

HTS 3002: HISTORY OF AMERICAN BUSINESS (Section A, 3 credit hours) **Fall 2026**

Instructor Information

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General Course Information

Description

This course surveys the evolution of American business institutions from the colonial period to the near present, including entrepreneurship, business-government relations, institutional innovation, twentieth century managerial capitalism, finance, and the U.S. corporations' place in the global economy into the twenty-first century.

Course Learning Outcomes

Students will learn to effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change (*see also the "Core IMPACTS" section at end*)

Required Course Texts

None required for purchase.

Description of Graded Components

Class participation: 15% of grade

Analysis papers (3): 45% of grade (15% each)

Final exam: 40% of grade)

Course Policies

Grading Standards:

By my standards, "A" quality work demonstrates a mastery of the materials covered in the course; "B" work is characterized by a full understanding of the materials, but a less thorough evaluation of them; and "C" work shows a satisfactory understanding, but an even less-thorough evaluation. Work that does not show an understanding of the course materials and/or that gives a highly inadequate evaluation will earn either a "D" or an "F." On all course assessments, you will earn a numerical score with a corresponding letter

grade on the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below. Final grade scores will be rounded up beyond the half-percent (i.e. 89.5%=A, 89.4%=B).

Attendance and Participation

Attendance is mandatory, and more than *six* unexcused absences will result in the total forfeiture of this portion of your grade; missing more than *ten* classes will result in automatic failure of the course. The Institute expects you to attend every class meeting, with absences permissible in only a handful of situations (such as participation in athletics) and with official documentation; for more details see:

<https://catalog.gatech.edu/rules/4/>

You should come prepared to participate verbally; successful class discussions depend on it, and I will take your participation over the course of the term into account in formulating your final grade (15%). For this component, one contribution per week would translate into an average passing grade (“C”). Discussions will center mainly around the lecture topics, assigned readings, and supplementary audiovisual content. I will also consider as regular participation any comments you contribute via Canvas (on the course website under “Discussions”), in a timely manner and provided they are relevant to the topics at hand.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For a fuller elaboration please review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on an exam or writing assignment will be reported to the [Office of Student Integrity](#), who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course that is part of the Social Sciences area.

This course should direct students toward a broad Orienting Question: How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Intercultural Competence; Perspective-Taking; Persuasion

Student-Faculty Expectations

At Georgia Tech, we believe it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The [Student-Faculty Expectations Agreement](#) articulates some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.