



FLORIDA POLYTECHNIC
UNIVERSITY

Social Science Courses

Spring 2023 General Education Offerings

Linked courses in this packet.

Dept	Course ID	Course Name	Credits
AMH	2010	American History to 1877	3
AMH	2020	American History since 1877	3
CHM	2045	Chemistry 1	3
CHM	2045L	Chemistry 1 Lab	1
ECO	2013	Principles of Macroeconomics	3
ECO	2023	Principles of Microeconomics	3
ENC	1101	English Composition 1: Exp & Arg Writing	3
ENC	2210	Technical Writing	3
EVR	1001	Environmental Science	3
EVR	1001L	Environmental Science Lab	1
IDS	2144	Legal, Ethical, and Management Issues in Technology	3
LIT	2000	Intro to Literature	3
MAC	2311	Analytic Geometry and Calculus 1	3
MUL	2010	Music Appreciation	3
PHY	2048	Physics 1	3
PHY	2048L	Physics 1 Lab	1
STA	2023	Statistics 1	3

Schedule and Faculty Assignments (as of 11/14/2022)

Code	Crs #	Sct #	Course Name	CR	Days	Start Time	End Time	Room	Faculty FN	Faculty LN
AMH	2010	1	American History to 1877	3	MWF	12:00PM	12:50PM	1123	Patrick	Luck
AMH	2020	1	American History Since 1877	3	MWF	2:00PM	2:50PM	1158	Patrick	Luck
CHM	2045	1	Chemistry 1	3	MWF	1:00PM	1:50PM	1044	Tracy	Olin
CHM	2045	2	Chemistry 1	3	MWF	8:00AM	8:50AM	1065	Ajeet	Kaushik
CHM	2045	3	Chemistry 1	3	MWF	9:00AM	9:50AM	1044	Ajeet	Kaushik
CHM	2045	5	Chemistry 1	3	MWF	11:00AM	11:50AM	1060	Tracy	Olin
CHM	2045	4	Chemistry 1	3	MWF	12:00PM	12:50PM	1003		STAFF
CHM	2045	6	Chemistry 1	3	MWF	2:00PM	2:50PM	1003	Tracy	Olin
CHM	2045L	1	Chemistry 1 Laboratory	1	T	10:00AM	11:50AM	2207	Tracy	Olin
CHM	2045L	2	Chemistry 1 Laboratory	1	T	1:00PM	2:50PM	2207	Tracy	Olin
CHM	2045L	3	Chemistry 1 Laboratory	1	T	3:00PM	4:50PM	2207	Ajeet	Kaushik
CHM	2045L	4	Chemistry 1 Laboratory	1	T	10:00AM	11:50AM	2209	Tracy	Olin
CHM	2045L	5	Chemistry 1 Laboratory	1	W	1:00PM	2:50PM	2207		STAFF
CHM	2045L	6	Chemistry 1 Laboratory	1	F	3:00PM	4:50PM	2207		STAFF
CHM	2045L	7	Chemistry 1 Laboratory	1	R	8:00AM	9:50AM	2207	Ajeet	Kaushik
CHM	2045L	8	Chemistry 1 Laboratory	1	T	1:00PM	2:50PM	2209	Tracy	Olin
CHM	2045L	9	Chemistry 1 Laboratory	1	W	1:00PM	2:50PM	2209		STAFF
CHM	2045L	10	Chemistry 1 Laboratory	1	F	3:00PM	4:50PM	2209		STAFF
CHM	2045L	11	Chemistry 1 Laboratory	1	R	8:00AM	9:50AM	2209	Ajeet	Kaushik
ECO	2013	1	Principles of Macroeconomics	3	TR	8:00AM	9:15AM	1049	Brian	Hornung
ECO	2023	1	Principles of Microeconomics	3	TR	9:30AM	10:45AM	1012	Brian	Hornung
ENC	1101	1	English Comp. 1: Expository and Argumentative	3	TR	12:30PM	1:45PM	1142	Sarah	Pearsall
ENC	1101	2	English Comp. 1: Expository and Argumentative	3	TR	12:30PM	1:45PM	1159	Kathleen	Hardesty
ENC	1101	3	English Comp. 1: Expository and Argumentative	3	TR	11:00AM	12:15PM	1158	Sarah	Pearsall
ENC	2210	1	Technical Writing	3	TR	9:30AM	10:45AM	1158	Kathleen	Hardesty
ENC	2210	2	Technical Writing	3	TR	11:00AM	12:15PM	1159	Kathleen	Hardesty
ENC	2210	3	Technical Writing	3	TR	2:00PM	3:15PM	1060	Sarah	Pearsall
ENC	2210	4	Technical Writing	3	TR	3:30PM	4:45PM	1060	Elisabeth	Rupp
ENC	2210	5	Technical Writing	3	MWF	10:00AM	10:50AM	1142	Elizabeth	Kelly
ENC	2210	6	Technical Writing	3	MWF	11:00AM	11:50AM	1159	Elizabeth	Kelly
ENC	2210	7	Technical Writing	3	MWF	2:00PM	2:50PM	1159	C. Wylie	Lenz

Code	Crs #	Sct #	Course Name	CR	Days	Start Time	End Time	Room	Faculty FN	Faculty LN
ENC	2210	8	Technical Writing	3	MWF	1:00PM	1:50PM	1159	C. Wylie	Lenz
EVR	1001	1	Environmental Science	3	MWF	9:00AM	9:50AM	1060	Jun	Kim
EVR	1001L	1	Environmental Science Lab	1	M	1:00PM	2:50PM	1052	Jun	Kim
EVR	1001L	2	Environmental Science Lab	1	W	1:00PM	2:50PM	1052	Jun	Kim
IDS	2144	1	Legal, Ethical, and Management Issues in Technology	3	MWF	10:00AM	10:50AM	1015	Susan	LeFrancois
IDS	2144	2	Legal, Ethical, and Management Issues in Technology	3	MWF	1:00PM	1:50PM	1017	Susan	LeFrancois
LIT	2000	1	Introduction to Literature	3	MWF	11:00AM	11:50AM	1158	C. Wylie	Lenz
MAC	2311	1	Analytic Geometry and Calculus 1	4	MTWF	9:00AM	9:50AM	1002	Jaeyoun	Oh
MAC	2311	2	Analytic Geometry and Calculus 1	4	MTWF	11:00AM	11:50AM	1048	Jaeyoun	Oh
MAC	2311	3	Analytic Geometry and Calculus 1	4	MTWF	1:00PM	1:50PM	1002	Adam	Rumpf
MAC	2311	4	Analytic Geometry and Calculus 1	4	MTWF	10:00AM	10:50AM	1002	Adam	Rumpf
MUL	2010	1	Music Appreciation	3	MWF	1:00PM	1:50PM	1142	Maryann	Brilleslyper
MUL	2010	2	Music Appreciation	3	MWF	2:00PM	2:50PM	1060	Maryann	Brilleslyper
PHY	2048	1	Physics 1	3	MWF	9:00AM	9:50AM	1003	Sesha	Srinivasan
PHY	2048	2	Physics 1	3	TR	9:30AM	10:45AM	1065	Emadelden	Fouad
PHY	2048	3	Physics 1	3	MWF	12:00PM	12:50PM	1045	Dhiraj	Maheswari
PHY	2048	5	Physics 1	3	MWF	1:00PM	1:50PM	1003	Dhiraj	Maheswari
PHY	2048	6	Physics 1	3	MWF	10:00AM	10:50AM	1003	Dhiraj	Maheswari
PHY	2048	4	Physics 1	3	TR	11:00AM	12:15PM	1067	Emadelden	Fouad
PHY	2048L	1	Physics 1 Laboratory	1	M	1:00PM	2:50PM	1051	Sesha	Srinivasan
PHY	2048L	2	Physics 1 Laboratory	1	W	1:00PM	2:50PM	1051	Sesha	Srinivasan
PHY	2048L	3	Physics 1 Laboratory	1	M	3:00PM	4:50PM	1051	Emadelden	Fouad
PHY	2048L	4	Physics 1 Laboratory	1	W	3:00PM	4:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	5	Physics 1 Laboratory	1	T	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	6	Physics 1 Laboratory	1	T	1:00PM	2:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	8	Physics 1 Laboratory	1	W	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	9	Physics 1 Laboratory	1	R	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	10	Physics 1 Laboratory	1	R	1:00PM	2:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	7	Physics 1 Laboratory	1	F	1:00PM	2:50PM	1051	Sesha	Srinivasan
STA	2023	03GH	Statistics 1	3	MW	4:00PM	5:15PM	1015	Kevin	Calkins
STA	2023	2	Statistics 1	3	MWF	9:00AM	9:50AM	1062	Shawn C.	Hedman
STA	2023	1	Statistics 1	3	MWF	10:00AM	10:50AM	1064	Shawn C.	Hedman

