**Syllabus**

ECON 1740-002 Summer 2013- First Session

3 Credits, Fulfills American Institutions (AI) Requirement

Time – 6:00-9:00p.m. on Tuesdays and Thursdays

Location – OSH 113

Instructor – Johan Andres Uribe

Email – J.Uribe@utah.edu

Office Location & Hours – Cubicle 6 on the Economics Hallways, OSH; office hours by appointment

**Course Description**

In this course we will explore different dimensions of the economic transformation of the United States from the colonial period to the present time.  We will specifically focus on two aspects of the economic transformation of America: the material underpinnings of the transformation and the effect of the transformation on the everyday life of different segments of the population.  Our discussion will include, among other things, the role of technology, institutions, capitalism and demographic movements.

**Course Objectives**

Course Objectives: By the end of the semester all students should be able to fulfill the following four learning objectives.  The fulfillment of the learning objectives will be assessed in the following ways: during oral presentations, through the completion of short essay exams, and through peer review assessments during in-class group projects.

1.  Be able to use the concept of economies of scale to analyze key transformations in the US economy.

2.  Describe how the nexus of economic and political inequality shaped the development of the US economy in different eras.

3.  Discuss how U.S. government policy was instrumental in furthering economic development in the United States at different stages.

4.  Understand the logical connections between the development of capitalism and the development of the U.S. economy.

**Required Texts**

Students are required to have access to the following book:

Heilbroner, R. , & Singer, A. *The economic transformation of America: 1600 to the present,4th Edition*. Orlando: Harcourt College Pub. ISBN: 0155055305

Students may also use the third edition of the book which is available at the online bookstores.

The majority of in-class discussion and lecture will be based on readings from *The economic transformation of America*. Thus, it is highly encouraged that students buy their own copy of the book

Supplementary text will also be made available via *Canvas* throughout the semester.

**Teaching and Learning Methods**

* Each lecture will constitute an independent learning model where students are expected to learn one major theme and the accompanying historical details related to that theme.
* Limiting each lecture to just one important theme allows for ample classroom discussion where the theme is discussed/explained from multiple perspectives
* Each learning module includes at least two active learning activities designed to encourage students to apply the theme to the historical context under discussion.
* Each learning module will include a classroom discussion, lead by the instructor, on the applicability of the days theme to the modern context.
* Students will always be asked to consider and share how the days theme, applied to the modern context, impacts their everyday life.
* Reading assignments will always be posted on the canvas calendar at least one week in advance.  Reading assignments mostly consist of chapters from the textbook as well as journal articles provided in PDF format through canvas.
* Relevant news articles will be posted to the discussion boards on Canvas so that students have a chance to read and discuss each article before our in-class discussion of how our theme from history applies to the modern context.

**Teaching Philosophy**

Rather than just going through the motions of giving a lecture and expecting results, my goal as an educator is to foster the process and experience of learning.  The exploration of material becomes an opportunity for students to hone their critical thinking skills, interpersonal communication skills and more broadly to expand their understanding of the world.  In other words, the purpose of material should be to enable students to learn.  In economics I believe learning happens in two stages.  First, students use their own set of values to simplify a complex social phenomenon into an understandable system of component parts and causality.  Next, students take whatever elements of the system they deem valuable and integrate it into their wider base of knowledge that informs their world view.  Through the process of learning, students are constantly updating their understanding of how the world around them functions as well as their role within society.  Effective teaching can facilitate the process of learning in the following ways: building the critical thinking skills necessary for analyzing complex systems, foster a level intellectual confidence and maturity sufficient to independently engage in critical thinking and knowledge integration, and lastly, to encourage independent learning by stimulating student curiosity about the world.

**Policies**

*Expectations***:**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

*Attendance & Punctuality:* In this class room I choose to treat students like responsible adults. As such, I do not take attendance and do not penalize students for either arriving late or leaving early, as long as the student is not being disruptive to the rest of the class. However, regular attendance is necessary for achieving a satisfactory grade.

