Course Summary: The purpose of this course is to enable students to meet the economics requirements for broad field certification in social studies education and National Board Certification. Students will examine the ideas of major economic theorists and the development of what Robert Heilbroner has called “economic society.” The course will also focus on applying economic concepts/ideas/methods to gain a greater understanding of US culture and society. The course addresses National Standard 3 (content knowledge), with specific emphasis on the economics subfield.

Class Meetings: Tuesday/Thursday, Noon-3:45 p.m.

Texts:


Wright, Gavin, *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South*, Belknap, 2013


Web links/pdf files found on D2L course home page

Grading and assignments:

I. Two essay exams (mid-term and final). These exams will cover assigned readings and class lectures. The mid-term will count 20 % of the final grade. The final exam will include a comprehensive section and will count 30% of the final grade. On the exams, students will be explaining material for a college-instructor audience.
II. One student presentation/paper. Each student will be responsible for one class presentation (roughly 15-20 minutes), to be accompanied by a brief research paper (12-15 pages) based on themes/topics related to the course. Think of your presentation as an overview of a lesson plan you might develop for one of your economics or history classes. The presentation/paper should identify at least one primary source that could be used with students and a discussion of relevant secondary sources. Effective presentations often focus principally on using a selected primary source (or small set of sources) to highlight a major theme related to economic history; you might then proceed to “unpack” and interpret the source(s) based on relevant secondary sources. Topics should be approved by the instructor; presentations/papers related to the economics of the civil rights revolution are encouraged. Counts 30%.

III. Participation in class discussions will count 20%. Small groups of students (4-5 per group) will alternate being responsible for leading discussions on assigned readings. “Leading the discussion” means being familiar with the assignment, developing questions to stimulate discussion, and taking responsibility for helping fellow students develop a deeper understanding. While some students will be assigned to lead discussions of particular readings, all students will be responsible for all readings for both class discussions and exams. By completing items I, II, and III above, students should develop expertise in interpreting course materials for diverse audiences.

IV. This class will rely heavily on discussion; therefore it is critical that assigned readings be completed before coming to class. Consult the D2L calendar for daily reading assignments.