

METROPOLITAN COLLEGE OF NEW YORK | **MNY**

Audrey Cohen School for Human Services and Education

BACHELOR OF LIBERAL ARTS IN AMERICAN URBAN STUDIES

SPRING SEMESTER 2009

SEMESTER 6

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POLICIES

Attendance

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.”

Failures must be repeated.

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Add/drop:

It is the School for Human Services and Education policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Summer 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

Bachelor of Arts in American Urban Studies (128 credits)

Semester 1	<i>Semester 2</i>	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Introduction to College Writing (3 credits)	Reading and Writing across the Disciplines: Humanities, Mathematics, Social Sciences, & Natural Sciences (3 credits)	Writing through Literature and Philosophy (3 credits)	Language and Culture (3 credits)	Understanding Poetry, Drama, & Film (3 credits)	Public Speaking and the Arts of Persuasion (4 credits)	Creative Writing (4 credits)	Music, Religion and Philosophy (4 credits)
Latin for Writers I (3 credits)	Latin for Writers II (3 credits)	Linguistics for Writers (3 credits)	Urban Health and Ecology (3 credits)	Everyday Life in Urban Settings I (4 credits)	Everyday Life in Urban Settings II (4 credits)	American Urban Politics (4 credits)	American Urban Culture (4 credits)
Constructive Action Practicum: Computer Applications and Information Literacy (2 credits)	Constructive Action Practicum: Self-Assessment through Writing and Technology (3 credits)	Constructive Action Practicum: Interpersonal Communication and Conflict Resolution (3 credits)	Constructive Action Practicum: Communicating across Cultures (3 credits)	Constructive Action Practicum: Empowerment through the Arts (3 credits)	Constructive Action Practicum: Civic Engagement (4 credits)	Constructive Action Practicum A: Assessing the Needs of Urban Communities (4 credits)	Constructive Action Practicum B: Planning and Managing Urban Change (4 credits)
Earth Science (4 credits)	Human Biology and the Life Sciences (3 credits)	Math I: Quantitative Reasoning (3 credits)	Math II: Introductory Data Analysis (3 credits)	Math III: Introduction to Statistical Research (2 credits)			Contemporary Urban Issues (4 credits)
Understanding Self in the World (4 credits)	The Human Experience and Cooperation (4 credits)	Historical Values, Systems, & Skills (4 credits)	Political Values, Systems, & Skills (4 credits)	Economic Values, Systems and Skills (4 credits)	American Economic History I (4 credits)	American Economic History II (4 credits)	
16 credits	16 credits	16 credits	16 credits	16 credits	16 credits	16 credits	16 credits

Constructive Action VI: Civic Engagement

(4 Credits)

Overview

The required fieldwork for 6th semester students has as its aim to introduce students to the political challenges of urban governance. From its neighborhood block associations to city hall to the United Nations headquarters, New York City provides one of the world's most fascinating contexts for studying public policy, conflict management, and the quest for social justice.

To develop first-hand knowledge of how urban politics works (or doesn't work), students will be encouraged to undertake a Constructive Action that engages them in some aspect of civic life. Field work (internships or actual jobs) might be done in a wide range of settings including libraries, law offices, museums, city hall, NGOs, politicians' offices, schools, courtrooms, the U.N., police precincts, press rooms, t.v. studios, etc.

Dimension Specific Abilities

Ability 2: The ability to communicate effectively through reading, writing, listening speaking and other modes of expression (*Self & Others*)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (*Values & Ethics*)

Ability 8: The ability to integrate theory with practice to make a positive difference in the world (*Purpose*)

Ability 9: The ability to direct and assess your life-long learning (*Purpose*).

Documenting the Constructive Action

In the course of the semester students will be asked to document the work that they perform in the field. The Constructive Action document should include the following topics:

I – A description of the organization's purpose, structure, and funding

II – An analysis of a challenge or a need that can be addressed by the student in the course of one semester of field work

III – A plan of action to address the need

IV – Process recordings of actual work undertaken in the organization.

V – An assessment of what the student learned from performing the Constructive Action.

