**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** EC337/HS337 American Economic History

**Home Department:** Economics

**Department Chair Name and Contact Information** (phone, email): Dr. Robert Quinn, 227-1383, roquinn@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Once per academic year

**Official Course Status**: Has this course been approved by CUP and Senate?   
YES. It currently:

* [Applies toward the division IV liberal studies requirement](http://www.nmu.edu/bulletin1415/node/64?processtype=self&action=courseid&phase=phase1&elementid=4050&subaction=).
* [Applies toward the upper division liberal studies requirement](http://www.nmu.edu/bulletin1415/node/64?processtype=self&action=courseid&phase=phase1&elementid=4053&subaction=).

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content

The general intent of this course is to provide each student with an elementary foundation in American Economic History. Most specifically, it will provide him or her with: (i) an indication of the relevance and importance of using economics to understand U.S. history, (ii) an understanding of how the U.S. past continues to shape our current economic, social and political structures, and (iii) how the present and past have and will continue to affect the performance of the U.S. economy and its social and political institutions through time. Specifically, students will be able to understand and explain historic events such as the American Revolution, the writing of the U.S. Constitution, the Slavery Era, the Great Depression, World Wars I and II, the War on Poverty, the Recession of 2008 and other key events using economic reasoning, microeconomic and macroeconomic principles, Cliometrics, and institutional economics.

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

***Critical Thinking Learning Outcomes****.* In order to satisfy the ***Evidence*** learning outcome dimension, EC 337/HS 337 requires students to use information gleaned from classroom experience, textbook readings, practical exercises and data analysis to (i) provide a background and knowledge of the American economy and (ii) establish relationships among the American economy, markets and federal, state and local government. This background will include a foundation of basic economic theory as well as the history of economics, markets and government throughout U.S. history. In order to satisfy the ***Integration***learning outcome dimension, EC 337/HS 337 requires students to integrate economic theory with American history in order to observe and explain how the American economy, government, and society interact today. For the ***Evaluation*** learning outcome dimension, EC 337/HS 337 requires students to critically use the ideas and concepts founded in economics to analyze situations presented in assignment, project, quiz, and examination frameworks. The course culminates in a group multi-media project that integrates the ideas learned throughout the academic term, test hypotheses presented in American history textbooks, and in the popular media.

***Integrative Thinking Outcomes.***EC 337/HS 337 satisfies the ***Connections to Discipline*** learning outcome first by being both an economics course and a history course. The course integrates together aspects of both disciplines in order to study and examine American history from an economic viewpoint. In this context, both economic theories and historical events are studied to find their interactions and interrelationships. The ***Transfer*** learning outcome is satisfied by taking economic theories and models and applying them to historical situations. Many historical events familiar to most students are re-examined in context of economics and various economic models of how economies function, how businesses prosper and fail, and how individuals seize some opportunities, forego others and face challenges. This course crosses into the discipline of political science as well by its examination and study the American government using economic theory and models. Finally, EC 337/HS 337 satisfies the ***Integrated Communication*** learning outcome through the various types of course requirements, and in particular the group multi-media project. This project begins as an individual project requiring research of peer-reviewed academic papers and the setting up of hypotheses according the scientific method and evolves into a group multi-media project that requires each group to present a webinar which includes state-of-the-art media, *not* to include PowerPoint.

1. Describe the target audience (level, student groups, etc.)

The prerequisites for American Economic History (EC337 or HS337) are a sophomore standing and completion of EN 211 or HON 102 and HON 112 with a grade of "C" or better. In other words, each student entering this class should possess solid writing skills, be able to interpret data and understand and manipulate basic graphs.

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)
   1. EC337 applies toward the economics major and minor.
   2. EC337 is one of the [Required Courses for Secondary Education: Economics Majors](http://www.nmu.edu/history/secondaryeducation/economics).
   3. HS337 applies toward the history major and minor.
   4. HS337 was used in the School of Education, Leadership and Public Service’s successful [Application for State Approval of Teacher Preparation Specialty Programs](http://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Accreditation/MDEApprovals/HS/MDE_HS_Application.pdf), Michigan Department of Education (MDE).

