

## ECONOMIC DEVELOPMENT OF THE US

AMST 260 (0687/88, OAS/OAC)

ECON 260 (5287/5288)

Fall 2007

A 5-credit Online Course

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**This syllabus answers basic questions about the format of the course.**

### Instructor's Availability:

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I know this is an online class BUT that does not mean we can't have good communication. We all have to be proactive about using the resources and format in ways to assist our goals.

It is easy for students to often feel isolated in an online section, especially if it is their first experience with distance education. Try to make connections with fellow students, the instructor and the material to the same degree you would in a face-to-face class. Be realistic and set a schedule that gives you extra time for the unknown technological issues and for turn-around time when asking a question or seeking help, as we are not all together at the same time.

There are few primary sources of concerns for students who want to succeed in an online class. One has to do with actually understanding the material. As we don't have the face-to-face contact of a classroom for interaction with the instructor and other students, it is important that you find an alternate method of having your questions addressed and your reasoning clarified. An online class, regardless of the links and visual appeal, **still relies heavily on a student's ability to read for comprehension**. You must be able to understand and find a way to organize your thoughts and reflections from the reading into a coherent structure.

**Don't be shy about seeking me out...in our class postings or by email within our class Vista/Blackboard (Vb) site.** In addition, I hold regular office hours on campus and students should feel free to call or visit me during those times or arrange another mutually convenient time. Scheduled office hours for fall quarter are on Tuesdays from 10 am to noon and on Wednesdays from 10 am to 1 pm.

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\*\*\* If you do decide to send material separately from the site postings, please use the following suggestions:

- Make sure that the subject line accurately reflects the subject of the e-mail.
- Be sure that the first sentence is your topic sentence and tells me your purpose in writing the e-mail.
- If you include an attachment, be sure that the file name contains your name as well as the assignment name.
- Always include your name at the bottom of the e-mail. In many cases, the e-mail address does not show the name of the student. In order to me to respond, I must know who the sender is.

## **Materials for Course:**

*The Economic Transformation of America, 1600 to Present*, 4<sup>th</sup> edition, Robert Heilbroner and Aaron Singer

*Online resources: access to Vb and registration to this course will allow access to my links to various sites and their resources. I have many additional resources for students to use online.*

*Optional text: BCC Reads 2007-08 selection: The Worst Hard Times by Timothy Egan (note this can replace two assignments in this course, totaling 35% of your course grade.*

## **Course Description:**

The US was widely considered an economic powerhouse in the go-go 1990s, yet in just the decade before, people were moaning about the dominant force that Japan was becoming and now in the 21<sup>st</sup> century, all eyes are turning to China. How did we become an economic superpower? Have we lost it? Would it be so bad if we did?

What contributes to the economic development of a country? What forces play a role in setting up and sustaining prosperity? Is economic development the same as prosperity? In this class, we will use historical information to look at how the US has developed and attempt to identify what features have contributed consistently towards that development.

## **BLACKBOARD/VISTA (Vb) Description:**

Only registered students will be able to access the course homepage. You can access this course's site through your My Blackboard site, <http://vista.bcc.ctc.edu/webct/entryPageIns.dowebct>. If you are taking more than one course via Vb, there will be a separate listing for each class. More information can be found on the Distance Education website for BCC (<http://distance-ed.bcc.ctc.edu/>). Per the information found in the Distance Education Section of the quarterly schedule, it is assumed that students have a good working knowledge of your computer and your Internet Service Provider (ISP) and browser. This class uses this technology *but it is not about teaching someone how to use a computer*.

Once you are in the Vb site for this course, there will be icons that link you to a variety of modules. Spend a few moments to ensure you understand what information is available under each module. In particular, VISTA has its own features that are different or may appear different from other platforms so you will want to do some exploring on the site. Please pay particular attention to the use of the calendar, discussion postings, announcements, and how to access lectures and emails from the instructor; make sure you know where to find these. Information about these links is also available on the right side of your My Blackboard page under the campus bookmarks.

In general, you should view the modules on the homepage as a way to gain information (by reading for comprehension). You can then use the selection of icons on the tool bar as ways relating to actions (i.e.

receive and submit assignments, discussion postings, email messages, view grades).