As much as possible, the final Constructive Action document should refer to authors, books, theories, and information studied in past and present courses at MCNY.

Schedule of Assignments

- Week 1** Introductions: Questions and Resources: Report on your selection of field work this semester.
- Week 2** Assignment due: Part I of CA document. State the purpose or mission of the organization where you are doing your field work.
- Week 3** Assignment due: Part I of CA document, continued. Analyze the structure of the organization where you are doing your field work. Include references to authors, texts, and ideas studied in your other courses.
- Week 4** Assignment due: Part I of CA document, continued. List the sources of funding of the organization where you are doing your field work.
- Week 5** Assignment due: Part II of the CA document. Identify a challenge or a need that you can address in one semester of field work. Include references to authors, texts, and ideas studied in your other courses.
- Week 6** Assignment due: Part III of the CA document. Outline a plan of action to address the need. Include long-term goals, realistic objectives, and well-informed strategies. Include references to authors, texts, and ideas studied in your other courses.
- Week 7** Assignment due: Part IV of the CA document. Draft two process recordings of your Constructive Action at the organization.

- Week 8** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 9** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 10** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 11** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 12** Assignment due: Part V of the CA document. Assess how the organization benefited from your Constructive Action this semester. Include references to authors, texts, and ideas studied in your other courses.
- Week 13** Assignment due: Part V of the CA document, continued. Assess how you benefited from your Constructive Action this semester.
- Week 14** Assignment due: A completed and revised Constructive Action document that integrates field experience with classroom learning.
- Week 15** Assignment due: Sharing Constructive Action documentation and experiences of fieldwork.

Public Speaking and the Arts of Persuasion (4 credits)

Public Speaking and the Arts of Persuasion is a course designed to help you become a more effective public speaker. The live voice, *voce viva*, has since ancient times been one of the most important means of communicating with others. It is an essential skill of leadership and even today the speaker who can sway the crowd is someone to reckon with and is frequently the one who prevails. In this course, you will be introduced to the tradition of public speaking and the arts of persuasion. Through the readings and course activities, you will improve your public speaking skills as well as your critical thinking skills since throughout the course there will be an emphasis on analysis, reasoning, organization, and presentation of evidence--all as tools of the arts of persuasion.

Dimension Specific Abilities

Ability 1: The ability to think independently, critically, can creatively about self, knowledge, and the world (*Self & Others*)

Ability 2: The ability to communicate effectively thorough reading, writing, listening, speaking, and other modes of expression (*Self & Others*)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (*Values & Ethics*)

Ability 4: The ability to evaluate and use ethical principles to make mature and responsible choices (*Values & Ethics*).

Course Objectives

By the end of this course, you should be able to:

1. Understand the ethical responsibilities of oral communication
2. Listen deliberately and critically to others
3. Research and form educated opinions on current topics
4. Select and adapt topics to meet the needs and interests of particular audiences
5. Organize ideas and supporting materials in a coherent message
6. Develop delivery skills by using voice, body, and gestures effectively in presenting speeches.

Course Topics

Week 1 An Introduction to Public Speaking
Week 2 The Ethics of Public Speaking
Week 3 Speaking Confidently
Week 4 Responding to Speeches
Week 5 Analyzing Your Audience
Week 6 Selecting Your Speech Topic
Week 7 Researching Your Topic
Week 8 Supporting Your Speech
Week 9 Organizing the Body of Your Speech
Week 10 Speaking to Inform
Week 10 The Strategy of Persuasion
Week 11 The Structure of Persuasion
Week 11 Outlining and Wording Your Speech
Week 12 Delivering Your Speech
Week 13 Using Visual Aids
Week 14 Speaking on Special Occasions
Week 15 Final Examination

Required Texts

Selections from *Education of the Orator*, Quintilian (Online)
A Concise Public Speaking Handbook, S. Beebe and S. Beebe

Everyday Life in Urban Settings II

(4 credits)

Overview

This is the third core course in the four course American Urban Studies undergraduate major of Metropolitan College of New York. "Everyday Life in Urban Settings" is a two-semester sequence on the complex interaction of neighborhoods and individuals with some of the key institutions of cities. It focuses on three institutions: family, school, and ethnic subcultures. The purpose of the course is to extend the study of urban history and politics which are macro-economic and political dimensions of cities to the micro-level, that is, the lived experience of urban life. Specifically, the course of study shows the increasingly transnational and multicultural dimensions of the urban experience and emphasizes the counterpoint of school knowledge with the informal knowledges gained from family, peers and encounters with different value systems enforced in urban everyday practices.

