

HIST 3373-001: U.S. ECONOMIC HISTORY, 1860-PRESENT
Spring 2016



Instructor: Professor Kenyon Zimmer

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- **Office Number:** University Hall 332A
- **Office Hours:** Wednesday, 2:00pm-5:00pm

Time and Place of Class Meetings: Tuesday/Thursday 2:00pm-3:20pm, University Hall 07

Description of Course Content: This course extends from the Civil War and the rise of manufacturing, the labor movement, and consumerism to the rise of globalization and neoliberalism. It examines the growth of corporate power, regional development, government regulation of the economy and labor, as well as the causes of, and responses to, economic inequality and crises.

Student Learning Outcomes: Upon completion of the course students will be able to a) identify major periods and shifts in American economic history; b) discern the key concepts of economic history; c) critically analyze the history of American capitalism; d) recognize the ways in which the past has shaped our present; and e) articulate coherent historical arguments and support them with appropriate evidence.

Required Textbooks and Other Course Materials:

- Roger L. Ransom, *Conflict and Compromise: The Political Economy of Slavery, Emancipation and the American Civil War*
- James Green, *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America*
- Randi Storch, *Working Hard for the American Dream: Workers and Their Unions, World War I to the Present*
- Louis Hyman, *Debtor Nation: The History of America in Red Ink*
- Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*

- Judith Stein, *Pivotal Decade: How the United States Traded Factories for Finance in the Seventies*

All of the course books are available for purchase at the UT Arlington Bookstore. Additionally, one copy of each book is available on reserve in Central Library, where it can be checked out for two hours at a time.

Additional readings are available in electronic format on the course BlackBoard page (<https://elearn.uta.edu/>).

Descriptions of major assignments and examinations:

- **Weekly Response Paragraphs:** Each Thursday, unless otherwise noted, students will come to class with an informal paragraph-length response to the previous week of readings. These will be shared with the class and turned in for credit.
- **Discussion Leader:** Each Tuesday class session, unless otherwise noted, will include a discussion led by one or two students. These students will 1) prepare at least five open-ended discussion questions (*not* questions with simple factual or yes/no answers) based on the previous week's course material, 2) email their questions to Dr. Zimmer and to their co-leader (if they have one) by no later than 5:00pm on the Monday before the discussion, and 3) facilitate (with the aid of Dr. Zimmer, as needed) a classroom discussion based off of these questions. Each student is required to volunteer as a discussion leader once over the course of the term.
- **In-class quizzes:** Occasional, unannounced in-class quizzes on concepts and terminology covered in previous classes and readings
- **Final Paper:** A 10-page, historically-based economic policy recommendation
- **Final Paper Presentation:** A 5-10 minute in-class presentation

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance, and more than two unexcused absences will begin to reduce your grade.

Grading: Your final grade for the course will be calculated according to the following:

- Attendance and class participation: 35%
- Weekly response paragraphs: 20%
- Discussion Leader: 10%
- Final Paper: 25%
- Final Presentation: 10%

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels

Late Assignments: Unless you have a documented excused absence (a medical or family emergency or a conflicting university commitment), assignments will be docked 10% for each calendar day they are turned in past the due date.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364.
- **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result

in the student's suspension or expulsion from the University. **Students using plagiarized material in assignments will automatically receive an F for this course.**

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline

at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Course Schedule

(The instructor for this course reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled.)

Week 1: Introduction

Tues., Jan 19: Course Introduction

Thurs., Jan 21: What is Political Economy?

Week 2: Political Economies of the Civil War

Tues., Jan 26: **Student-led discussion 1**

- Read: Ransom, *Conflict and Compromise*, 12-17, 41-72, 121-181

Thurs., Jan 28: **Response paragraph due**

- Richard Bensel, "Southern Leviathan: The Development of Central State Authority in the Confederate States of America," *Studies in American Political Development* 2 (1987): 68-136 (on [BlackBoard](#))

Week 3: Emancipation, Reconstruction, and Inequality

Tues., Feb 2: **Student-led discussion 2**

- Ransom, *Conflict and Compromise*, 181-252

Thurs., Feb 4: **Response paragraph due**

- Ransom, *Conflict and Compromise*, 255-286
- Thomas M. Shapiro and Jessica L. Kenty-Drane, "The Racial Wealth Gap," in *African Americans in the U.S. Economy*, ed. Cecilia A. Conrad, John Whitehead, Patrick L. Mason, and James Stewart, 175-181, online at <http://pzacad.pitzer.edu/~hfairchi/pdf/Blacks/RacialWealthGap.pdf>

Week 4: Industrialization and Class Conflict

Tues., Feb 9: **Student-led discussion 3**

- Richard White, "Information, Markets, and Corruption: Transcontinental Railroads in the Gilded Age," *Journal of American History* 90, no. 1 (2003): 19-43 (on [BlackBoard](#))
- Green, *Death in the Haymarket*, 3-68

