Spring 2013, History 365G
Location: CBA 4.344
Unique # 39710
Tuesday & Thursday 11-12:15

Dr. Sally Clarke
sclarke@austin.utexas.edu
Mailbox: Garrison 1.104
Office hours: Monday 10:30-11:30
Tuesday 12:30-1:30
Office: Garrison 3.114

History 365G United States Economic History since 1880
also known as
American Capitalism, 1865-2000: a History of Innovation and Economic Rights

Week	Date	Assignment
1	1/15	Introduction

Part I. 1865-1915: Making an Industrial Economy

	1/17	Impaired Growth, impaired rights: The Puzzle of the South
2	1/22 *	Discrimination in the late 19th century Read: David G. Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*, pp. 39-51, available in course packet. David Nasaw, *Andrew Carnegie*, chapters 2, 3, & 4, pp. 24-88, available in course packet.
	1/24	A Laissez-faire Economy?
3	1/29 *	Railroads Read: William Cronon, *Nature's Metropolis*, chapters 2-3, pp. 55-147.
	1/31	An Inventive Society
4	2/5 *	Entrepreneurship in America Read: Nancy Koehn, "Henry Heinz and Brand Creation in the Late Nineteenth Century: Making Markets for Processed Food," *Business History Review* 73 (Autumn 1999): 349-393; available through JSTOR: see instructions under item 19. Joseph Schumpeter, *Capitalism, Socialism, and Democracy*, chapter 5, pp. 63-71; chapter 7, pp. 81-86; and part of chapter 12, pp. 131-134, available in course packet. Andre Millard, *Edison and the Business of Innovation*, chapter 4, pp. 63-87, available in course packet.
	2/7	Labor and Industrialization: The Working Family Under Siege

5 2/12 * Labor Issues: a case study
read: David Von Drehle, *Triangle: The Fire that Changed America* (New York: Grove Press, 2003), pp. 1-5, 38-43, 102, 109-115, 116-138, 161-167, and 194-218.

2/14 * **Paper 1 due in class at the start of class** /Peer review/

6 2/19 * **Revised Paper 1 due at the start of class** / Giant Corporations

Part II. 1916-1945

2/21 Modern Research Lab & A Consumer Economy: Autos

7 2/26 * Industrial Research
Read: Margaret Graham and Bettye H. Pruitt, *R&D for Industry: A Century of Technical Innovation at Alcoa*, pp. 157-188 ** reading is available in course packet; Ted Steinberg, *Down to Earth*, pp. 206-208, available in course packet; Alan P. Loeb, "Birth of the Kettering Doctrine: Fordism, Sloanism and the Discovery of Tetraethyl Lead," *Business and Economic History* 24 (Fall 1995): 72-87, available on-line, see instructions under item 20.

2/28 * Labor in Rural/urban America
Read: Lizabeth Cohen, *Making a New Deal*, chapter 4, 160-211.
Douglas C. Sackman, "'Nature's Workshop': The Work Environment and Workers' Bodies in California's Citrus Industry, 1900-1940," *Environmental History* 5 (Jan. 2000): 27-53; to access, see instructions under item 21.

8 3/5 The Great Depression and the New Deal

3/7 * The Great Depression: Labor and Capital
Read: Cohen, *Making a New Deal*, chapter 6, read only, pp. 267-283 ("From Welfare Capitalism to the Welfare State"); chapter 7, read only pp. 301-321 ("How & Why the CIO" and "Resurrecting the Rank and File"); Alice Kessler-Harris, *In Pursuit of Equity*, pp. 130-169, available in course packet.

9 Spring Break

10 3/19 The Great Depression: Perspectives on Women and African Americans

3/21 * Innovation during the Depression/War
read: Christophe Lécuyer, *Making Silicon* Valley, pp. 13-51, available in course packet. Robert G. Ferguson, "One Thousand Planes a Day: Ford, Grumman, General Motors and the Arsenal of Democracy," *History and Technology* 21 (June 2005): 149-175; to access, see instructions under item 22.