Dimension Specific Abilities

Ability 1: The ability to think independently, critically, and creatively about self, knowledge, and the world (Self & Others)

Ability 2: The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (Skills)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (Values & Ethics)

Ability 5: The ability to describe social, natural and technological systems, pursuing methods specific to the humanities and the social and natural sciences (Systems)

The following is designed to get you better acquainted with the requirements and procedures of this course. Please read this syllabus in conjunction with your Purpose VI Handbook! Important college policies, which apply to this course, are detailed in the handbook.

First of all, I would like to welcome you all into this course. I look forward to an open, constructive and respectful collaboration and exchange of ideas in and beyond the classroom. Colleges and universities are places where we question, discuss, conceive, and test old and new ideas and concepts that help us to better understand our realities, or which may assist us in shaping our own lives or improving the lives of others. Your arguments and viewpoints are always welcome, and voicing them will accelerate and improve your learning and contribute to the progress of the entire class. Personally, I believe that everybody has a story to tell, and I approach all classes I teach from this perspective. I therefore welcome if you want to introduce materials into the class, which could serve to enhance our discussions and proceedings in class.

Sometimes students attend college with a false expectation that in the classroom professors will sermonize a truth, or rather the truth, about the subject they are studying. Don't make yourself a passive learner by assuming this posture! The procedures and requirements of this class will not allow you to become passively absorbing recipients. As a matter of style and method, I work to draw each and every student into the projects and topics we are traversing in each class session and throughout the semester. Consequently, more often than not, you will perceive me as a facilitator, coach, or guidance counselor, rather than – in the strict sense – a lecturer or *professor*. If you are actively participating, the learning effect will be tangibly greater than if you attend class with a passive frame of mind! Therefore, I encourage you to be engaged with the contents of this class and with the comments and views expressed by your fellow students.

Being engaged means, first of all, to prepare each class by reading the assigned material in an active, inquiring way, and to think about it in order to being able to critically discuss in class its relative merits and shortcomings. I will challenge you in different ways to apply what you have read and the issues we will elaborate and discuss in class. In this way I hope to build critical thinking skills. You will be assessed by the extent you are able to apply or creatively use what you have learned in this course.

In my role as your instructor, I feel committed to a number of principles: 1) I will be prepared for each class; 2) I will respect you both as member of a group, as individual, and as equal part of your class; 3) I will protect your privacy; and 4) I will treat you to the best of my ability in a fair and consistent manner.

Finally, I would also like to encourage you to be – from the very beginning to the end of the semester – in conversation with me and your fellow students not only during class, but also between classes. In other words, please feel free to see me during office hours, to make an appointment outside of my office hours, and/or to contact me via email or phone, if you encounter a problem, would like to make a suggestion or if you have a question. I certainly look forward to getting to know you better during the course of the semester and I'll be happy to try help you to the best of my ability in finding workable solutions to problems you may face. Do not hesitate to also seek out your classmates in order to get their perspectives and input. Learning in peer groups is usually beneficial and inspiring. Everybody can succeed in this course and I want all of you to succeed! The better we all work together towards this goal, the more likely we are to achieve success.