AMH 2010.01

American History to 1877

3 Credit Hours

Spring 2020

IST 1060

Monday, Wednesday and Friday, 10 AM to 10:50 AM

Instructor: Patrick Luck

E-mail: pluck@floridapoly.edu

Phone: 863-874-8511

Office: IST 2000

Office Hours: Mondays, Wednesdays, and Fridays, 12:45 pm to 1:45 pm and by appointment

Course Description

This course will survey American history from just prior to the initial exploration and settlement of the Americas to the period of the American Civil War. The course will discuss the English colonies in North America; the American Revolution; the United States Constitution; Antebellum America; and the American Civil War. This course meets communication/writing-intensive requirements (W).

Course Overview

This course will survey American history from just prior to the initial exploration and settlement of the Americas to the end of the American Civil War in 1865. Through lectures and readings, we will explore the cultural, political and social changes America underwent during this period. In particular, this course will focus on three major themes: 1) the changing meanings of freedom and liberty for Americans, 2) the diversity of cultures and societies that developed in the United States, and 3) the origins of American society as it is today. Your course grade will be based on attendance and participation (10%), primary source responses (5%), a midterm exam (20%), a final exam (35%), and two papers (30%). In addition to providing students with an introduction to American history, this course will help students further develop their analytical, research, writing, and public speaking skills.

General Education Student Learning Outcomes

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

- 1) Identify and analyze the central ideas of primary and secondary historical sources.
- 2) Synthesize information gleaned from a variety of primary and secondary sources to develop original arguments in formal writing assignments.
- 3) Work individually and collaborate with other students to produce original work that articulates historical understanding of key course concepts.
- 4) Analyze patterns within American history and construct a coherent argument that explains the social, economic, political, and/or cultural reasons for historical change.

Required Text

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>

All readings and class resources will be accessible on or through CANVAS.

Readings

The readings for this class are meant to assist students in understanding the lectures and participating in discussions. In addition, students will be held responsible for the material from the readings on exams. To maximize your chance of succeeding in this class, **read the assigned readings for a given class session BEFORE attending that session.**

Assignments and Grading

Attendance and Participation	10%
Primary Source Responses	5%
Papers	
• First Paper	15%

• <u>Second Paper</u>	15%
• Total	30%

Exams

• Midterm Exam	20%
• <u>Final Exam</u>	35%
• Total	55%

Submission of Assignments

All assignments (with the exception of exams) will be submitted on-line. For each assignment, students will need to upload a file to CANVAS. Acceptable file formats include any Microsoft Office formats or pdf. If you wish to use a different format, I must approve it beforehand. If you upload a file in a format that I cannot access, your assignment will be considered late until you upload it in a format that is accessible. In addition, it is the responsibility of the student to ensure that their file uploads properly. If a file does not upload properly or is corrupt, it will be considered not submitted until an uncorrupted file has been uploaded. If a student is experiencing insurmountable technical issues with CANVAS, they may e-mail the file directly to me to ensure that it is not counted as late.

Attendance and Participation (10%)

This course will combine lecture and discussion. For this course to work, students must actively participate. Discussion will take a variety of forms. Time will be set aside in many classes to discuss a primary or secondary source. Discussion will also take place in a less structured fashion throughout the semester, and students are encouraged to ask questions. Students will be expected to make thoughtful, relevant contributions to class discussion regularly. A student who does so should expect to receive full credit for participation

Students are also expected to attend class regularly. Students may miss four classes with no penalty to their final grade. However, if a student misses more than this number of classes, the student's discussion grade will be penalized by 5% (or the equivalent of .5% of their final grade) for each missed class in excess of four classes. Student absences may be excused with a good written and documented excuse – illness, car accident, death in the family, etc.

Primary Source Responses (5%)

For every class that students are assigned at least one primary source to read, students must submit a response to ONE of the primary sources assigned. This response must be at least one hundred words long. How students approach these responses is up to them. Students may answer one of the questions at the end (if relevant), discuss their reaction to the reading, or even summarize the document. These responses must be submitted on CANVAS before class begins. Late responses will not be accepted. These responses will not be graded for correctness, grammar, spelling, or on any other metric. Rather, as long as the length requirement is met and the response is on topic, the student will receive full credit. The seven responses with the lowest grades will be dropped.

Papers (30%)

Students will write two papers. The first paper will be due on February 14. The second paper will be due on April 10. Both papers will ask students to compare and contrast two or three primary sources. Further details of the papers will be discussed in class.

Students will have the opportunity to revise their first paper. The revision will be due two weeks after all students' first papers have been graded. If the student makes a higher score on the revised paper than on the original, the higher score will replace the original score.

Exams (55%)

This course will have a midterm exam on February 28 and a final exam on a date to be determined. The exams will ask students to define terms discussed in class or in the readings and answer one or more essay questions. Time will be set aside in class to discuss the exams in greater depth.

If a student does better on the final exam than she did on the midterm, the grade on the final exam will replace the midterm exam grade.

Make-up Exams

Students can make up exams with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

Late Work

Extensions will only be given on assignments with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

However, late papers and projects will be accepted. The grade for late papers will be penalized depending on how late it is submitted. For each week day (excluding holidays) the work is late, the work's final grade will lose 1/3 of a grade. For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, etc.

Primary source responses may not be submitted late without a documented excuse.

Grading Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Note

- In determining final grades, I use standard rounding rules. For example, an 89.49 is an 89 or B+; an 89.5 is a 90 or A-.

Schedule (Subject to Change)

Notes on the readings

- *The American Yawp* is referred to as “textbook”
- *The American Yawp Reader* is referred to as “documents.” These readings are also linked at the end of the appropriate *American Yawp* chapter.
- All readings are available on Canvas either as a pdf file or via a link.
- A “*” indicates that a primary source response is due in that class.

