

**HIST 3373-001**  
**U.S. ECONOMIC HISTORY, 1860-PRESENT**  
**Spring 2014**



**Instructor:** Professor Kenyon Zimmer  
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**Email Address:** [kzimmer@uta.edu](mailto:kzimmer@uta.edu)  
**Office Hours:** Wed., 1:00-4:00

**Time and Place of Class Meetings:** Tues. and Thurs., 12:30-1:50, Trimble Hall 110

**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 post-industrial society. 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\**
- Glenn Porter, *The Rise of Big Business, 1860-1920*, Third Edition
- Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War*
- Louis Hyman, *Debtor Nation: The History of America in Red Ink\**
- Jefferson Cowie, *Capital Moves: RCA's Seventy-Year Quest for Cheap Labor\**
- Greta Krippner, *Capitalizing on Crisis: The Political Origins of the Rise of Finance\**
  - All of the course books are available for purchase at the UT Arlington Bookstore. Additionally, a copy of each book marked with an asterisk (\*) is available on reserve in Central Library, where it can be checked out for three

hours at a time. *Killing for Coal* can also be read as an e-book through the [UTA Library website](http://pulse.uta.edu/vwebv/enterCourseReserve.do).

- Additional materials are available on electronic reserve through the UTA Library website (<http://pulse.uta.edu/vwebv/enterCourseReserve.do>) or online.

#### **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) an in-depth classroom discussion based off of these questions. Each student is required to volunteer as a discussion leader once over the course of the term.
- **Research Paper Proposal:** A one-page proposal outlining the topic of your Final Research Paper. Due on February 27.
- **Research Paper Draft:** Full first draft of your Final Research Paper. Due on April 1.
- **Final Research Paper:** Historical research paper of at least ten full pages on a subject relating to the topic of this course. Due on May 1.

**Attendance:** Because this is an upper-level course with a focus on class discussions and it only meets twice a week, attendance is crucial. 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: 40%
- Weekly response paragraphs: 20%
- Discussion Leader: 10%
- Final Research Paper: 30%

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/>).

**Americans with Disabilities Act:** The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course 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. **Additionally, students using plagiarized material in assignments will automatically receive an F for this course.**

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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 handicapped individuals.

**Librarian to Contact:** For help locating resources for your research, you may contact the lead Subject Librarian for History, Joeli Gomez, at [joeli@uta.edu](mailto:joeli@uta.edu) or 817-272-3344.

## 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 and the Economic Origins of the Civil War

Tues., Jan 14: Course Introduction

Thurs., Jan 16: **Response paragraph**

- Ransom, *Conflict and Compromise*, 12-17, 41-72 (pages 18-40 optional)

### Week 2: Political Economies of the Civil War

Tues., Jan 21: **Student-led discussion 1**

- Ransom, *Conflict and Compromise*, 82-181

Thurs., Jan 23: **Response paragraph**

- Richard Bense, "Southern Leviathan: The Development of Central State Authority in the Confederate States of America," *Studies in American Political Development* 2 (1987): 68-136 ([e-reserve](#))
- John Majewski, *Modernizing a Slave Economy: The Economic Vision of the Confederate Nation*, 1-21 ([e-reserve](#))

### Week 3: Emancipation, Reconstruction, and the Roots of Racial Inequality

Tues., Jan 28: **Student-led discussion 2**

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

Thurs., Jan 30: **Response paragraph**

- 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: The Rise of the Corporation

Tues., Feb 4: **Student-led discussion 3**

- Porter, *The Rise of Big Business*, 1-79
- Richard White, "Information, Markets, and Corruption: Transcontinental Railroads in the Gilded Age," *Journal of American History* 90, no. 1 (2003): 19-43 ([e-reserve](#))

Thurs., Feb 6:

- **In-class film, *The Corporation* (2003); no response paragraphs**

### Week 5: Energy and Industrial Revolutions

Tues., Feb 11: **Student-led discussion 4**

- Porter, *The Rise of Big Business*, 79-128; Andrews, *Killing for Coal*, 21-49

Thurs., Feb 13: **Response paragraph**

- Andrews, *Killing for Coal*, 50-86

### Week 6: Immigrant Labor and Corporate Management

Tues., Feb 18: **Student-led discussion 5**

- Andrews, *Killing for Coal*, 87-196

Thurs., Feb 20: **Response paragraph**

- Andrews, *Killing for Coal*, 197-232
- David R. Roediger and Elizabeth D. Esch, *The Production of Difference: Race and the Management of Labor in U.S. History*, chapter 5 ([e-reserve](#))