## Schedule

There are 11 weeks in the quarter. One of the advantages of an online distance class is more flexibility on when you choose to work. Think about your learning style and your productivity at different times. This flexibility doesn't mean the course is self-study nor completely self-paced. **Note deadlines and plan in order to meet them.**

I will ignore the issue of holidays, week-ends, and school closures. Some of us may chose to work longer periods over the week-end while others stay to shorter, daily sessions. But as described under the Students Responsibilities section, I expect students to be in the class and in touch with me regularly. Students who don't log on at least 3 times during any given week and/or don't log on for 3 consecutive traditional school days are likely to miss important assignments or information. It is your responsibility to keep current and get an email message to me if you are planning on missing many consecutive days. It is so easy to fall behind or miss vital procedural information if you don't set yourself a regular schedule. Those of you who appear to disappear for a period are likely to be hearing from me.

Having said that, I don't plan on being online 24/7 myself. I know you all have other important parts of your life, which require some of your attention. My goal is simply to encourage you to learn with an approach that won't leave you overwhelmed at the end or diminish the likelihood of your successfully completing all the necessary tasks.

Information is available to you at least as early as the start of the week before the schedule indicates any work due so students can work ahead but there are two class-wide discussion periods. There are seven learning modules or groupings of chapters. Our combined inputs into the discussions and other activities will determine the flow and focus of learning. From every module, individual students should come away with a clear understanding of how the new information fits within the insights from previous chapters and discussions. Issues and contradictions should be noted for further development and discussion. The point of each module is less to cover every fact presented in the text and more to provide a focus for how and why to analyze these issues.

Some things to keep in mind when commenting on written material or discussions: does it tie in with what you found of interest, does it present a contradiction or something troubling, does it appear to be confusing or fuzzy, it is something you can expand on or add to linkages with other sources, past experiences, or previous content?

Your answers should include much, much more than just factual summaries of the material presented. In addition, it should not just include comments that you liked or disliked it or agreed/disagreed with the author or another student. Each student will be assigned to a subset of students. Each group will answer a different question for each module. These must be turned in so different groups can read the postings and we can reflect together as a class. You may want to set up time to chat with others within your group.

## Calendar

**Week 1: Module One, Colonies (even before you can get on the site, you can start reading and taking notes on the preface and first 3 chapters of text)**

**Week 2: Module One**

**Week 3: Module Two, Birth of a Nation (Chapters 4-6 in text)**

**Week 4: Module Two**

**Week 5: Module Three, Industrialization for Businesses (Chapters 7-9)**

**Week 6: Module Three finished**

**Week 7: Module Four, Industrialization from the Perspective of Workers (Chapters 10-11)**

**Week 8: Module Five, The Great Depression (Chapter 12)**

**Week 9: Module Six, Expansion of Government (Chapters 13-16)**

**Week 10: Module Seven, Looking to the Future (Chapter 17 and supplemental materials)**

**Week 11: Review and Final Discussion**

## **Responsibilities**

### **Students are responsible for**

- Reading and following instructions and questioning me if you find an instruction you don't understand
- Visiting the on-line classroom **four or five times a week** IDEALLY. Realistically, set at least two or three times each week to go on and then add more as necessary for the assignment or to follow all the links.
- Notifying me ahead of time if you're going to be "absent" for three days or more in a row.
- Posting or sending the required work and regularly commenting in discussion on other groups' work
- Letting me know if you're having trouble with your hardware or software, with a course concept, or with the sense of isolation that is inevitable in an on-line course in a timely enough manner that I can help you address it.
- Obtaining and maintaining access to the Internet
- Coping with technology problems, including viruses, that involve your own machine or software

**I expect you to write ethically.** See the academic integrity policy below. Plagiarism is more than just forgetting to put quotes around someone else's exact wording. Even if you paraphrase, you must give credit to the source.

I will be responsible for being accessible and responding within the time line given, maintaining the site and the calendar, returning comments and grades, and helping you to learn.

## **Policies:**

### **ACADEMIC INTEGRITY**

In accordance with the desire for integrity in our interactions, students in this class will be held fully responsible for the content and authorship of all academic work they submit. Such work includes examinations, reports, projects, journals, and website pages to name a few examples. If you are unsure whether a quotation or citing or piece of work violates the Code, please ask your instructor for clarification. The penalties for violating the Code are too severe to make cheating, even inadvertent cheating, worthwhile. Your educational future is far too valuable to risk with disciplinary action. Violations of such will be handled according to the Social Science Division policies, which can be found at the end of this document.

### **GRADING**

There are 4 sources of your course grade available over the course of the quarter. Your grade will be based on the following:

**6 short 1 to 2-page papers, each drawn from the readings of that module. Each paper will be assigned an alpha grade and each is worth 10% of your course grade. I will only count the 5 highest scores.** For these modules questions, there is usually a day or two days grace period upon which you can submit your answers past the due date. I will accept those but I will also downgrade them for being late.

**Two discussions will take place**—one half-way through the quarter and one at the end. The first will count as **10% of your grade** and the latter as **15%**.