Week 1

January 6 Course Introduction

*January 8 1491 I: The Americas before Contact

- Textbook, Chapter 1
- Documents
 - Chapter 1, “An Aztec Account of the Spanish Attack”
 - Chapter 1, “Journal of Christopher Columbus, 1492”
 - Chapter 1, “Photograph of Cliff Palace”

*January 10 1491 II: The Eastern Woodlands

- Textbook, Chapter 1
- Documents
 - Chapter 1, “Thomas Morton Reflects on Indians in New England, 1637”
 - Chapter 2, “A Gaspesian Indian Defends His Way of Life, 1641”

Week 2

- *January 13 God, Gold and Glory: European Exploration and Colonization of the Americas
- Textbook, Chapters 1 and 2
 - Documents
 - Chapter 1, “Bartolome de las Casas Describes the Exploitation of Indigenous People, 1542”
 - Chapter 1, “Casta Painting”
- *January 15 England in the New World: Motives for Colonization
- Textbook, Chapter 2
 - Documents, Chapter 2, “Richard Hakluyt Makes the Case for English colonization, 1584”
 - Massachusetts Bay Colony Official Seal (Link on canvas)
- *January 17 England’s Failed Conquistadors: Jamestown and Virginia Required
- Textbook, Chapter 2
 - Documents
 - Chapter 2, “Sketch of an Algonquin Village, 1585”
 - Chapter 3, “Song about Life in Virginia”

Week 3

January 20 MLK Jr. Holiday – No Class

- *January 22 The City on a Hill: The Puritans and New England
- Textbook, Chapter 2
 - Documents, Chapter 2, “John Winthrop Dreams of a City on a Hill, 1630”

January 24 Video: *After the Mayflower*, Part I

Week 4

January 27 Video: *After the Mayflower*, Part II

- *January 29 Many Origins: The Expansion of English America
- Textbook, Chapter 3
 - Documents, Chapter 3, “Recruiting Settlers to Carolina, 1666”
 - “Selection from The English Bill of Rights” (pdf on Canvas)
- *January 31 The Colonies Mature: The Anglicization and “Normalization” of America
- Textbook, Chapter 4
 - Documents
 - Chapter 4, “Royall Family, 1741”
 - Chapter 4, “Blueprint and Photograph of Christ Church”
 - “Gottlieb Mittelberger, ‘Work and labor in this new and wild land are very hard,’ 1750” (link on Canvas)

Week 5

- *February 3 The Forced Founders: The Rise of African Slavery
- Textbook, Chapter 4
 - Documents
 - Chapter 3, “Olaudah Equiano Describes the Middle Passage, 1789”
 - Chapter 3, “Print of the Slave ship Brookes, 1789,”
 - “‘They That Are Born There Talk Good English,’ 1724” (link on Canvas)

- *February 5 The Colonies Mature II: Politics and Thought in Colonial America
- Textbook, Chapter 4
 - Documents, Chapter 4, “Jonathan Edwards Revives Northampton, Massachusetts, 1741”
 - “The Trial of John Peter Zenger” (pdf on Canvas)

- *February 7 The Contest for a Continent: The French and British Wars in North America
- Textbook, Chapter 4
 - Documents
 - Chapter 4, “Extracts from Gibson Clough’s war journal, 1759”
 - Chapter 4, “Pontiac calls for war, 1763”

Week 6

- *February 10 The Roots of Discontent: Empire and Protest
- Textbook, Chapter 5
 - “‘We are all Equally Free’, 1774” (link in Canvas)
 - Documents, Chapter 5, “George R.T. Hewes, A Retrospect of the Boston Tea-party, 1834”
- *February 12 Deposing a King: From Protest to Revolution
- Textbook, Chapter 5
 - Documents
 - Chapter 5, “Thomas Paine Calls for American Independence, 1776”
 - Chapter 5, “Declaration of Independence, 1776”
- *February 14 Securing Independence: Fighting the Revolution
- Textbook, Chapter 5
 - Documents
 - Chapter 5, “Women in South Carolina Experience Occupation, 1780”
 - Chapter 5, “Drawings of the Uniforms of the American Revolution, 1781”

First Paper Due

Week 7

- *February 17 The Radicalism of the American Revolution: Politics in an Age of Revolution
- Textbook, Chapter 5
 - Documents, Chapter 6, “James Madison, Memorial and Remonstrance Against Religious Assessments, 1785”
 - “The Right of ‘Free Suffrage’” (pdf on Canvas)
- *February 19 The Limits of Freedom: Loyalists, Natives Americans, and Women
- Textbook, Chapter 5
 - Documents
 - Chapter 5, “Oneida Declaration of Neutrality, 1775”
 - Chapter 5, “Abigail and John Adams Converse on Women’s Rights, 1776”

- February 21 The Limits of Freedom II: Slavery in a Free Nation
- Textbook, Chapter 5
 - Documents
 - Chapter 5, “Boston King recalls fighting for the British and for his freedom, 1798”
 - Chapter 7, “Thomas Jefferson’s Racism, 1788”

Week 8

February 24 Mid-Term Review

- *February 26 A New (Unstable) Nation: America under the Articles of Confederation Required
- Textbook, Chapter 6
 - Documents, Chapter 6, Mary Smith Cranch comments on Politics, 1786-87
 - “‘All Men are Born Free and Equal,’ 1788” (link on Canvas)

February 28 Mid-Term Exam

Week 9 – Spring Break – No Class

Week 10

- *March 9 Original Meanings: Federalism, Anti-Federalism, and the Constitution
- Textbook, Chapter 6
 - Documents, Chapter 6, “Constitutional Ratification Cartoon, 1789”
 - “Selection from Federalist No 1, 1788” (pdf on Canvas)
- *March 11 The Age of Federalism: The Founding Fathers Fight over the Meaning of America
- Textbook, Chapter 6
 - Documents, Chapter 6, “George Washington, ‘Farewell Address,’ 1796”
 - “‘Much Blood May be Shed Ere Liberty be Firmly Established,’ 1792-1793” (link on Canvas)
- *March 13 The “Revolution” of 1800: The Triumph of Jeffersonian Republicanism
- Textbook, Chapter 7
 - Documents
 - Chapter 6, “Hector St. Jean de Crevecoeur Describes the American People, 1782”
 - Chapter 6, “Anti-Thomas Jefferson Cartoon, 1797”
 - Thomas Jefferson’s First Inaugural Address, 1801 (link on Canvas)

Week 11

- *March 16 The War of 1812: Humiliating Debacle or Stunning Victory?
- Textbook, Chapter 7
 - Documents
 - Chapter 7, “Tecumseh Calls for Pan-Indian Resistance, 1810”
 - Chapter 7, “Congress Debates Going to War, 1811”
 - Chapter 7, *America Guided by Wisdom*, 1815
- *March 18 A Changing Nation I: The Market Revolution Required
- Textbook, Chapter 8
 - Documents
 - Chapter 8, “A Traveler Describes Life Along the Erie Canal, 1829”
 - Chapter 8, “Blacksmith Apprentice Contract, 1836”
- *March 20 A Changing Nation II: The Effects of the Market Revolution
- Textbook, Chapter 8
 - Documents
 - Chapter 8, “Harriet H. Robinson Remembers a Mill Workers’ Strike, 1863”
 - Chapter 8, “Anti-Catholic Cartoon, 1855”
 - Chapter 9, “Samuel Morse Fears a Catholic Conspiracy, 1835”