Thurs., Feb 11: **Response paragraph due**

- Green, *Death in the Haymarket*, 69-101

Week 5: Labor vs. Capital

Tues., Feb 16: **Student-led discussion 4**

- Green, *Death in the Haymarket*, 102-191

Thurs., Feb 18: **Response paragraph due**

- Green, *Death in the Haymarket*, 192-246

Week 6: Managing Rebellion, Managing Risk

Tues., Feb 23: **Student-led discussion 5**

- Green, *Death in the Haymarket*, 247-299
- David R. Roediger and Elizabeth D. Esch, *The Production of Difference: Race and the Management of Labor in U.S. History*, chapter 5 (on [BlackBoard](#))

Thurs., Feb 25: **Response paragraph due**

- Selections from Leon Fink, ed., *Major Problems in the Gilded Age and the Progressive Era* (on [BlackBoard](#))

Week 7: World War I and the Roaring Twenties

Tues., March 1: **Student-led discussion 6**

- Paul A. C. Koistinen, "The 'Military-Industrial Complex' in Historical Perspective: World War I," *Business History Review* 41, no. 4 (1967): 378-403 (on [BlackBoard](#))
- Storch, *Working Hard for the American Dream*, 10-41

Thurs., March 3: **Response paragraphs due**

- Hyman, *Debtor Nation*, 1-44

Week 8: The Great Depression and the New Deal

Tues., Mar 8: **Student-led discussion 7**

- Michael A. Bernstein, "Why the Great Depression was Great: Toward a New Understanding of the Interwar Economic Crisis in the United States," in *The Rise and Fall of the New Deal Order, 1930-1980*, ed. Steve Fraser and Gary Gerstle, 32-54 (on [BlackBoard](#))
- Barton J. Bernstein, "The New Deal: The Conservative Achievements of Liberal Reform," in *Towards a New Past: Dissenting Essays on American History*, ed. Barton J. Bernstein, 263-288 (on [BlackBoard](#))
- Storch, *Working Hard for the American Dream*, 41-87

Thurs., Mar 10: **No Class** (Walter Prescott Webb Memorial Lectures at UTA)

Week 9: Spring Break

Mar 14-Mar 18: **No class**

Week 10: World War II

Tues., Mar 22: **Student-led discussion 8**

- Storch, *Working Hard for the American Dream*, 87-103
- Sugrue, *Origins of the Urban Crisis*, 3-57

Thurs., Mar 24: **Response paragraph**

- Hyman, *Debtor Nation*, 98-132

Week 11: No Class

Mar 29-31: **No class**

Week 12: The Cold War and Suburbia

Tues., Apr 5: **In-class film, TBA**

Thurs., Apr 7: **Response Paragraph**

- Storch, *Working Hard for the American Dream*, 103-127
- Hyman, *Debtor Nation*, 132-172
- Sugrue, *Origins of the Urban Crisis*, 57-125
- Dwight D. Eisenhower, "Military-Industrial Complex Speech" 1961, online at <http://coursesa.matrix.msu.edu/~hst306/documents/indust.html>

Week 13: Rustbelt/Sunbelt

Tues., Apr 12: **Student-led discussion 9**

- Sugrue, *Origins of the Urban Crisis*, 125-209
- Storch, *Working Hard for the American Dream*, 128-157
- Elizabeth Tandy Shermer, "Sunbelt Boosterism: Industrial Recruitment, Economic Development, and Growth Politics in the Developing Sunbelt," in *Sunbelt Rising* ed. Michelle Nickerson and Darren Dochuck (Philadelphia: University of Pennsylvania Press, 2011), 31-57 (on [BlackBoard](#))

Thurs., Apr 14: **Response paragraph**

- Sugrue, *Origins of the Urban Crisis*, 209-272

Week 14: The End of the American Dream?

Tues., Apr 19: **Student-led discussion 10**

- Stein, *Pivotal Decade*, 1-50
- Hyman, *Debtor Nation*, 173-219
- Storch, *Working Hard for the American Dream*, 157-173

Thurs., Apr 21: **Response paragraph**

- Stein, *Pivotal Decade*, 51-100

Week 15: Financialization and Crisis

Tues., Apr 26: **Student-led discussion 11**

- Stein, *Pivotal Decade*, 101-261

Thurs., Apr 28: **Response paragraphs**

- Hyman, *Debtor Nation*, 220-251

Week 16: Neoliberalism Triumphant?

Tues., May 3: **Student-led discussion 12**

- Stein, *Pivotal Decade*, 262-300
- Hyman, *Debtor Nation*, 251-287
- Storch, *Working Hard for the American Dream*, 174-223

Thurs., May 6: **Final Paper Due**

Week 17: Finals Week

Tues., May 10, 2:00pm-4:30pm: **Final Paper Presentations**