A **class paper** will constitute the final **25%** of your grade. Its focus will be broader and more comprehensive integration of the issues raised during the quarter.

**\*\*Optional text may be substituted for BOTH the class paper and for the module five assignment.**

It is important to check your calendar for tracking of individual due dates for all graded assessments.

### **Problems? Confused? Overwhelmed?**

If you are having any problems with the course or have any questions concerning the course, you are urged to contact or come see your instructor **SOONER** rather than **LATER** before something becomes past due.

There are few primary sources of concerns for students who want to succeed in an online class. One has to do with actually understanding the material. As we don't have the face-to-face contact of a classroom for interaction with the instructor and other students, it is important that you find an alternate method of having your questions addressed and your reasoning clarified. An online class, regardless of the links and visual appeal, **still relies heavily on a student's ability to read for comprehension**. You must be able to understand and find a way to organize your thoughts and reflections from the reading into a coherent structure.

This class needs to be interactive and requires students to post information in a timeframe that allows the instructor and other students an opportunity to address it. If this is your first on-line course, it's bound to be a bit alarming at the beginning. Don't be afraid to ask questions or admit you're having trouble with something. The sooner you anticipate something going wrong, the more options we have for fixing it. Your classmates may be able to answer before I do. The quickest way to relieve frustration and anxiety is to share it. But some approaches work better than others for actually solving the source of frustration. Email me and also make some connection with your class members.

Keeping track of your assignments and pacing your workload is a tricky act in any class. Make use of the calendar, note any bulletins send out by the instructor, and understand that a deadline is exactly that: a deadline. Things can be done sooner and each module is available soon enough to allow you flexibility but expect you to be proactive. Understand Murphy's Law and all its corollaries (see the following websites for an explanation):

<http://www.murphys-laws.com/>

And here are a few suggestions that come from those experienced online instructors, as to ways students can avoid some common problems:

- Print this syllabus, and the assignment descriptions and deadlines. Keep them in a clearly labeled folder or notebook as a hard copy. Know how and when to contact Distance Education at BCC as

opposed to your instructor.

- **Write off-line, give files easily identifiable names, and save them. Keep back-up copies on a floppy or Zip disk.** If your own computer goes down, you can get into the course, send your work, and check your mail from any computer that has Internet access.
- At the beginning of the quarter, **make a back-up plan.** If you can come to campus, visit the computer center in the **N** building and arrange for a student account. You'll be able to get into the on-line classroom from there. If you can't come to campus, find a friend who is willing to let you use his or her computer briefly to send in your work (here's where you use your print-outs and back-up disk). Most libraries allow access and in a pinch, there is generally a 24-hour Kinko around somewhere. *Find your plan before you need it.* Remember some stuff can be done in Aplia without going to the Vb main class site or data may be gathered directly from government sites. Don't wait until the due date to figure out what you need to do.
- **Send or post the day before it is due. This gives you a "grace period" to cope with problems or to pursue your back-up plan.** Assignments are set up with a take-back option until the due date so no one has an excuse not to submit before the very last minute.
- If you're using one of the non-recommended web browsers, you may have problems with from time to time. You have two options: (1) update your browser; (2) keep trying; sooner or later you will get in. Please do the compatibility check. With Microsoft introducing the Vista operating system and with various versions of Java updates out there, it is easy for a student's individual set-up to not be fully supported by Vb.

Note for deadlines: The BCC's server may be down occasionally for backup and maintenance. If you can't access the site frequently at a given time, try again in 20 minutes or so. As soon as I know when the regularly scheduled maintenance time is for this quarter, I will post an announcement in class. In general it is early on Thursday mornings.

At the end of this syllabus are the general guidelines for the Social Science Division, of which economics is a program. Please note there are slight modifications for application to online sections. For instance, unacceptable behavior would apply to posting rude or personal attacks in discussion messages or using information from the personal biographies posted to harass fellow students. The instructor reserves the right to remove messages posted, downgrade the assessment of the exercise, and/or refer the student(s) to the appropriate authorities.

## Learning Outcomes:

By the end of the quarter, students will be able to do the following:

- 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.

## **SOCIAL SCIENCE DIVISION GUIDELINES**

### **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION** Revised Winter 2006

#### Cheating, Stealing and Plagiarizing\*

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 Community 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 Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

#### Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

#### F Grade

Students who fail a course will receive a letter grade of "F."

#### Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

#### Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

#### Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

#### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Support Services (DSS) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DSS office will provide each eligible student with an accommodation

letter. Students who require accommodation in class should review the DSS accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Support Services, and review those needs with the instructor as well.

### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

### Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (A251), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.