Week 12

*March 23

Jacksonian Democracy: (White) Americans Learn to Play Politics

Required

- Textbook, Chapter 9
- Documents
 - Chapter 8, "Alexis de Toqueville, 'How Americans Understand the Equality of the Sexes,' 1840"
 - Chapter 9, "Black Philadelphians Defend their Voting Rights, 1838"
 - Chapter 9, "County Election Painting, 1854"

*March 25

The Age of Jackson: Banks and Party Politics

Required

- Textbook, Chapter 9
- Documents
 - Chapter 9, "Rhode Islanders Protest Property Restrictions on Voting, 1834"
 - Chapter 9, "Andrew Jackson's Veto Message Against Re-chartering the Bank of the United States, 1832"
 - Chapter 9, "Martin Van Buren Cartoon, 1837"

*March 27

The Antebellum South I: Life in a Slave Society

Required

- Textbook, Chapter 11
- Documents
 - Chapter 11, "Solomon Northup Describes a Slave Market, 1841"
 - Chapter 11, "George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854"
 - Chapter 11, "Proslavery Cartoon, 1850"

Week 13

*March 30

The Antebellum South II: Slave Life

Required

- Textbook, Chapter 11
- Documents
 - Chapter 11, "Nat Turner Explains His Rebellion, 1831"
 - Chapter 11, "Harriet Jacobs on Rape and Slavery, 1860"

*April 1

Reforming Americans I: From Mormons to Temperance

Required

- Textbook, Chapter 10
- Documents
 - Chapter 10, "Revivalist Charles G. Finney Emphasizes Human Choice in Salvation, 1836"
 - Chapter 10, "The Fruit of Alcohol and Temperance Lithographs, 1849"
- "Robert Owen, 'The First Discourse on a New System of Society,' 1829" (pdf on Canvas)

*April 3

Reforming Americans II: Abolitionists and Feminists

Required

- Textbook, Chapter 10
- Documents
 - Chapter 10, "William Lloyd Garrison Introduces The Liberator, 1831"
 - Chapter 10, "Sarah Grimke Calls for Women's Rights, 1838"

Week 14

*April 6

Manifest Destiny: Conquering a Continent

Required

- Textbook, Chapter 12
- Documents
 - Chapter 12, "Diary of a Woman Migrating to Oregon, 1853"
 - Chapter 12, "John O'Sullivan Declares America's Manifest Destiny, 1845"

- Chapter 12, “Manifest Destiny Painting, 1872”

April 8 Video, *Trail of Tears*, Part I

April 10 Video, *Trail of Tears*, Part II
Second Paper Due

Week 15

*April 13 “Like a Fire Bell in the Night:” The Rise of Sectional Tension

- Textbook, Chapter 13
- Documents
 - Chapter 9, “Missouri Controversy Documents, 1819-1820”
 - Chapter 9, “Frederick Douglass, What to the Slave is the Fourth of July, 1852”

*April 15 The Union Fails: The Rise of the Republican Party and the Secession Crisis

- Textbook, Chapter 13
- Documents
 - Chapter 13, “South Carolina Declaration of Secession, 1860”
 - Chapter 13, “Effects of the Fugitive Slave Law Lithograph, 1850”
- “The Lincoln-Douglass Debates, 1858” (pdf on Canvas)

*April 17 The Civil War I: America’s First Total War

- Textbook, Chapter 14
- Documents
 - Chapter 14, “Poem about Civil War Nurses, 1866”
 - Chapter 14, “Ambrose Bierce Recalls his Experience at the Battle of Shiloh, 1881”
 - Chapter 14, “Burying the Dead Photograph, 1865”

Week 16

*April 20 The Civil War II: The Battle Cry of Freedom

- Textbook, Chapter 14
- Documents
 - Chapter 14, “General Benjamin F. Butler Reacts to Self-Emancipating Slaves, 1861”
 - Chapter 14, “Abraham Lincoln’s Second Inaugural Address, 1865”

April 22 Concluding Thoughts and Final Exam review

Final Exam: Date and time to be determined

American History since 1877

3 Credit Hours

Fall 2022

Instructor: Patrick Luck

Email: pluck@floridapoly.edu

Office: IST 2068

Office Hours: Mondays, Wednesdays, and Fridays 1 to 2 pm and by appointment

Ways to Contact Your Instructor: Office Hours, Immediately Before and After Class, Email, Canvas Message, and Teams

Course Description

This course presents a survey of the emergence of modern America as an industrial world power; the Progressive Era; WWI; the Great Depression and the New Deal; WWII; and the Cold War era. This course meets communication/writing-intensive requirements (W).

Course Overview

This course will survey American history from the end of the American Civil War to the present. Through lecture, discussion, reading, and writing, we will explore the cultural, political, and social changes America underwent during this period. This course will focus on two major themes: 1) the changing meanings of freedom and liberty for Americans and 2) the origins of American society as it is today. Your course grade will be based on attendance and participation (10%) primary source responses (5%), a midterm exam (20%), a final exam (35%), and several papers (30%). In addition to providing students with an introduction to modern American history, this course will help students further develop their analytical, research, writing, and public speaking skills.

Course Objectives

In this course, we will explore

1. The attempt to remake the South during Reconstruction after the Civil War.
2. The challenges of industrial capitalism, urbanization, and political corruption in the late 1800s and early 1900s.
3. The changing role of the United States in world affairs from the late 1800s to the present.
4. The causes of the Great Depression and its impact on American society and the ways the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
5. The influence of the Cold War upon domestic and international politics.
6. The causes and effects of the upheavals and dislocations the United States experienced starting in the late 1900s.

Course-Level Student Learning Outcomes

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

1. Summarize the central ideas of primary and secondary historical sources.
2. Synthesize information from several primary and secondary sources to develop arguments in formal writing assignments.
3. Produce work that articulates historical understanding of key course concepts.
4. Summarize the social, economic, political, and/or cultural reasons for historical change.

Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/LearnWell Diagram	General Education Competency	AHSS Certificate Outcomes
1	To Identify or Define Information	Communication, Arts and Humanities, and Social Sciences	Epistemic Awareness
2	To Compare and Contrast Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, Epistemic Awareness

3	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation
4	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, Epistemic Awareness

Florida State Civics Requirement

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. An understanding of the United States Constitution and its application.
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

REQUIRED TEXTS

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>
- Nicolas Proctor, *Chicago, 1968: Policy and Protest at the Democratic National Convention* (Chapel Hill: The University of North Carolina Press, 2022).

Note: *The American Yawp* is freely available online. *Chicago, 1968* must be purchased.

Additional readings and other class resources will be available on CANVAS or will be distributed.

COURSE POLICIES

Readings

The readings for this class are meant to assist students in understanding the lectures and participating in discussions. In addition, students will be held responsible for the material from the readings on exams. To maximize your chance of succeeding in this class, **read the assigned readings for a given class session BEFORE attending that session.**

Assignments and Grading

Attendance and Participation 10%

Primary Source Responses 5%

Papers

- First Paper 10%
- Chicago, 1968 Papers 20%

Exams

- Midterm Exam 20%
- Final Exam 35%

Submission of Assignments

All assignments will be submitted on-line. For each assignment, students will need to upload a file to Canvas or, in the cases of the exams and primary source responses, directly type their response into Canvas. Acceptable file formats include any Microsoft Office formats or pdf. If you wish to use a different format, I must approve it beforehand. If you

upload a file in a format that I cannot access, your assignment will be considered late until you upload it in a format that is accessible. In addition, it is the responsibility of the student to ensure that their file uploads properly. If a file does not upload properly or is corrupt, it will be considered not submitted until an uncorrupted file has been uploaded. If a student is experiencing insurmountable technical issues with Canvas, they may e-mail the file directly to me to ensure that it is not counted as late.