11 3/26 World War II: "The Arsenal of Democracy"

3/28 * **Paper #2 due in class at the start of class** / Inequality, 1945-2010

Part III. 1946-2000

12 4/2 Civil Rights

4/4 * The question of discrimination in the late 20th Century
Read: Thomas Sugrue, *The Origins of the Urban Crisis*, chapters 4-5, pp. 91-152; Nancy MacLean, *Freedom is Not Enough*, chapter 3, pp. 76-113, available in course packet.

13 4/9 Postwar Government, I

4/11 * Health Care
Read: Kirk Jeffrey, *Machines in Our Hearts*, chapter 10, pp. 235-262, available in course packet.
Jacob S. Hacker, *The Divided Welfare State*, pp. 221-252, available in course packet.
Hannah Seligson, "Hatching Ideas, and Companies, By the Dozens at MIT," *New York Times* (November 25, 2012); available on-line, Google: Seligson Robert Langer MIT New York Times 2012

14 4/16 Postwar Government, II

Rewritten essays due in class at the start of class.

4/18 * Silicon Valley
Read: AnnaLee Saxenian, *Regional Advantage*, Introduction, pp. 1-9, chapter 1, pages 20-27 only, and chapters 2-3, pp. 29-82.
Mark C. Suchman, "Dealmakers and Counselors," in Martin Kenney, ed., *Understanding Silicon Valley,* pp. 71-97, available in course packet.
Charles Duhigg and Steve Lohr, "The Patent, Used as a Sword," *New York Times* (October 7, 2012), available on-line, google: Lohr Patent Sword New York Times 2012

15 4/23 The Free Market

4/25 * Agriculture and Innovation
Read: Michael Pollan, *Omnivore's Dilemma*, chapters 1-6, pp. 15-108, and chapter 9, pp. 134-184.

16 4/30 Health Care: A Long-Term Perspective

5/2 * **Paper #3 due in class at the start of class.**

Course Requirements/Instructions:

1. Goals: I have four goals for the course. First, I would like you to develop concepts for thinking about the process of economic growth and economic rights. Some concepts are well known, like mass production or the welfare state; others are not so obvious but are frequently used to describe economic activity, such as "creative-destruction" or "social costs."

As a second goal, I want to cover a few different themes. Since the focus is the development of the economy, one theme concerns innovation. For some, this may simply mean entrepreneurship, but for others innovation has become a complex subject and there are many facets to the process of economic creativity. A second theme examines the shifts in the economic rights of Americans since the Civil War. Students may be familiar with some topics that relate to this theme, such as sharecropping. We also will consider the segregation of jobs along gender lines and the coming of federal efforts to prohibit discrimination in jobs and in other areas of Americans' lives, such as access to credit. A third theme concerns the role of the federal government. Opinions range widely on the proper role the government ought to play in our capitalist economy. This course offers empirical information about the government's historical actions with regard to innovation and economic rights.

This brings me to a third goal for the course. While I will present material in lectures and you will read a variety of perspectives on economic development, I want to encourage you to develop your own perspective for assessing the US economy from roughly 1865 to 2000. The paper topics are designed to encourage you to develop your own viewpoint and you should read these paper topics carefully to determine whether you want to take this course.

As a fourth goal, I want to provide you with some resources so as to aid you in continuing to explore economic topics from a historical perspective. We will discuss possible tools for research in U.S. economic history, including quantitative sources, legal documents, the press, archival materials, and visual sources.

2. Readings: Please read all materials listed for each date on the schedule. For example, William Cronon's *Nature's Metropolis* is due on January 29. You need to finish the reading before class so that we can discuss the material during class.

Attendance in class is required for any day where there is a reading assignment or a paper due. I have marked these days with an asterisk (*) following the date. On days with a reading assignment, there will be a quiz at the start of class. You may miss three quizzes without penalty. After three missed quizzes, you will receive a 0 (F) for the next time you miss a required quiz.

The quiz is meant to test whether or not you completed the reading and understood basic concepts. Material from lectures may be included. There are 12 quizzes and they will count 10 percent of your final grade. (Given that you may miss three quizzes without penalty, you are not required to take all 12 quizzes. After the three missed quizzes have been used, you will be penalized for missing a quiz.) If you take a quiz, it will count toward your average grade.

3. Grading:
75% of a student's grade will be based on three essays;
10% of a student's grade will be based on quizzes; and
15% of a student's grade will be based on class participation.
There is no final exam.