MEETING SCHEDULE

DATE	TOPICS, ASSIGNMENTS, etc.	NOTES
	<i>Introduction:</i> General introduction, remarks about course requirements, syllabus, tests, explore possibilities for term paper etc.	
	Prepare Raymond Williams: "Culture is Ordinary," in Highmore, pp.91-100.	
	Prepare Betty Friedan: "The Problem that has No Name," in Highmore, pp.58-62	
	Prepare Daniel Miller: "Making Love in Supermarkets," in Highmore, pp.339-345.	
	Prepare Jerome Krase: "Visualizing Ethnic Vernacular Landscapes," in Krase & Hutchison, pp.1-24.	
	Students prepare an observation of the everyday in their life: "In the subway station/waiting for the train"	In-class presentation
	<u>Film:</u> <i>Coffee and Cigarettes</i> (Jim Jarmusch, 2003)	Midterm paper due
	Cosmopolitanism and urbanity in Jamaica I: Prepare Huon Wardle, "Jeanette's Family" (Chap.2), pp.43-60.	
	Cosmopolitanism and urbanity in Jamaica II:	

	Prepare Huon Wardle, "The Arena of Play" (Chap.5), pp.101-116.	
	Prepare David Badillo: "Titi Yeya's Memories: A Matriarch of the Puerto Rican Migration," in Krase & Hutchison, pp.138-158	
	Prepare S.-A. Butterfield, "Being Racialized Ethnics: Second Generation West Indian Immigrants in New York City," in Krase & Hutchison, pp.107-136.	Term paper outline due
	Prepare Holger Henke: "Relations between the Jewish and Caribbean-American Communities in New York City: Perceptions, Conflict and Cooperation," in Krase & Hutchison, pp.194-220.	
	Film: <i>Crash</i> (Paul Haggis, 2005)	
	Urban Life and Conflict Resolution: Student prepare short presentation of personal account/observation of a public event involving conflict or the spectacular	
	Urban Life and the Economy of Values in Everyday Life: A course review	Term paper due

****Note: This is a preliminary schedule and may change due to class needs.***

REQUIRED READING

Highmore, Ben (ed.), *The Everyday Life Reader*, London/New York: Routledge 2002.

Wardle, Huon, *An Ethnography of Cosmopolitanism in Kingston*, Jamaica, Lewiston, NY: The Edwin Mellen Press 2000.

Krase, Jerome and Ray Hutchison (eds.), *Race and ethnicity in New York City*, Oxford: Elsevier 2004.

RECOMMENDED READING

USEFUL WEBSITES

TESTING AND GRADING

Grading will be based on exam scores, the term paper, and attendance, preparation and participation. For all together you can earn a maximum of one hundred (100) points. The mid-term paper will require a critical evaluation of a conceptual approach to the study of everyday life. A good term paper requires planning and preparation; to help you in this process, I request an outline/summary to be submitted to me. The term paper should be 8 pages (1.5 spaced, font size 12) and demonstrate use of at least two refereed articles. Note, however, that the paper should mainly reflect your own ideas and use your own words; extensive citation of used materials does not necessarily count as your own work. The field research/in-class presentation aims to clarify a course topic. You will conduct field research and write a reflection on your observation of everyday life in an urban setting. Through the assignment you will be introduced to field research and learn how field research can be used to corroborate or challenge the ideas of others.

Participation includes typed response papers (ca. 300 words) in Weeks 2-4, 8 and 9, as well as consistently active participation in classroom exercises. Your mere physical presence in the class is not considered participation. Preparation means demonstrable knowledge of the reading assignments, the ability to make substantial comments about it and/or apply it to other classroom activities. This course requires several hours per week for reading and writing. You are expected to be in class on time and not leave before the class has been dismissed. If, because of urgent circumstances, you have to leave early or anticipate late arrival, the instructor has to be made aware of this in advance.

All deadlines are strictly enforced and usually no late submissions are accepted! In exceptional circumstances (e.g., illness) the burden of proof (e.g., physician's statement) is on you. A late submission may lead to grade deduction.

