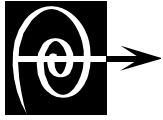


History of American Capitalism

HISTORY 600 – DEPARTMENT OF HISTORY, UW-MADISON – SPRING 2009



Goals

This seminar offers you, the History major, a "capstone" experience in conducting your own research. Over the course of the semester, your goal will be to produce a research paper (ca. 20 pages) that is *based on primary sources* and makes *an original contribution* to historical knowledge. Because of its intensive nature, you should plan to make this seminar the focal point of your semester and expect to devote lots of time to it. If the research topic that you develop is intellectually compelling and challenging, it will be a rewarding experience.

Your research question

Any and all aspects of the history of American capitalism are fair game for your research project. You may focus your research on any period in American history and on any aspect—social, political, economic— of the history of capitalism, *narrowing* and *refining* your topic in consultation with me and with peer feedback in seminar. Background specifically in the history of American capitalism is not required; however, if you have not taken History 247, I would recommend that you do some relevant background reading (details below). Most of your time in the seminar will be devoted to bibliographic searching, reading, and writing related to your research project.

Rhythm of the semester

During the first few weeks of the semester, we will develop a common foundation of knowledge of several kinds—about the history of capitalism, about the “nuts and bolts” of the research process, and about the wealth of research materials available on campus and on the web.

Then, as you begin to firm up your paper topics, the seminar will switch modes and function like a workshop, as each student presents aspects of her/his research and develops critical-thinking skills by critiquing the other students' work. Requirements over the course of the semester will include brief research

assignments and a series of assignments related to your research project: brief research proposal, bibliography, detailed outline, draft, and final paper.

Readings

The common, assigned readings are of two kinds: 1) on the history of American capitalism from the Revolution through the twentieth century; and 2) on the research process. Most of these are front-loaded into the first few weeks of seminar.

In doing the assigned readings, please read them in the order given—they move chronologically and some build on the preceding readings. Also, try to read on three levels at once: pay attention 1) to the article's historical content (information, argument); 2) to its sources (what kinds sources are used, and what kinds might have been used?), and 3) to its structure as a possible model for your own paper (is it clearly structured, can you easily figure out what the author's research question is, what s/he will argue, what each section will cover, and how each supports the argument?). Note that all of the works from which the assigned readings have been selected will be available on reserve at College Library, in case you want to read more about any of the topics that they cover.

You will also do *lots* of other reading during the semester, focused on materials relevant to your own research question. It will be part of your learning process to figure what sources to read and where to find them (always with my and your peers' advice and tips, of course).

With one exception, the assigned readings are all available online. The exception is Turabian's *A Manual for Writers*, which is available for purchase at local bookstores and is on reserve at College Library.

As you develop a research question and carry out your research, you will probably find it useful to read up on aspects of American business history that are unfamiliar to you. If so, the following books—all on reserve at College Library— will be helpful:

- Blackford, Mansel, and J. Austin Kerr. *Business Enterprise in American History*. 3rd ed. Boston: Houghton Mifflin, 1996.
- Blasczyk, Regina, and Philip Scranton, eds. *Major Problems in American Business History*. Boston: Houghton Mifflin, 2006.
- Chandler, Alfred D., Jr. *The Visible Hand: The Managerial Revolution in American Business* (Cambridge, Mass.: Harvard University

Press/Belknap Press, 1977). Note that this is also available as an electronic resource through MadCat.

- Lipartito, Kenneth, and David B. Sicilia, eds. *Constructing Corporate America: History, Politics, Culture*. Oxford: Oxford University Press, 2004.
- McCraw, Thomas K. *American Business, 1920-2000: How It Worked*. Wheeling, Ill.: Harlan Davidson, 2000.
- Porter, Glenn. *The Rise of Big Business, 1860-1920*. 3rd ed. Wheeling, Ill.: Harlan Davidson, 2006.

The following books, in my view, are “must” reading for every college student. If you haven’t already read them, I urge you to do so. They are on reserve at College Library and are also available as recommended reading in local bookstores:

- Strunk, William, Jr., and E. G. White. *The Elements of Style*. 4th ed. New York: Longman, 2000. (The 1918 edition is also available online at <http://www.bartleby.com/141/>.)
- Browne, M. Neil, and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. 7th ed. Englewood Cliffs, N.J.: Prentice Hall, 2004.

Finding Sources for your project

In principle, the availability of sources in the library and, increasingly, on the internet is virtually unlimited, but finding the right sources—ones that will help you answer *your* research *question*—requires a lot of work and creative thinking. In the first two weeks, I will hand out guides to finding primary and secondary sources that will help you to get started. Also, you will need to dig around (a lot!) on your own.

Bibliography and note-taking software

To organize your bibliography (and possibly your notes), consider software aids such as RefWorks (free through the UW library website) or Zotero (www.zotero.org), an open-source (free) software that works inside of the Firefox web browser. RefWorks is a bibliography program that has the virtue of storing your bibliography online so that it is accessible anywhere that you have internet access. With Zotero, you will need to backup your “library,” but the program is especially web-friendly and also enables one to make Notes records that are linked to the bibliography records. Also, you can use Zotero to *generate* the footnotes as well as the bibliography for your paper.