For the three papers, each will count 25% of a student's final grade. **The final grade for the course will not have pluses and minuses.**

Please note: For your first paper, due 2/14, you will take part in an exercise of peer review. After other students have reviewed your paper on the 14th, you will revise your essay and then submit a final version to me on 2/19, which I will grade.

Days marked with an asterisk (*) on the schedule will be devoted to class discussion. See comments under item 2 for the reading assignments.

4. There are three paper assignments. For these papers, I ask you to evaluate the U.S. economy during specific time periods. Your essays should address the questions of innovation, economic rights, and the role of the state. Each of these essays will be five pages in length (double spaced). All papers must be written with 12-point font and one-inch margins. You must title your papers, number the pages, and staple the pages together. Failure to follow these guidelines will result in grade penalties ranging between one and five points for each error.

Please note: I do not accept papers as email attachments. You will need to provide a hard copy of your essay in class on the day that it is due. If you want me to examine a draft of your paper, you will need to provide a paper copy.

5. You may rewrite one of your first two papers. If you rewrite the paper, then the revised paper's grade and the original paper's grade will be averaged to create the new grade. You are not permitted to delay turning in the original paper and submitting it as a rewritten paper. All revised essays are due by April 16 in class. You are free to turn in a rewritten paper before this deadline and I encourage you to rewrite a paper soon after it is returned to you. If you choose to rewrite an essay, you will need to turn in the original paper (with my comments) along with the rewritten version.

6. The Undergraduate Writing Center, located in FAC, is open to students. You are encouraged to have the staff at this center review drafts of your papers.

7. I do not accept electronic essays. You need to submit a paper copy of your essays in class on the due date. If you ask me to examine a paper, you need to provide a paper copy.

8. In order to pass the course you must complete all three essays.

9. Should you wish to interview someone for one of your papers, you will need to see me in advance of the interview.

10. Late papers will be penalized a full letter grade (10 points) for each day the paper is overdue until 20 points have been deducted from your grade.

11. The syllabus, paper topics, and related information will be available on Blackboard. If you are unfamiliar with Blackboard, please contact the ITS Help Desk at 475-9400.

12. Books are available on PCL reserves. Unfortunately, the library reserve policy limits the number of copies placed on reserve to one copy of each book per course. You may find extra copies in the stacks for many of the books. There is no textbook for the course. If you want to read a general textbook, an excellent book to consult is Michael Stoff, et al., *Nation of Nations*. There are many editions of this textbook available in the stacks of PCL.

In case you want to buy your books through a different vendor than the University Coop, here is the relevant information about the books:

William Cronon, *Nature's Metropolis*. New York: Norton, 1991. CN: F548.4 C85 1991
David Von Drehle, *Triangle: The Fire that Changed America*. New York: Grove Press, 2003. CN: F128.5 V688 2003
Thomas J. Sugrue. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, NJ: Princeton University Press, 1996. CN: F574 D49 N4835 1996
Note: an electronic version of this book is available through the library.
Lizabeth Cohen, *Making a New Deal.* New York: Cambridge University Press, 1990. CN: HD8085 C53 C64 1990
AnnaLee Saxenian, *Regional Advantage.* Cambridge, MA: Harvard University Press, 1994. CN: HC 107 C22 N677 1994
Michael Pollan, *Omnivore's Dilemma*. New York: Penguin Press, 2006. CN: GT 2850 P65 2006

13. In addition to the books, you are required to read materials in a course packet. UT Copy sells the course packet and is located at GSB 3.136. The store is open Monday through Friday from 8 am to 5 pm. The phone number is 471-8281. GSB floor numbering is a bit odd. The third floor may appear to be the second floor. The course packet costs about $20.

14. You may wish to use an electronic reader. Please note, however, you will need to provide specific page citations for each of your essays. You will need to shut down your electronic reader during class. When you take your quiz each week, you will need to use a paper copy of the materials.

15. Please follow these rules during class: All electronic devices must be turned off during class, including cell phones and laptops. Please do not get up and leave and return in the middle of class.

16. I do not require previous courses in any discipline. There are some technical terms, but we will review them and they should be mastered readily.

17. If you miss class, please get notes from another student. I am happy to discuss material with you during office hours.