Grade requirements	Points	Percentage of final grade
Mid-term paper	20	20%
Term paper	30	30%
Field research/in class presentation	20	20%
Preparation, participation and attendance record	30	30%

TOTAL	100	100%
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Grade	Percentage	Quality Points
A	100%-95%	4.0
A-	94%-90%	3.667
B+	89%-87%	3.333
B	86%-82%	3.0
B-	81%-79%	2.667
C+	78%-76%	2.333
C	75%-71%	2.0
C-	70%-68%	1.667
D+	67%-64%	1.333
D	63%-56%	1.0
F	55% and below	0

Criteria for scoring categories

A

An excellently written exam or document commands attention because of its insightful development, logical organization, accuracy, and clear style. The introduction is inviting, states the main topic and previews the structure of the paper. It meets all or may exceed some standards of adequacy and shows that the writer can choose words aptly, use sentences effectively, and observe the conventions of written English. Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. A variety of thoughtful transitions are used. They clearly show how ideas are connected. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Concepts used are applied creatively or developed and used in a new and original way.

B+ and B

A clearly competent exam is accurate, well-organized, and thoughtful. The introduction clearly states the main topic and previews the structure of the paper, but is less inviting to the reader. It may be less fluent and complex in style than an excellent exam document, but it meets all standards of

adequacy. It shows that the writer can choose words accurately, vary sentences effectively, and observe the conventions of written English. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. Transitions clearly show how ideas are connected, but there is less variety. Supporting details and information are relevant, but not consistently applied. Concepts learned in the course are applied correctly.

C+ and C

An adequate exam or document marginally meets all standards of adequacy, but its reasoning may be less developed and its style less effective than that of a document described as excellent or competent. The introduction may state the topic and preview the structure of the paper, but is not written in a way that draws the reader's attention. The adequate document shows that the writer usually can choose sufficiently precise words, control reasonably varied sentences, and observe the conventions of written English. However, writer makes a few errors in grammar or spelling that may distract the reader from the content. Details are not always clear, although they are not disturbing the overall thrust of the argument. Some transitions work well; but connections between other ideas are fuzzy. Supporting details and information are not always relevant and/or some key issues or portions of the storyline are unsupported. Concepts learned during the course are identified correctly, but in some instances not applied correctly.

D+

A below-standard exam fails to meet at least some standards of adequacy. It may be illogical, lack coherent structure, or reflect an incomplete understanding of the topic. There is no clear introduction of the main topic or structure of the paper. Its prose is usually characterized by at least one of the following: imprecise word choice; little sentence variety; occasional major errors or frequent minor errors in mechanics, grammar, and usage. Writer makes several errors in grammar and spelling that distract the reader from the content. Some details are not in a logical or expected order, and this disturbs the flow of the argument. Only few transitions work well; connections between most ideas are fuzzy. Supporting details and information are often not relevant and several key issues or portions of the storyline are unsupported. Concepts studied in the course are

not always identified correctly and/or applied incorrectly in several instances.

E

An unacceptable exam shows serious weaknesses and fails to meet all or most standards of adequacy. Its logic is frequently flawed; it may contain simplistic or incoherent analysis; it may reflect some significant misunderstanding of the topic. There is no introduction of the main topic and structure of the paper. Its prose is characterized by one or more of the following: simplistic or inaccurate word choice, monotonous or fragmented sentence structure, and repeated errors in mechanics, grammar, and usage. Writer makes numerous errors in grammar or spelling that distract the reader from the content. Many details are missing or not in a logical or expected order. There is little sense that the writing is organized. Transitions between ideas are nonexistent. Supporting details and information are typically unclear or not related to the topic. Knowledge and understanding of concepts studied in the course is not sufficient.

SOME GROUND RULES

- Your meticulous preparation of reading assignments prior to each class is of great importance for the success of this course. Classroom activities will build on what you were supposed to read in preparation; we will not use class time to simply repeat or reread what you were supposed to accomplish between classes. I welcome if you want to introduce materials into the class, which could serve to enhance our discussions and proceedings in class. If you have an opportunity to inform me prior to class about this, I'd greatly appreciate it. I will take close note on who is prepared and who isn't, and will make this an important element of the grade you will receive for attendance/preparation/participation. Absences will be considered as "not prepared."
- As in other courses, this course will not accept any papers attempting to pass the ideas and words of others as your own. It is the student's responsibility to know what plagiarism is and to be aware that attempts to submit plagiarized papers will result in a failure of a written test without the opportunity for a make-up assignment. If you are uncertain about what plagiarism is, I recommend that you take a quick online exercise at this website: <http://education.indiana.edu/~frick/plagiarism/item1.html>.
- Successful participation in this course requires considerable cooperation as well as respect for the differences among fellow