Attendance and Participation (10%)

Students in face-to-face courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

This course will combine lecture and discussion. For this course to work, students must actively participate. Discussion will take a variety of forms. Time will be set aside in many classes to discuss a primary or secondary source. Discussion will also take place in a less structured fashion throughout the semester, and students are encouraged to ask questions. Students will be expected to make thoughtful, relevant contributions to class discussion regularly. A student who does so should expect to receive full credit for participation.

During the “Chicago, 1968” game students will receive participation credit for actively participating in the games in a way that makes sense for their assigned role.

Students are expected to attend class regularly. Students may miss six classes (excepting those during the “games”) with no penalty to their final grade. However, if a student misses more than this number of classes, the student’s discussion grade will be penalized by 5% for each missed class exceeding six classes. Student absences may be excused with a good written and documented excuse – illness, car accident, death in the family, etc.

Students are required to attend the “game” sessions of Chicago, 1968 (November 9, 14, 16, and 18). Students who fail to attend a “game” session without an acceptable excuse will have their discussion grade penalized by 5% for each missed game session.

Students should not come to class if they are feeling ill, particularly if experiencing symptoms of COVID-19, or if you have been directed by a health professional to quarantine. Students who are experiencing an emergency situation that aligns with an academic exercise of consequence (e.g./a Common Exam) should work with CARE Services at care@floridapoly.edu

Primary Source Responses (5%)

For every class that students are assigned at least one primary source (i.e. a document, song, painting, video, or other item produced during the time period under study) to read or view, students must submit a response to ONE of the primary sources assigned. This response must be at least one hundred words long. How students approach these responses is up to them. Students may discuss their reaction to the reading, summarize the document, or place the document into a larger historical context. These responses must be submitted on Canvas before class begins. Late responses will not be accepted without an acceptable excuse. These responses will not be graded for correctness, grammar, spelling, or on any other metric. Rather, if the length requirement is met and the response is on topic, the student will receive full credit. The five responses with the lowest grades will be dropped.

Papers (30%)

Students will write between three and four papers.

The first paper will ask students to respond to a prompt or prompts about the history of the American government. The first paper will be due on September 26.

The other papers are associated with the “Chicago, 1968” game. The exact assignments will vary from student-to-student depending on their role in the game. Students’ role sheets will explain their unique assignment(s). **Students should read their role coversheet carefully for paper length requirements and their specific due dates. The paper assignments will be structured such that students will be required to write roughly similar amounts regardless of the number of papers submitted.**

Exams (55%)

This course will have a midterm exam due on Sunday, October 9 and a final exam during the finals period. Both exams will be taken and submitted online. On the exams students will be asked to interpret primary sources and write a brief essay in response to a prompt. Time will be set aside in class to discuss the exams in greater depth.

If a student does better on the final exam than they did on the midterm, the grade on the final exam will replace the midterm exam grade.

Make-up Exams

Students can make up exams with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

Late Work

Extensions will only be given on assignments with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

However, late papers will be accepted. The grade for late papers will be penalized depending on how late it is submitted. For each weekday (excluding holidays) the work is late, the work's final grade will lose 1/3 of a letter grade. For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, and a B- if four days late.

Primary source responses may not be submitted late without a documented excuse.

Grading Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Note: In determining final grades, I use standard rounding rules. For example, an 89.49 is an 89 or B+; an 89.5 is a 90 or A-.

SCHEDULE

(May Be Subject to Change)

Notes on the readings

- *The American Yawp* is referred to as “textbook”
- *The American Yawp Reader* is referred to as “documents.” These readings are also linked at the end of the appropriate *American Yawp* chapter.
- A “*” indicates that a primary source response is due in that class.

Week 1

Course Orientation

American Civics: What are America's Founding Principles?

- Preamble to the Declaration of Independence (pdf on Canvas)
- The Bill of Rights (pdf on Canvas)
- The Fourteenth Amendment (pdf on Canvas)
- The USA's first naturalization law (pdf on Canvas)

Week 2

Emancipation: The “Problem” of Freedom

- Textbook, Chapter 15
- Documents
 - Chapter 15, “Jourdon Anderson Writes His Former Master, 1865”
 - Chapter 15, “Mississippi Black Code, 1865”

Radical Reconstruction: Remaking the Nation

- Textbook, Chapter 15
- Documents
 - Chapter 15, “General Reynolds Describes Lawlessness in Texas, 1868”
 - Chapter 15, “Fifteenth Amendment Print, 1870”
- “Elias Hill: A Nighttime Visit from the Klan” (pdf on Canvas)

The Second Industrial Revolution: The Creation of Corporate America

- Textbook, Chapter 16
- Documents
 - Chapter 16, “William Graham Sumner on Social Darwinism, ca. 1880s”
 - Chapter 16, “Henry George, Progress and Poverty, Selections, 1879”

Week 3

The Labor Movement: Eight Hours for What We Will

- Textbook, Chapter 16
- Documents
 - “The People Versus the Private Army, 1915” (link on Canvas)
 - “Just Doing Our Job Ma’am” (link on Canvas)
 - Chapter 16, “The Tournament of Today, 1883”

Westward Expansion: Closing the Frontier

- Textbook, Chapter 17
- Documents
 - Chapter 17, “Chief Joseph on Indian Affairs, 1877, 1879”
 - Chapter 17, “Chester A. Arthur on American Indian Policy, 1881”
 - Chapter 17, “Tom Torlino, 1882, 1885”

Week 4

Mass Immigration and Urbanization: A New America

- Textbook, Chapter 18
- Documents
 - Chapter 18, “Jacob Riis, How the Other Half Lives, 1890”
 - Chapter 18, “Rose Cohen on the World Beyond her Immigrant Neighborhood, ca. 1897/1918”
 - Chapter 18, “Mulberry Street, ca. 1900”

New South: Jim Crow Segregation

- Textbook, Chapter 18
- Documents
 - Chapter 20, “Booker T. Washington and W.E.B. DuBois on Black Progress, 1895, 1903”
 - Chapter 18, “Ida B. Wells-Barnett, ‘Lynch Law in America,’ 1900”

The American Empire: The White Man’s Burden

- Textbook, Chapter 19
- Documents
 - Chapter 19, “William McKinley on American Expansionism, 1903”

- Chapter 19, “William James on ‘The Philippine Question,’ 1903”
- Chapter 19, “School Begins, 1899”

Week 5

Progressivism: The Search for Order

- Textbook, Chapter 20
- Documents
 - Chapter 20, “Teddy Roosevelt on ‘the New Nationalism,’ 1910”
 - Chapter 20, “Woodrow Wilson on the ‘New Freedom,’ 1912”

First Wave Feminism Triumphs: Women in the early 20th Century.