*Technology/Cyber Vices:* Students may not use laptops of any kind during class unless you are given express permission.

*CANVAS*: Students are expected to check Canvas on at least a weekly basis. Important announcements are posted on Canvas on a regular basis.

*Late Work:* Late work will not be accepted.

**Student Support Resources**

**Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

**Assignments**

**Requirements and Grading:**

1. Exams

There will be one midterm and one final exam. Exam dates and format will be announced at least two weeks prior to the exam. Announcements will be made in-class and via Canvas. Exams may consist of a mix of multiple choice and short answer questions. In very rare cases of extreme, unavoidable, and documented scheduling conflicts, individual students may arrange to take exams early, and these arrangements must be made well in advance of the scheduled exam time. Late exams may be given in cases of documented medical or other emergency. Otherwise, failure to take an exam at the scheduled time will result in a 0 for the exam.

2. Quizzes.

Students will be given weekly quizzes that cover the assigned readings and lectures from that week. All quizzes will be administered either online or in class. Each student is responsible for logging on to canvas and taking the quiz before the deadline, or showing up to class for the quiz. In class quizzes may or may not be announced ahead of time. No late quizzes will be accepted.

3. Learning Community Presentations

Every class session, starting on the second Monday, will include two learning community presentations. Students will be assigned to learning communities at the beginning of the semester. Each learning community will be assigned a reading and a date on which to present a summary of that reading to the class. The presentation must include power point slides and must fulfill all of the requirements on the rubric for the presentation.

**Grading Policy (Evaluation Methods & Criteria)**

Weighting of Assignments

Midterm – 25%

Quizzes – 25%

Learning Community Presentations - 20%

Final Exam – 30%

Grade Scale

A: 92+

A-: 90 - 91.999

B+: 88 - 89.999

B: 82 - 87.9999

B-: 80 - 81.9999

C+: 75 - 79.9999

C: 70 – 74.9999

C-: 65 – 69.9999

D+: 63 – 64.9999

D: 57 – 62.9999

D-: 55 – 56.9999

E: < 55

Note that one extra credit opportunity may be made available during the semester. Specific details will be discussed after the midterm. The value and date of this extra credit opportunity will be discussed in class. I do not curve in this class. Students will be assigned the letter grade that corresponds exactly to the grade scale listed above.

**Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Content** | **Reading Assignment****(read for this date)** | **Assignment Due****(due on this date)** |
|  |
| 5/14/2013 | Introduction and Syllabus |  |  |
| 5/16/2013 | How do we study History & Out of Europe | Introduction Ch 1 | Quiz 1 (In-class) |
|  |
| 5/21/2013 | Early Colonies | Ch 2, 3, 4 | Quiz 2 (In-Class)L.C. groups 1 and 2 present |
| 5/23/2013 | Online Video Lecture  | Ch 4, 5 | Quiz 3 (Online) |
|  |
| 5/28/2013 | The start of Industrialization & The Rise of Capitalism | Ch 6, 7 & Clark 1979 | Quiz 4 (In-Class)L.C. groups 3 and 4 present |
|  |
| 5/30/2013 | Midterm Exam Review & Midterm Exam |  |  |
|  |  |  |  |
|  |
| 6/4/2013 | Life in Industrialized U.S. | Ch 8, 9 & 10 | Quiz 5 (In-Class)L.C. groups 5 and 6 present |
| 6/6/2013 | The Great Depression | Ch 11 & 12 | Quiz 6 (In-Class)L.C. groups 7 and 8 present |
|  |  |  |
| 6/11/2013 | The Great Depression | Ch 12 + extra readings | Quiz 7 (In-Class)L.C. groups 9 and 10 present |
| 6/13/2013 | The New Deal & Final Exam Review | Ch 13 | Quiz 8 (In-Class)L.C. groups 11 and 12 present |
|  |
| 6/18/2013 | Final Exam |  | Final Exam |