- students. Students are required to listen well, be sensitive to others, and offer encouragement and constructive suggestions for improvement. If a student – as an individual or as member of a study group – isn't fulfilling his or her responsibilities, work as a group to encourage that person to participate.
- In case of controversial discussions or topics, we will strive to be impersonal in our arguments rather than to engage in personal attack or diatribe. Everybody is entitled to their opinions and we will always attempt to work our way back from opinion to fact, and from fact to evaluation of facts, in order to uncover interference from ungrounded fears or beliefs in the formation of our opinions and worldviews.
 - If out-of-class assignments encounter interference from unresolved conflicts of opinion or personal style, please be sure to inform me as soon as possible so that a constructive course of action can be found and agreed on by all sides.
 - While cooperation is encouraged, each student is also responsible for his or her own performance in and outside of the classroom. In the end you will be assessed on the basis of your knowledge and your performance. Please make sure to hand in all your assignments at or prior to deadlines.
 - Any graded assignments that are handed in late will usually receive a lower grade. If it is absolutely unavoidable that you have to hand in an assignment later than the deadline, you must inform me as soon as possible. If a late assignment is not handed in by the extended deadline given by me, it will no longer be accepted.
 - In order to protect the privacy of students, the use of electronic recording devices (e.g., audio recorder; cell phone camera etc.) in class is not allowed. In cases where a student may require recording of a class for health reasons, the instructor has to be informed prior to the class and students have to give their permission.
 - **All cell phones have to be on mute or vibrate and are not to be used in class!**

American Economic History I (4 Credits)

From the Colonial Economy to the turn of the 20th century

Overview

This course examines United States history from the perspective of its development into a modern industrial capitalist society. While not ignoring the political and cultural dimension, its focus is on the global and internal influences that shaped its economic system. Questions of class, race and gender, international trade, especially the slave trade, immigration, the role of technological change, the role of military conquest at home and abroad and, especially in the 20th century, the part played by war in accelerating American economic growth are stressed.

Dimension Specific Abilities

Ability 1: The ability to think independently, critically, and creatively about self, knowledge, and the world (Self & Others)

Ability 2: The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (Self & Others)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (Values & Ethics)

Ability 5: The ability to describe social, natural and technological systems, using methods specific to the humanities and the social and natural sciences (Systems)

Ability 7: The ability to use mathematical reasoning to analyze the world. (Skills)

Unit One: Slavery and American Economic Development

Week 1- Introduction and Overview to the course

Week 2- The Independent farmer, the Plantation Economy and the Emergence of Slavery

Week 3- Slavery in the ante bellum South

With some exceptions historians have told the story of the United States as the unfolding of the middle class, the most salient feature of which was the importance of the small, independent farmer from the formation of the American nation 1650-1789, to the civil war. But the slave trade, the foundation of the cotton and tobacco economies in the South was, beginning in the late 16th century, largely responsible for providing capital for incipient Northern manufacturing, for the concentration of US domestic politics on the nature of its geographic expansion, and for the divided character of its labor system.

Readings

Required:

Davidson, James. Nation of Nations, Vol. 1

Kenneth Stamp- *The Peculiar Institution Slavery in the ante Bellum*

Recommended Reading

Eugene O. Genovese- Roll Jordan, Roll
 Orlando Patterson- Slavery and Social Death

Unit Two:

While agriculture is crucial to the early economic development of the United States, and determined the importance of international trade for US politics, by the middle of the 19th century domestic industrial production, especially textiles, mining and iron products had established deep roots in New England, the Middle Atlantic states of New York, New Jersey and Pennsylvania and Maryland. During the 1830s and 1840s, labor began its long road to union organization and the question of free versus slave labor increasingly dominated national politics. The abolitionist movements— black and white—demanded the end of slavery but differed on many questions: could slavery be abolished by means of legislation? Or would the system have to be brought down by “bathing the land in blood” as John Brown asserted? Could slavery be contained, as Lincoln insisted or, given considerations such as soil erosion and global expansion of the cotton trade, was it fated to spread to the North. What, then would be the future of free labor?