- Textbook, chapter 20
- Documents
 - Chapter 20, “Jane Addams, ‘The Subjective Necessity for Social Settlements,’ 1892”
 - Chapter 20, “Alice Stone Blackwell, Answering Objections to Women’s Suffrage, 1917”

World War I Abroad: Making the World Safe for Democracy

- Textbook, Chapter 21
- Documents, Chapter 21, “Alan Seeger on World War I, 1914, 1916”
- “War is ‘a Blessing, Not a Curse,’” (link on Canvas)

Week 6

World War I at Home: The Red Scare, Inclusion, and Exclusion

- Textbook, Chapter 21
- Documents
 - Chapter 21, “The Sedition Act of 1918”
 - Chapter 21, “I Want You, 1917”
- Eugene V. Debs, Speech to the Jury, 1918 (pdf on Canvas)

First Paper Due

The Roaring Twenties: An Age of Reaction

- Textbook, Chapter 22
- Documents
 - Chapter 22, “Warren G. Harding and the ‘Return to Normalcy,’ 1920”
 - Chapter 22, “Hiram Evans on ‘The Klan’s Fight for Americanism,’ 1926”
 - Chapter 22, “Klan Gathering, ca. 1920s”

Midterm Exam Review

Midterm Exam becomes available at midnight.

Week 7

The Great Depression: Business Culture and Hard Times

- Textbook, Chapter 22
- Documents
 - Chapter 22, “Herbert Hoover, ‘Principles and Ideals of the United States Government,’ 1928”
 - Chapter 23, “Bonus Army Routed, 1932”

The New Deal I: What was the New Deal?

- Textbook, Chapter 23
- Franklin Roosevelt, Selections from his first inaugural address (pdf on Canvas)
- “I a Socialist Trust You” (link on Canvas)

The New Deal II: Making the New Deal

- Textbook, Chapter 23
- Documents
 - Chapter 23, "Huey P. Long, 'Every Man a King' and 'Share our Wealth,' 1934"
 - Chapter 23, "Lester Hunter, 'I'd Rather Not Be on Relief,' 1938"

Midterm Exam due at midnight.

Week 8

A Social Democracy?: The Possibilities and Limits of the New Deal

- Textbook, Chapter 23
- Documents
 - Chapter 23, "Herbert Hoover on the New Deal, 1932"
 - Chapter 23, "Franklin Roosevelt's Re-Nomination Acceptance Speech, 1936"

World War II Abroad: The Good War?

- Textbook, Chapter 24
- Documents
 - Chapter 24, "Charles A. Lindbergh, 'America First,' 1941"
 - Chapter 24, "The Atlantic Charter, 1941"
 - Chapter 24, "World War II Recruitment Posters, 1942 and 1943"

World War II at Home: Who is an America?

- Textbook, Chapter 24
- Documents, Chapter 24, "FDR, Executive Order No. 9066, 1942"
- Watch Looney Tunes Cartoon. **Warning: This cartoon is very racist and offensive.** (link on Canvas)

Week 9

The Cold War Abroad: The Iron Curtain Descends

- Textbook, Chapter 25
- Documents
 - Chapter 25, "The Truman Doctrine, 1947"
 - Chapter 25, "Dwight D. Eisenhower, 'Atoms for Peace,' 1953"

The Cold War at Home: Duck and Cover

- Textbook, Chapter 25
- Documents
 - Chapter 25, "Joseph McCarthy on Communism, 1950"
 - Chapter 25, "Duck and Cover, 1951"
 - Chapter 25, "Atomic Energy Lab, 1951-1952"

The Affluent Fifties: Suburbia and Consumerism

Textbook, Chapter 26

- Documents
 - Chapter 26, "Richard Nixon on the American Standard of Living, 1959"
 - Chapter 26, "In the Suburbs, 1956"
- Watch "Folgers Coffee Commercial," (link on Canvas)

Week 10

The Urban Crisis: White America's Golden Age

- Textbook, Chapter 26
- *Kerner Report* excerpts, Feb. 29, 1968, *Chicago, 1968*, 85-106

The Death of Jim Crow: The Postwar Civil Rights Movement

- Textbook, Chapter 26
- Documents
 - Chapter 26, *Brown v. Board of Education of Topeka*, 1954
 - Chapter 26, "Little Rock Rally, 1959"
- Selections from Letter from a Birmingham Jail (pdf on Canvas)

The Great Society: Liberalism's Highwater Mark

- Textbook, Chapter 27
- Documents
 - Chapter 27, "Barry Goldwater, Republican Nomination Acceptance Speech, 1964"
 - Chapter 27, "Lyndon Johnson on Voting Rights and the American Promise, 1965"
 - Chapter 27, "Selma March, 1965"

Week 11

The 1960s: The Collapse of Conformity

- Textbook, Chapter 28
- David Harris, "The Assumptions of the Draft, 1968," *Chicago 1968*, 113-115
- "Black Panther Ten Point Plan, 1966," *Chicago, 1968*, 123-125

Chicago, 1968 Game

Notes:

- You should refer frequently to the game book.
- You should refer frequently to your role sheet (distributed by your professor).
- You should not show your role sheets to another student.
- You should try your best to act true to your character as described in the roll sheet.
- You must attend the "game" sessions (November 9, 14, 16, and 18). If you do not, your Attendance and Participation score will be penalized.

Chicago 1968: Historical Context

- *Chicago, 1968*, 1-64

Chicago 1968: Historical Documents

- *Chicago, 1968*, 66-155
 - Note: Be particularly prepared to discuss the following documents
 - Abbie Hoffman, "Media Freaking," August 27, 1968
 - Robert Kennedy, "Book and Author Luncheon," February 8, 1968
 - Lyndon B. Johnson, "Remarks upon Creating a Department of Transportation," October 15, 1966
 - Lyndon B. Johnson, "Peace without Conquest," April 7, 1965
 - Students for a Democratic Society, Port Huron Statement

Week 12

Chicago 1968: Final Game Preparations

No required readings, continue to refer to the gamebook and your role sheets

Chicago 1968: Game Session 1

No required readings, continue to refer to the gamebook and your role sheets

Week 13

Chicago 1968: Game Session 2

No required readings, continue to refer to the gamebook and your role sheets

Chicago 1968: Game Session 3

No required readings, continue to refer to the gamebook and your role sheets

Chicago 1968: Game Session 4

No required readings, continue to refer to the gamebook and your role sheets

Week 14

Chicago 1968: Debriefing

Week 15

The 1970s: The End of the Golden Age?

- Textbook, Chapter 28
- Washington Post obituary of Richard Nixon (link on Canvas)
- Hunter S. Thompson, "He Was a Crook" (link on Canvas)

The Rise of Modern Conservatism: The Reagan Revolution

- Textbook, Chapter 29
- Documents
 - Chapter 29, "First Inaugural Address of Ronald Reagan, 1981"
 - Chapter 29, "Jerry Falwell on the 'Homosexual Revolution,' 1981"
 - Chapter 29, "Ronald Reagan and the American Flag, 1982"

The Culture Wars: The Family, Pop Culture, and Abortion

- Textbook, Chapter 29
- Documents
 - Chapter 29, "Statements from The Parents Music Resource Center, 1985"
 - Chapter 29, "Pat Buchanan on the Culture War, 1992"
- Twisted Sister, "We're Not Going to Take It," 1984 (link on Canvas)

Week 16

The Forever War: The American Empire in the Age of Terror

- Textbook, Chapter 30
- Documents
 - Chapter 30, "George W. Bush on the Post-9/11 World, 2004"
 - Chapter 30, "Ground Zero, 2001"
- "Maher Arar speaks about his rendition and torture, 2007" (link on Canvas)

Globalization and Neoliberalism: The Second Gilded Age

- Textbook, Chapter 30
- Documents
 - Chapter 30, "Bill Clinton on Free Trade and Financial Deregulation, 1993-2000"
 - Chapter 30, "Obergefell v. Hodges"
 - Chapter 30, "Barack Obama and a Young Boy, 2009"

Final Exam: Date and time to be determined

Principles of Macroeconomics

ECO 2013 – Spring 2013 - 3 credit hours

Class Days: TR 8:00 - 9:15 am

Location: IST-1049

Instructor: Brian Hornung

Email: bhornung@floridapoly.edu

Office: IST-2013

Office Hours: TR 11:00 am -12:00 pm, or by appointment

Phone: 863-874-8573

Welcome! Economics is the study of the way society allocates scarce resources. Macroeconomics focuses on level of national economies and trade between countries. Topics include gross domestic product and national income, definitions and measures of unemployment, inflation, and public policies that influence macroeconomic variables. Our objective is for you to acquire the ability to apply fundamental macroeconomic principles to questions and issues in these areas.

