiehl
Office: A200E
Hours: M-F 8-9 a.m.
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Economic Development of the U.S.

Texts:

History of the American Economy, 12e, Walton and Rockoff (WR)
A People's History of the United States: 1492 to the Present, Howard Zinn (Zinn)

Instructor's Vision for the Course:

This course will explore the economic and social foundations of American capitalism. We will focus on the rise and the success of the American case, while at the same time highlighting its oddities. Topics covered will include but not be limited to: the colonial efforts, the American Revolution, tariff policy, the Civil War, economic instability, the labor movement, and the Great Depression. By making use of multiple perspectives this class will also provide a context for the critical appraisal of competing historical explanations. It is my hope that your understanding of the facts will improve and simultaneously you will begin to relate the events of the past to the economic problems of the present.

Course Outcomes:

After completing this class, students should be able to:

- Define and explain the relationships between the basic economic concepts that are used in theories of economic growth and transformation.
- Describe the structure and operation of a capitalist economic system, and identify the forces that led to its establishment in the United States.
- Identify the critical events, such as Civil War and Depression, in the historical life of the U.S., and analyze the causes and effects of those events from the perspective of the development of the economy.
- Explain the relationship between the role of government and the

market system, tracing the development of that relationship throughout the history of the U.S. economy.

- Identify and describe the forces that have shaped a labor force in the United States, in particular the role of immigration, unionization, and the differentiations of race and class and gender.
- Define the stages in the development of the structure of enterprise in the United States, compare and contrast the structure and functioning of types of businesses, and explain the transitions in the nature of the business system.
- Describe the relationship of the U.S. economy to the international economic system at key points in history, from colony to economic superpower, and explain the changing nature of that relationship.
- Describe and explain the changes in the class structure of U.S. society throughout its history.
- Identify the main trends in technological development, the role each played in U.S. economic growth and the effects technology has had on the material and economic life of the population.

Grading:

Evaluation of student performance will be based on two exams, two argumentative essays (past/present pieces), and class participation. The relative weights are as follows. A grade scale is listed below and each component is described in more detail.

Quizzes	40%	Every Friday
Past/Present Piece #1	25%	See Calendar
Past/Present Piece #2	25%	See Calendar
Engaged Attendance	10%	Daily
Total	100%	

100-94 A, 93-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-60 D, 59 > F

Quizzes

Quizzes will be multiple choice, T/F, and/or very short answer. They will be given every Friday. **You will be allowed to drop two quizzes. No makeups will be given except for school excused absence.**

Past/Present Pieces

The Past/Present Pieces (PPP) should be 5-6 page argumentative essays. You will pick a historical event, period, condition, or actor and argue for why they are relevant to modern day policy discussions. Your PPP should establish your understanding of the past event, the present event, and the connection between the two. Lastly, please be sure to argue for a specific understanding or course of action for the present, given your understanding of the past. Assume you are writing for someone who only has a basic understanding of economics.

Some general rules apply to the writing assignments. First, all of these assignments should be typed, double-spaced, using standard font sizes and margins. Second, your grade will be based in part on whether or not you have expressed yourself clearly. Spelling, grammar, and organization matter. **Third, if you use material from any source, you must clearly indicate your source, and if you directly quote any material, you must clearly indicate what has been quoted (along with indicating your source).** If you quote material without clearly indicating so, you will receive a 0 for the assignment. If you have any questions about this, please discuss them with me. Finally, late assignments will not receive full credit. If you know that you are going to miss class on the day an assignment is due, please make some arrangement for getting the work to me before class. **Late work will be docked 10% a day.**

Each PPP is divided into steps. Please look at the calendar below for due dates. For each PPP you will provide a topic and sources for approval, then an outline, and finally the finished product. The topic proposal should include a thesis statement and at least three sources. The outline should make it obvious how you will address the past event, present event, and how you will use them to establish your thesis. **Due dates are in the calendar below.**

If you need help with writing, then please visit the Writing Lab.

<http://bellevuecollege.edu/asc/writing/>

Engaged Attendance

Participation points will be based on random attendance checks. Students will also be expected to arrive on time each day. Attendance will be called at the beginning of class. I will select 11 days at random and grade your engaged attendance. You must not only be physically present, but also mentally engaged. I will drop the lowest of the 11 and the remainder will equal 10% of your final grade. **Attendance and preparation matter to your grade!!!**

Instructor Expectations

I expect students to show up to class prepared, participate in discussion, and not distract other students. If you and your personal electronics become a distraction to other students, then you will be dismissed for the day and warned. If it is a recurrent problem, then you will be referred to the Vice President of Student Services for removal from the class and any disciplinary action that office deems appropriate.

Reading Schedule:

Week 1 4/7

Syllabus and Introduction, Zinn Chapter 1, Transition to Capitalism

Week 2 4/14

WR Ch. 2-4, Zinn Chapter 2

Week 3 4/21

WR Ch. 5-7, Zinn Chapter 3, --**Topic Due and sources 4/25 (5%)**

Week 4 4/28

WR Ch. 8-10, Zinn Chapter 5, --**Outline Due 5/2 (5%)**

Week 5 5/5

Zinn Chapter 6, WR Ch.11 and 12, Zinn Chapter 7

Week 6 5/12

WR Ch. 13, 14, and 17, Zinn Ch. 9, --**PPP #1 due: 5/16 (15%)**

Week 7 5/19, --Topic Due and sources 5/23 (5%)

WR Ch. 18-20

Week 8 5/26 No Classes 5/26

WR Ch. 21-22, Zinn Chapter 13, --**Outline Due 5/30 (5%)**

Week 9 6/2

WR Ch. 23 and 24, Zinn Ch. 15

Week 10 6/9

WR Ch. 25, 26, 27 --**PPP #2 Due 6/9 (15%)**

Week 11 6/16

WR Ch 28

Final Exam/QUIZ – 6/19 - 9:30 A.M.

This course schedule is intended to give students an idea as to the content of the course and a rough reading schedule. It is not meant to be taken as fixed, permanent, eternal, etc. If the need arises changes will be made.

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Affirmation of Inclusion:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We Value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Student Code:

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:

http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Disability Resource Center (DRC):

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. . . Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Social Science Division Policies can be found at:

http://bellevuecollege.edu/socsci/student_policies.asp Please familiarize yourself with them.