Week 7: Industrial Violence

Tues., Feb 25: **Student-led discussion 6**

- Philip Taft and Philip Ross, "American Labor Violence: Its Causes, Character, and Outcome," in *The History of Violence in America: A Report to the National Commission on the Causes and Prevention of Violence*, ed. Hugh Davis Graham and Ted Robert Gurr, online at <http://www.ditext.com/taft/violence1.html> (Read up until the "Violence in Labor Disputes During and After World War I")
- Andrews, *Killing for Coal*, 1-19, 233-291

Thurs., Feb 27: **Research Paper Proposal due; no response paragraphs**

Week 8: World War I and the Rise of Consumerism

Tues., Mar 4: **Student-led discussion 7**

- Paul A. C. Koistinen, "The 'Military-Industrial Complex' in Historical Perspective: World War I," *The Business History Review* 41, no. 4 (1967): 378-403 ([e-reserve](#))
- Taft and Ross, "American Labor Violence," online at <http://www.ditext.com/taft/violence1.html> (Read from "Violence in Labor Disputes During and After World War I" until "The Period Between 1923 and 1932")
- Selections from *Major Problems in American Business History*, ed. Regina Lee Blaszczyk and Philip B. Scranton, 296-333 ([e-reserve](#)).

Thurs., Mar 6: **Response paragraph**

- Hyman, *Debtor Nation*, 1-44

Week 9: Spring Break

Mar 11-Mar 13: **No class**

Week 10: The Great Depression and the New Deal

Tues., Mar 18: **Student-led discussion 8**

- 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 ([e-reserve](#))
- Taft and Ross, "American Labor Violence," online at <http://www.ditext.com/taft/violence1.html> (Read from "The New Deal" until "The Post-Taft-Hartley Act Period")
- 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 ([e-reserve](#))
- Jason Scott Smith, *Building New Deal Liberalism: The Political Economy of Public Works, 1933-1956*, 1-20 ([e-reserve](#))
- Cowie, *Capital Moves*, 1-40

Thurs., Mar 20: **Response paragraph**

- Hyman, *Debtor Nation*, 45-97

Week 11: World War II and the Postwar Boom

Tues., Mar 25: **Student-led discussion 9**

- Randi Storch, *Working Hard for the American Dream: Workers and Their Unions, World War I to the Present*, 70-103 ([e-reserve](#))
- Dwight D. Eisenhower, "Military-Industrial Complex Speech" 1961 (available online at <http://coursesa.matrix.msu.edu/~hst306/documents/indust.html>)
- Hyman, *Debtor Nation*, 98-172



Thurs., Mar 27: **Response paragraph**

- Randi Storch, *Working Hard for the American Dream: Workers and Their Unions, World War I to the Present*, 103-127 ([e-reserve](#))
- Cowie, *Capital Moves*, 41-72

Week 12: The Rise of Suburbia

Tues., Apr 1: **Research Paper draft due**

Thurs., Apr 3: **Student-led discussion 10; no response paragraphs**

- Hyman, *Debtor Nation*, 173-219

Week 13: The Sunbelt and Beyond

Tues., Apr 8: **Student-led discussion 11**

- 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 ([e-reserve](#))
- Cowie, *Capital Moves*, 72-151

Thurs., Apr 10: **No class; work on revising final papers**

Week 14: Globalization and Deregulation

Tues., Apr 15: **Student-led discussion 12**

- Cowie, *Capital Moves*, 152-209
- Hyman, *Debtor Nation*, 220-287

Thurs., Apr 17: **Response paragraph**

- Krippner, *Capitalizing on Crisis*, 1-57

Week 15: Financialization and Crisis

Tues., Apr 22: **Student-led discussion 13**

- Krippner, *Capitalizing on Crisis*, 58-152

Thurs., Apr 24: **In-class film, *Inside Job* (2010); no response paragraphs**

Week 16: Research Paper Presentations

Tues., Apr 29: **Final Research Paper presentations**

Thurs., May 1: **Final Research Paper presentations**