Revisions to the Syllabus: The instructor reserves the right to correct typos or other errors and to make other reasonable adjustments to maintain the quality and integrity of the course.

Class Delivery

Class meetings blend lecture, discussion, Q&A, and collaborative problem solving.

Read before class. You may find it best to skim before class and reread after to clear up confusion. Or you may find it best to read more carefully before class. Either is fine, but exposure to the material before class makes it easier to participate and learn in class. Active engagement, not just attendance, is expected. Real learning is active learning. Attendance, engagement, and communication in class count toward your grade.

Textbook: Greenlaw, Shapiro, et al. Principles of Macroeconomics 2e. ISBN: 9781947172395.

Free at <https://openstax.org/details/books/principles-macroeconomics-2e>.

Catalog Course Description: This course presents the nature of economic aggregates such as investment, employment, and price levels. The interrelationship of business and government policies; applicability of economic theory to the problems of business forecasting; cyclical fluctuations and long-term economic trends are also examined. This course meets communication/writing-intensive requirements (W). No prerequisites.

Program Learning Outcome (PLO) and Course Learning Outcomes (CLO) Alignment

Course Learning Outcomes:

- 1) Explain the role of scarcity, specialization, opportunity cost and the cost/benefit analysis in economic decision making.
- 2) Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curve on equilibrium price and output.
- 3) Define and measure GDP and rates of unemployment and inflation.
- 4) Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
- 5) Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
- 6) Construct the aggregate demand and aggregate supply model of macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
- 7) Explain the mechanics and institutions of international trade and their impact on the macro economy.

Data Science (DS) PLO/CLO alignment

PLO for DS	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Analyze a complex			e				

computing problem and apply principles of computing and other relevant disciplines to identify solutions.							
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.			e				
3. Communicate effectively in a variety of professional contexts.	b	c	e	d	b	c	b
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.							
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.							
6. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.	b	c	e	b	b	c	b

* Learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

Business Analytics (BA) PLO/CLO alignment

PLO for BA	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Apply current business analytics concepts, techniques, and practices to solve business problems.	b	b	d	c	c	c	b
2. Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.			e				
3. Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.			d				

* Learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

General Education (Gen Ed) PLO/CLO alignment

PLO for Gen Ed	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Apply appropriate	b	b	c	c	c	c	b

disciplinary methods and theories to the analysis of psychological, social, cultural, political, and economic issues or problems.							
2. Describe how political, social, cultural, and economic institutions influence human behavior.			d	b	c	c	c
3. Describe how individuals interact and behave in political, social, economic, and psychological environments.	b	b	c	c	c	c	b

* Learning level as described in Bloom’s taxonomy and Anderson and Krathwohl’s taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

Required Calculator

If you choose, you may use a basic 4-function or scientific calculator during the exams. Other calculators are unacceptable; i.e. you will not be allowed to use any type of calculator that can store memory, your neighbor’s calculator, the calculator on your cell phone, etc.

Basis for Course Grade

Your grade in the course will be based on the following items and weights:

- Homework – 10%
- Quizzes – 10%
- Paper – 20%
- Midterm exams – 30%
- Comprehensive Final Exam – 30%

You can regularly check Canvas for an accurate up to date calculation of your grade.

The grading scale is as follows (see also: [University Grading Policy](#)):

	93-100 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
< 59 = F		

Note: Rounding up to the next grade category for your final grade in the class requires that you have earned an overall course average ending in .50 or higher.

Grading Information

Homework

- There will be 10 homework assignments during the semester. Your two lowest homework scores will be dropped before computing your overall homework grade at the end of the semester.
- You may submit homework on Canvas or as a hardcopy (handwritten or printed) in class.
- Homework will be due at least one week after it has been assigned. If you choose to submit a hard copy, it must be handed in by the end of class. Canvas submissions will be allowed until 11:59 pm of the due date.
- Late homework will NOT be accepted.

Quizzes

- There will be three quizzes given during the semester.
- Quizzes will be graded on 70% completion and 30% accuracy.
- The lowest quiz grade will be dropped.
- There will be NO make-up quizzes given.

Examinations

- There will be two non-comprehensive exams during the semester, plus a comprehensive final exam during final exam week.
- The comprehensive final exam will cover the entire course and will be approximately 25% new material and 75% old material.
- In addition to counting 30% toward your final grade, your final exam score will be substituted for the lowest of your scores on Exams 1 or 2 (if it is lower than your final exam score). The final exam score will NOT substitute for more than one prior exam score.
- There will no "make-up" exams except in the case of medical or immediate family emergencies. You must inform me ahead of time. Appropriate documentation will also be required before you are allowed to take a "make-up" exam. Your opportunity to obtain a non-zero score for a missed non-comprehensive exam is the final exam (subject to the caveats above)

Paper:

- The paper will be due on the final full week of classes
- Instructions and grading criteria will be provided on Canvas

Course Outline:

The following is a preliminary course outline. Details may change as we progress through the course, I will alert you to these changes as they happen.

Day	Lecture	Assignment
January 9-13		
10	Class Introduction	
12	Chapter 1: Introduction to Economics	
January 16-20		
17	Chapter 2: Production Possibilities Frontier and Social Choices	
19	Chapter 2	
January 23-27		
24	Chapter 3: Demand and Supply	Homework 1 and 2 Due
26	Chapter 3	

January 30 – February 3

31	Chapter 6: Gross Domestic Product	Homework 3 Due
2	Chapter 6	Quiz 1

February 6-10

7	Review for Exam 1	Homework 4 Due
9	Exam 1	

February 13-17

14	NO CLASS: Career Day	
16	Discuss Exam 1, Chapter 8: Unemployment	

February 20-24

21	Chapter 8	
23	Chapter 9: Inflation	

February 27 – March 3

28	Chapter 7: Determinants of Economic Growth	Homework 5 Due
2	Chapter 10: Long-run Economic Growth	Paper Part 1 Due

March 6-10

7	NO CLASS: Spring Break	
9	NO CLASS: Spring Break	

March 13-17

14	Chapter 14: Monetary Systems and Banking	
16	Chapter 14	Quiz 2, Homework 6 Due

March 20-24

21	Review for Exam 2	Homework 7 Due
23	Exam 2	

March 27-31

28	Discuss Exam 2, Chapter 11: Aggregate Demand and Aggregate Supply Model	
30	Chapter 11	Paper Part 2 Due

April 3-7

4	Chapter 11	
6	Chapter 15: Monetary Policy	Homework 8 Due

April 10-14

11	Chapter 15	Quiz 3
13	Review for Exam 3	Homework 9 Due

April 17-21

18	Exam 3	
20	Discuss Exam 3, Chapter 17: Fiscal Policy	

April 24-28

25	Chapter 17	Final Paper Due
27	Reading Day: Final Exam Review	Homework 10 Due

Final Exam: TBA

Principles of Microeconomics

ECO 2023 - Spring 2023 - 3 credit hours

Class Days: TR 9:30 - 10:45 am

Location: IST-1012

Instructor: Brian Hornung

Email: bhornung@floridapoly.edu

Office: IST-2013

Office Hours: TR 11:00 am - 12:00 pm, or by appointment

Phone: 863-874-8573

Welcome! Economics is the study of the way society allocates scarce resources. Microeconomics focuses on level of individuals, firms, and markets. Topics include price determination, resource allocation, causes of market failure, and public policies. Our objective is for you to acquire the ability to apply fundamental microeconomic principles to questions and issues in these areas.

