

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA

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.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3.0	1	30
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

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.]

Jeremy Atack and Peter Passell, *A New Economic View of American History* (2nd ed., 1994, W.W. Norton.)
Alfred D. Chandler, Jr., *The Visible Hand: The Managerial Revolution in American Business* (1977; 1999, Harvard University Press.)
John Tomlinson, *Cultural Imperialism* (1991, Johns Hopkins University Press.)
William G. Robbins, *Colony and Empire: The Capitalist Transformation of the American West* (1995, University Press of Kansas.)
Sarah L. Babb, *Managing Mexico: Economists from Nationalism to Neoliberalism* (2001, Princeton University Press.)

7. List Faculty Qualified to Teach This Course.

Business or History staff

8. Frequency.

a. Projected semesters to be offered: Fall _____ Spring X Summer _____

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