18. Students are responsible for all material covered in class, including any changes made to the syllabus during class.

19. To find the essay by Nancy Koehn, go to the UT Library homepage, www.lib.utexas.edu; under Research Tools, select find articles and databases. Looking at the horizontal alphabetical listing of databases, select J and scroll down and select JSTOR. Click Advanced Search. Then type in information such as the author's last name and Heinz's name in the search boxes. Fill in the date of the article, 1999 to 1999, and fill in the name of the journal: *Business History Review*. Click the search button. Koehn's article will appear and you will be able to print a pdf file.

20. To find Alan P. Loeb's article, google the Business History Conference, and go to the organization's home page. On the right side of the page, click on the link for Print BEH Archives. Click on the link for v. 24, no. 1, 1995. Scroll down to the article by Loeb, "Birth of the Kettering Doctrine." Click to view as PDF. A print icon is in the upper left corner.

21. To find the article by Douglas Sackman on workers and the orange industry, follow instructions under item 19 for going to JSTOR. Fill in information for Sackman's article, and fill in the date from 2000 to 2000. Type in the journal's name as *Environmental History*. Click the search button.

22. To find the article by Robert G. Ferguson, go to the library's homepage, www.lib.utexas.edu. Where the scoUT search box appears on the upper left side of the screen, select journals. Type the name of the journal, *History and Technology.* In the next window, select *History and Technology*. Then select Academic Search Complete (EBSCO). On the right side of the new screen, click on 2005 and then click on Issue2-Jun2005. The article you want will be at the top of the new page. Select PDF Full Text. At the top of this page (blue bar), click on Download PDF. You can now read or print the article.

23. Students with disabilities may require special accommodations. If you need accommodations, please see me at the start of the semester. You may also contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, or at http://www.utexas.edu/diversity/ddce/ssd/. UT is committed to helping students with disabilities, so please ask for help at the beginning of the semester.

24. The UT policy regarding religious holidays permits students to be absent from class on holy days. Should you be absent because of a religious holy day and should this day fall on a date that a paper is due, please notify me 14 days in advance of your absence. You then will be allowed to turn in the assignment at another time.

25. The Office of Campus Safety and Security sponsors the following website for emergencies:
http://www.utexas.edu/safety/
You should learn the exits from this classroom and from the building. **If you require any kind of assistance in order to leave during an emergency, please notify me in writing before the end of the first week of this semester.**

There is also another website for information regarding emergencies:
http://www.utexas.edu/emergency
You can read about preparations for emergencies at
http://www.utexas.edu/safety/preparedness

26. The University maintains a "Behavior Concerns Advice Line (BCAL)" and you can call these advisors at 512 232-5050. BCAL is supported jointly by the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Its web site is http://www.utexas.edu/safety/bcal.

27. Inspired by the Texas Higher Education Coordinating Board, the University has articulated four "core objectives": "critical thinking skills, communication skills, personal responsibility, and social responsibility." In meeting these objectives, you will develop analytical skills in writing your papers; you will hone your communication skills in writing papers and taking part in class discussions; you are asked to take individual responsibility in terms of class attendance and academic honesty; and you can think seriously about social responsibility in terms of the social interactions of individuals and groups of people, whether informally or through formal political organizations, as they have navigated economic challenges.

28. The University wants students to be aware of other resources, including:
Sanger Learning and Career Center: http://lifelearning.utexas.edu/
Undergraduate Writing Center: http://uwc.utexas.edu/
Counseling & Mental Health Center: http://cmhc.utexas.edu/
Career Exploration Center: http://www.utexas.edu/student/careercenter/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

29. In case you want to Q-Drop this course, the official policy is to restrict these types of drops to six when taken for "academic reasons." The official statement reads:
"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

30. Veteran students may want to visit the website sponsored by the Dean of Students:
http://deanofstudents.utexas.edu/veterans/ or http://www.utstudentveteranservices.org

31. The History Department blog is "Not Even Past." Visit it at http://www.notevenpast.org/

32. This course carries the writing flag. The Texas Higher Education Coordinating Board requires that such courses address "core objectives," including teamwork; the University interprets this objective as including exercises designed "to consider different points of view and to work effectively with others to support a shared purpose or goal."

33. The University of Texas Honor Code: "The core values of The University of Texas at Austin

are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."