Revisions to the Syllabus: The instructor reserves the right to correct typos or other errors and to make other reasonable adjustments to maintain the quality and integrity of the course.

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Textbook: Greenlaw, Shapiro, et al. Principles of Microeconomics 2e. ISBN: 9781947172357.

Free at <https://openstax.org/details/books/principles-microeconomics-2e>.

Catalog Course Description: Theories of production, determination of prices and distribution of income in regulated and un-regulated industries are discussed. Attention is also given to industrial relations, monopolies and comparative economic systems. Meets writing-intensive requirements (W). No prerequisites.

Program Learning Outcome (PLO) and Course Learning Outcomes (CLO) Alignment

Course Learning Outcomes:

- 1) Define scarcity and opportunity cost and explain how they give rise to gains from trade through the principle of comparative advantage.
- 2) Explain the roles of specialization, heterogeneity, and the division of labor reducing scarcity and increasing potential gains from trade.
- 3) Describe determinants of supply and demand in the short and long run.
- 4) Identify and explain various causes of market failure and their impacts.
- 5) Use supply and demand to analyze the impacts of market conditions and government policies on outcomes in product markets, labor markets, and capital markets, and in the short run and in the long run.
- 6) Describe sources of market power and analyze its impact on market outcomes and resource allocation.
- 7) Describe the roles of property rights, transactions costs, voluntary exchange, prices, profits, and the initial resource allocation in determining outcomes in a free enterprise system.

Data Science (DS) PLO/CLO alignment

PLO for DS	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Analyze a complex computing problem and apply					e		

principles of computing and other relevant disciplines to identify solutions.							
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.					e		
3. Communicate effectively in a variety of professional contexts.	b	c	b	c	e	d	d
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.							
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.							c
6. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.	b	d	b	c	e	d	d

* Learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

Business Analytics (BA) PLO/CLO alignment

PLO for BA	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Apply current business analytics concepts, techniques, and practices to solve business problems.	b	b	b	b	c	c	b
2. Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.					e		d
3. Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.							c

* Learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

General Education (Gen Ed) PLO/CLO alignment

PLO for Gen Ed	CLO and Learning Level*						
	1	2	3	4	5	6	7
1. Apply appropriate disciplinary methods and	b	b	b	b	c	c	b

theories to the analysis of psychological, social, cultural, political, and economic issues or problems.							
2. Describe how political, social, cultural, and economic institutions influence human behavior.				b	c	c	c
3. Describe how individuals interact and behave in political, social, economic, and psychological environments.	b	b	b	b	c	c	b

* Learning level as described in Bloom’s taxonomy and Anderson and Krathwohl’s taxonomy. Each cell indicates the highest level of learning between each PLO and CLO pair.

a = remember; b = understand; c = apply; d = analyze; e = synthesis

Basis for Course Grade

Your grade in the course will be based on the following items and weights:

- Homework – 10%
- Quizzes – 10%
- Paper – 20%
- Midterm exams – 30%
- Comprehensive Final Exam – 30%

You can regularly check Canvas for an accurate up to date calculation of your grade.

The grading scale is as follows (see also: [University Grading Policy](#)):

	93-100 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
< 59 = F		

Note: Rounding up to the next grade category for your final grade in the class requires that you have earned an overall course average ending in .50 or higher.

Grading Information

Homework

- Your two lowest homework scores will be dropped before computing your overall homework grade at the end of the semester.
- You may submit homework on Canvas or as a hardcopy (handwritten or printed) in class.
- Homework will be due at least one week after it has been assigned. If you choose to submit a hard copy, it must be handed in by the end of class. Canvas submissions will be allowed until 11:59 pm of the due date.
- Late homework will NOT be accepted.

Quizzes

- There will be three quizzes given during the semester.
- Quizzes will be graded on 70% completion and 30% accuracy.
- The lowest quiz grade will be dropped.
- There will be NO make-up quizzes given.

Examinations

- There will be two non-comprehensive exams during the semester, plus a comprehensive final exam during final exam week.
- The comprehensive final exam will cover the entire course and will be approximately 33% new material and 67% old material.
- In addition to counting 30% toward your final grade, your final exam score will be substituted for the lowest of your scores on Exams 1 or 2 (if it is lower than your final exam score). The final exam score will NOT substitute for more than one prior exam score.
- There will no "make-up" exams except in the case of medical or immediate family emergencies. You must inform me ahead of time. Appropriate documentation will also be required before you are allowed to take a "make-up" exam. Your opportunity to obtain a non-zero score for a missed non-comprehensive exam is the final exam (subject to the caveats above).

Paper:

- The paper will be due on the final full week of classes.
- Instructions and grading criteria will be provided on Canvas.

Course Outline:

The following is a preliminary course outline. Details may change as we progress through the course, I will alert you to these changes as they happen.

Day	Lecture	Assignment
January 9-13		
10	Introduction	
12	Chapter 1: Introduction to Economics	
January 16-20		
17	Chapter 3: Demand and Supply	
19	Chapter 3	
January 23-27		
24	Chapter 3	Homework 1 and 2 Due
26	Chapter 3	
January 30 – February 3		
31	Chapter 5: Elasticity	Homework 3 Due
2	Chapter 5	Quiz 1
February 6-10		
7	Review for Exam 1	Homework 4 Due
9	Exam 1	
February 13-17		

14	NO CLASS: Career Day	
16	Discuss Exam 1, Chapter 12/13: Externalities and Public Goods	
February 20-24		
21	Chapter 12/13	
23	Chapter 2: Gains from Trade	Homework 5 Due
February 27 – March 3		
28	Chapter 19: International Trade	
2	Chapter 6: Consumer Choices	Quiz 2
March 6-10		
7	NO CLASS: Spring Break	
9	NO CLASS: Spring Break	
March 13-17		
14	Chapter 7: Production and Costs	
16	Chapter 7	Homework 6 Due Paper Part 1 Due
March 20-24		
21	Review for Exam 2	Homework 7 Due
23	Exam 2	
March 27-31		
28	Discuss Exam 2, Chapter 8: Perfect Competition	
30	Chapter 8	
April 3-7		
4	Chapter 8	
6	Chapter 9: Monopoly	Homework 8 Due Paper Part 2 Due

April 10-14

11	Chapter 9	
13	Chapter 10: Monopolistic Competition and Oligopoly	Homework 9 Due Quiz 3

April 17-21

18	Chapter 10	
20	Chapter 10	

April 24-28

25	Chapter 10	Final Paper Due
27	Reading Day: Final Exam Review	Homework 10 Due

Final Exam: TBA