BUSINESS/HISTORY

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

BUS/HIST/ECON 349 History of Business and Economics in North America 3 Units
Prerequisite: None
Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies.
GenEd-ID: D

2. Mode of Instruction.

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<tr>
<th>Lecture</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<td>3.0</td>
<td>1</td>
<td>30</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This is the only course in our current curriculum that deals with the economic development of Canada, the United States, and Mexico from a historical and social perspective. It is most appropriate and important for the University to provide this course to students because one cannot fully understand the present situations of our Californian business and economy without sound knowledge about their historical connections with North America as a whole. The establishment of NAFTA in the mid-1990s adds to the need to offer this course especially for business students.

The learning objectives for the course are 1) to read and write explanations of North American economic growth and development, 2) to demonstrate critical thinking skills in writing and presenting historical economic analysis, 3) to demonstrate analytical skills in synthesizing and comparing the economic models of Canada, US, and Mexico, and in explaining the significance of the continental economy of North America, and 5) to establish a learning community through participations in activities of group-project discussions, preparations, and oral/written/electronic presentations.

4. Is this a General Education Course YES √ NO

If Yes, indicate GE category:

- A (English Language, Communication, Critical Thinking)
- B (Mathematics & Sciences)
- C (Fine Arts, Literature, Languages & Cultures)
- D (Social Perspectives) √
- E (Human Psychological and Physiological Perspectives)

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

1) Analyze the colonial background and the history of economic development in North America.
2) Compare the different and yet interdependent economies of Canada, US, and Mexico.
3) Synthesize economic patterns and principles in the cross-cultural context of social and political change.
Content topics will be selected from, but not limited to, the following areas:

- The exploration and colonization of North America
- Patterns of the Spanish, French, and English colonies in North America
- Colonists and American Indians
- Colonization and mercantilism
- Economic patterns and growth in the Spanish, French, and English colonies
- Government control and colonial economy
- Financial systems and capital investment in colonial time
- The colonial merchant, planter, farmer, and laborer
- Immigration and colonial economy
- Expansion and migration in colonial North America
- The impact of the French-Indian War on North American economy
- The American Independence and the US economy
- Manifest Destiny and the gospel of wealth in America
- Early Industrial Revolution in America
- The agrarian revolution of the nineteenth century
- The transportation revolution of the nineteenth century
- The Mexican-American War and the American economy
- Foreign investment and the Westward Movement in US
- The economics of the Civil War
- The American Civil War and Canada
- The road to independence 1810-1917: revolutionaries and conspirators in Mexico
- Foreign investment in Mexico’s economic development
- The technological revolution of the nineteenth century
- The managerial revolution of the nineteenth and twentieth centuries
- Political stability and economic reforms in Mexico
- From the Monroe Doctrine and the Spanish-American War to the Good Neighbor Policy: US and Latin America
- Immigration and modern US economy: the case of California
- Ideology and political economy: from Adam Smith and Social Darwinism to Keynesian economics
- North America in the era of the Great Depression and World War II
- Business, labor, law, and government
- Economy and social justice: racial, ethnical, gender equality
- National identity: a portrait of Canada
- The emergence of continental economies in the twentieth century
- Free Trade: For and Against
- Economic resources and environment in North America
- NAFTA: Canada, US, and Mexico in the age of globalization

6. **References.** [Provide 3 - 5 references on which this course is based and/or support it.]


7. **List Faculty Qualified to Teach This Course.**

   Business or History staff

8. **Frequency.**
   a. Projected semesters to be offered: Fall _____ Spring ___X___ Summer _____

NEWCRSFR 9/30/02
9. New Resources Required. NONE
   a. Computer (data processing), audio visual, broadcasting needs, other equipment
   b. Library needs
   c. Facility/space needs

10. Consultation.
    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Business/History 10-10-02

Proposer of Course Date