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type*: Homework assignments, online assignments in the form of textbook readings, practical exercises, and data analysis designed to gather data and evidence that will provide a background of the American economy that can be applied to the examination of American history from an economic viewpoint.  *Frequency*: Assignments due each week throughout the semester.  *Overall Grading Weight*: Approximately 7.3% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task Type*: Multi-media project where each student is required to develop a testable hypothesis on one aspect of the economy (individual, industry, local, regional, state, U.S., or global) This project has both individual and group components and is designed to integrate economic theory with American history in order to observe and explain how the American economy, government, and society interact today.  *Frequency*: Individual components are due at various points in the middle of the semester; group webinars at the end of the semester  *Overall Grading Weight*: 14.3% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task Type*: Four examinations composed of both short and in-depth essay questions. The exams cover such topics as applying the 12 key elements of economics to aspects of history and economics such as colonial history and economic theory, property rights, economic progress, the rise of American capitalism, and public finance. The goal is to understand the close interrelationships between economic principles and the historical progress of the U.S. as well as the functioning of the U.S. government and economy today.  *Frequency*: Four times throughout the Semester  *Overall Grading Weight*: 57.1% for the entire four exams. The first exam counts 7.1% of the total grade, the second exam 14.3%, the third 21.4%, and the fourth 14.3%.  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%.  *Task Type*: Multi-media project where each student is required to develop a hypothesis on government and its relationship to one aspect of the economy (individual, local, regional, state, U.S., or global.) This project has both individual and group components.  *Frequency*: Individual components are due at various points in the middle of the semester; group webinars at the end of the semester  *Overall Grading Weight*: 14.3% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%.  *Task Type*: Quizzes designed to evaluate the students’ understanding of American history from an economic viewpoint and to critically use the ideas and concepts founded in economics.  *Frequency*: Assignments due each week throughout the semester.  *Overall Grading Weight*: 7% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience**  *OR* | Connects academic knowledge to experiences |  |
| **Connections to Discipline** | Makes connections across disciplines | *Task Type*: Four examinations composed of both short and in-depth essay questions. The exams cover such topics as applying the 12 key elements of economics to aspects of history and economics such as colonial history and economic theory, property rights, economic progress, the rise of American capitalism, and public finance. The goal is to understand the close interrelationships and connections across the disciplines of economics, history, and political science by examining economic principles and the historical progress of the U.S. as well as the functioning of the U.S. government and economy today.  *Frequency*: Four times throughout the Semester  *Overall Grading Weight*: 57.1% for the entire four exams. The first exam counts 7.1% of the total grade, the second exam 14.3%, the third 21.4%, and the fourth 14.3%.  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%.  *Task Type*: Quizzes designed to evaluate the students’ understanding of American history from an economic viewpoint and to explore both economic theories and historical events and their interactions and interrelationships.  *Frequency*: Assignments due each week throughout the semester.  *Overall Grading Weight*: 7% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | *Task Type*: Four examinations composed of both short and in-depth essay questions. The exams cover such topics as applying the 12 key elements of economics to aspects of history and economics such as colonial history and economic theory, property rights, economic progress, the rise of American capitalism, and public finance. The goal is to understand the principles and foundations of economics and be able to transfer this knowledge across disciplines to history, and political science. Test questions are designed to encourage the students to look at economic theories and models and apply them to historical situations and the government and political structure of today.  *Frequency*: Four times throughout the Semester  *Overall Grading Weight*: 57.1% for the entire four exams. The first exam counts 7.1% of the total grade, the second exam 14.3%, the third 21.4%, and the fourth 14.3%.  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%.  *Task Type*: Homework assignments, online assignments, and quizzes including research topics online, listening to podcasts, and other activities designed to emphasize the integration of economic theory and principles with the history of the U.S. These tasks assist in the transfer objective by taking economic theories and models and applying them to historical situations. Many historical events familiar to most students are re-examined in context of economics and economic theories and principles.  *Frequency*: Assignments due each week throughout the semester.  *Overall Grading Weight*: 14.3% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | *Task Type*: Multi-media project where each student is required to develop a testable hypothesis on one aspect of the economy (individual, industry, local, regional, state, U.S., or global.) This project especially focuses on the integrated communication aspect of the course as it starts as an individual project requiring research of peer-reviewed academic papers and the setting up of hypotheses according the scientific method and evolves into a group multi-media project that requires each group to present a webinar.  *Frequency*: Individual components are due at various points in the middle of the semester; group webinars at the end of the semester  *Overall Grading Weight*: 14.3% of total grade  *Expected Proficiency Rate*: If EC 337/HS 337 is accepted into GEC we will expect a more diverse pool of students in various majors, which would presumable have a proficiency rate around 75%. |