At the same time industrial expansion was accompanied by territorial expansion of the American frontier. But while this story has been told many times in popular culture, only rarely has what Richard Drinnon calls “Indian Hating” and the consequent role of the military in transforming the West through conquest been adequately addressed. For almost every mile of new geographical space was acquired by, among other means, driving Mexicans from the Southwest, and the Indians from the entire West and much of the Northeast as well. The relationship between slavery and Indian Hating were intrinsic to the romance of the American frontier. For the issue before the country was whether the new territories would harbor slavery, and whether Native Americans would become slaves.

Week 4- The Fight Over Free Soil and the Abolitionist Response

Week 5 The Beginning of Industrialism in the U.S Economy

Week 6 The Frontier Question in U.S Economic Development

Readings: Required

Benjamin Quarles *The Black Abolitionists*

Eric Foner-, *Free Soil, Free Labor, Free Men*

Thomas Dublin- *Women at Work*(The rise of the textile industry in Lowell, Mass.)

Richard Drinnon *Facing West*

Recommended Reading

David Montgomery- *Labor Divided*

Unit Three:

The civil war and reconstruction were turning points in American history. The war resulted in the abolition of slavery, both economically and constitutionally and cleared the way for industrial and technological innovation. But even before the war ended radical Republicans such as Thaddeus Stevens and Charles Sumner as well as the abolitionists knew that a military occupation of the South was necessary to dismantle the social system that reproduced slave conditions and to secure democracy for the newly freed blacks. The story of the reconstruction legislatures, the Freedmen's Bureau, established by Congress to guarantee agrarian reform for blacks, the rise of a counter revolutionary force led by the old planter aristocracy, and the tragic betrayal of the democratic movement of the post-civil war period is one of the most significant periods that determined the future

Week 7- The Struggle for Reconstruction and its Democratic Political and Economic Program

Week 8- The Politics of the Death of Reconstruction and the Revival of the Plantation Economy

Readings Required

Eric Foner- *Reconstruction 1863-1877*

WEB DuBois *Black Reconstruction*

Kenneth Stampp— The Era of Reconstruction

C.Vann Woodward- *The Origins of the New South*

Unit Four

The period between 1865 and 1900 has been described as the 'Gilded Age'. These were years during which industrial and financial corporations came to dominate American politics and culture as well as its economic life. Term such as "robber barons" were used to designate the great tycoons of industry: Jay Gould and Jim Hill of the Railroads, Andrew Carnegie and Henry Clay Frick of Steel, and the investment banking houses of John D. Rockefeller, Andrew Mellon, J.P. Morgan and others.

This was also an era of the rise of farmers and labor movements, both North and South and the second wave, chiefly from Europe of millions of immigrants and the beginning of steady migration of African-Americans from the Southern plantations to the growing industrial cities of the South as well as the North. This unit examines the rise of the corporation as a new form of American business, the growth of the labor and socialist movements, and the role of race and ethnicity in the formation of the American working class.

Week 9-10 The Industrializing Era of American History
Week 11- The Rise of the Labor Movement:
Week 12- Black and white Populist Movements against the Rail and
Banking Trusts
Week 13-14 The European Immigration
Week 15- Work and Leisure: The Dawn of Consumer Society

Readings Required

Nell Irving Painter *Standing at Armageddon*
Lawrence Goodwyn- *The Populist Moment*(selections)
Thomas Kessner- *The Golden Door*
Leon Fink- *Workingmens Democracy*

Recommended Readings

Matthew Josephson- *The Robber Barons*
Ida Tarbell- *The History of the Standard Oil Company*
Lincoln Steffens- *Shame of the Cities*
Nick Salvatori *Eugene V. Debs Citizen and Socialist*
Daniel Rodgers *The Work Ethic in Industrial America*

