

**Economics 230**  
**History of the American Economy**

Office Hours MWF /Tuth 2- 4 (or by appointment)

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**Course Description and Objective**

An advanced discussion and analysis of the development of the American economy from 1860 to the present time. Economics concepts include, opportunity cost, moral hazard monetary theory and policy, fiscal theory and policy. Topics studied are industrial growth, land and resource use, role of immigration and various ethnic and cultural groups, the transportation revolution, Great Depression and Great Moderation, development of money and banking, trade patterns, organized labor, agriculture, and America in the world economy.

**The is a Dual CRN HONORS/NONHONORS Course**

All students (honors and non-honors) will be held to a very high standard of preparation and performance. Honors students will be responsible for a research paper that is explained in greater detail below and in additional documents. Should you decide to pursue honors credit (remember this is YOUR choice), keep in mind that it is NOT my job to teach you how to write a sentence, a thesis, cite a work, or anything else that should know if you are eligible for English 100. My job is to teach the content of this class and help with feedback on the drafts of your final paper (see more on the paper below)

**Class Prerequisites:**

Completion or concurrent enrollment in Econ 100 and/or Econ 102 AND eligibility for English 100. Keep in mind that these prerequisites mean the following: It is assumed you have an understanding of basic economic principles, terminology and institutions (e.g. opportunity cost, elasticity, GDP, the Federal Reserve). Moreover, it is expected that the level of your writing is that of a student-entering freshman comp (Eng 100). I will not spend much, if any in class time, going over these sorts of things.

**Student Objective:**

To better understand a market economy, it's various sectors and the historical and theoretical underpinnings of a market based system. Additionally, the course will explore the ethnic contributions resulting from immigration as well as from emancipation from 1860 to the present. Primary source documents and readings will be used extensively.

**Materials Required:**

1. *The American Economic History Reader, documents and readings* John Malsberger and James Marshall editors. Published by Routledge. This book can be found on Amazon.com for about \$40 to 50\$
2. Class Reader, purchased in the bookstore

**Weekly Assignments:**

Students will be given prompts (questions) about selected readings. The expectation is that all students will prepare these questions before class for discussion and analysis. These prompts will serve as the basis for pop quizzes, midterm exams and student presentations.

**Grading:**

Honors and non-honors students will be graded differently, however, all students will be graded using a combination of exams, quizzes (pop, non pop), homework and participation\*. The weights of each category will differ for honors vs. non-honors students. Additionally, a research paper will be required from honors students. Grading weights are allocated as follows:

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	<b>Non-Honors</b>	<b>Honors</b>	<b>Grades</b>
<b>Grading</b>			
Midterm(s)	40%	40%	A 100-90
Weekly-Participation/Quizzes	30%	20%	B 89-80
Final Exam	30%	10%	C 79-70
Research Paper*	N/A	30%	D 69-60 F 59- 0

**Attendance and \*Participation:**

Attendance will be taken at the beginning of each class meeting. Absences and tardies will be noted and I reserve the right to drop and/or lower the grade of any student who is consistently absent or late. Not attending = no participation. Attending but not having read the material = no participation.

**Pop Quizzes:**

Will almost always come from one of your assigned "prompts." They will usually be open notes but closed book.

**Honors Research Paper:** See additional handouts and first day discussion.

**Turnitin.com will be used for honors research papers**

**Academic Honesty:**

Students are expected to be honest citizens. It's really that simple! If you are not honest, and I discover that you are not honest, you must be prepared to accept the consequences as described in the student handbook. Trust me, the cost of being caught far outweighs the benefit of not being caught. Besides, being dishonest is basically wrong.