Keeping notes / voluntary blogging

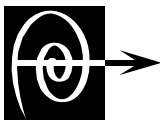
From the outset, you should develop the habit of keeping careful notes on the bibliographic searches that you have done, on questions you need to answer, on ideas about how to organize your paper, on sources you need to find, and on what you've found in your sources. You can do this on paper, but, if you are so inclined, consider making use of a blog—which you can keep entirely private or share with me, friends, or family members, as you choose. If you create a blog for your research project and would like me to read it (as often as time permits), email me your blog link.

Grades

Your seminar grade will be comprised of the following elements:

Participation (attendance, preparation, discussion, research and reading assignments)	30%
Research proposal	10%
Bibliography of primary and secondary sources	10%
Detailed outline of your paper	10%
Final paper	40%

Although I have listed these as separate elements, be aware that they are highly interdependent. The better your participation (for which attendance, obviously, is a minimum requirement), the easier it will be to produce an excellent bibliography, research proposal, etc. The better your bibliography, the easier it will be to write your research proposal. And so on. Needless to say, success in the earlier stages of the process will enhance the quality of your final paper.



Warning – Do your own work!

It is your responsibility to know what constitutes “plagiarism”—using the work of others without full and proper attribution (aka “theft” in a capitalist society). For a refresher, including on inadvertent plagiarism, read *A Manual for Writers*, pp. 77-80, and consult <http://www.plagiarism.org>. The penalty for plagiarism in this course is a grade of “F” for the semester.

Semester schedule

Note that the details are subject to change, as circumstance warrant—though always after collective discussion.

JANUARY 20

No class meeting (because of the presidential inauguration at 11 a.m. CST).

JANUARY 27

Discussion of assigned readings; whirlwind library tours

Readings:

- *A Manual for Writers*
 - Familiarize yourself with the complete contents;
 - Read the front matter and chs. 1-3, 14.
- James Fulcher, *Capitalism: A Very Short Introduction*, 1-18 (ch. 1, What is Capitalism?).
- Thomas K. McCraw, "American Capitalism," in *Creating Modern Capitalism: How Entrepreneurs, Companies, and Countries Triumphed in Three Industrial Revolutions*, ed. idem (Cambridge, Mass.: Harvard University Press, 1997), 303-348.
- Pamela Walker Laird, *Pull: Networking and Success since Benjamin Franklin* (Cambridge, Mass.: Harvard University Press, 2006), 11-50 (ch. 1, Social Capital and the Mechanisms of Success).
- Edward J. Balleisen, *Navigating Failure: Bankruptcy and Commercial Society in Antebellum America* (Chapel Hill: University of North Carolina, 2001), 25-48 (Ch. 1, Perils of the Credit System).

FEBRUARY 3

Brief presentations of research topics; discussion of assigned reading

Due in seminar: research assignment #1

Readings:

- *A Manual for Writers*, chs. 4-6, 15-16.
- Colleen A. Dunlavy, *Politics and Industrialization: Early Railroads in the United States and Prussia* (Princeton: Princeton University Press, 1994), 202-234 (ch. 5, National Styles of Railroad Technology).
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass.: Harvard University Press, 1999), 45-77 (ch. 2, Between the Prices).
- Colleen A. Dunlavy, "From Citizens to Plutocrats: Nineteenth-Century Shareholder Voting Rights and Theories of the Corporation," in

Constructing Corporate America: History, Politics, Culture, eds. Kenneth Lipartito and David B. Sicilia (Oxford: Oxford University Press, 2004), 66-93.

- David Brian Robertson, *Capital, Labor, and State: The Battle for American Labor Markets from the Civil War to the New Deal* (Lanham, Md.: Rowman and Littlefield, 2000), 153-181 (ch. 6, Limitations of Labor Market Regulation).

FEBRUARY 10

Discussion of assigned readings

Due in our Learn@UW Dropbox by noon, Monday, February 9: In one sentence per reading, summarize each author's main point.

- Susan Strasser, *Satisfaction Guaranteed: The Making of the American Mass Market* (Random House, 1989; repr. Washington, D.C.: Smithsonian Books, 1989), 203-251 (ch. 7, The New Retailing).
- Walter Friedman, *Birth of a Salesman: The Transformation of Selling in America* (Cambridge, Mass.: Harvard University Press, 2004), 225-254 (ch. 9, Selling Salesmanship: Public Relations and the Great Depression).
- Rowena Olegario, "IBM and the Two Thomas J. Watson," in *Creating Modern Capitalism: How Entrepreneurs, Companies, and Countries Triumphed in Three Industrial Revolutions*, ed. Thomas K. McCraw (Cambridge, Mass.: Harvard University Press, 1997), 351-395.
- David B. Sicilia, "The Corporation Under Siege: Social Movements, Regulation, Public Relations, and Tort Law since the Second World War," in *Constructing Corporate America: History, Politics, Culture*, eds. Kenneth Lipartito and David B. Sicilia (Oxford: Oxford University Press, 2004), 188-220.

FEBRUARY 17

Brief oral presentations + collective brain-storming about refining research questions and finding appropriate sources

Due in seminar: research assignment #2

FEBRUARY 24

Discussion of the drafting process

Due in your Learn@UW Dropbox by noon, Feb. 23: brief research proposal, two paragraphs in length. The first paragraph should describe succinctly your prospective research question and its importance; make this as concrete as

possible. In a second paragraph, describe the *kinds* of sources you will use and what dimensions of your topic you expect them to illuminate.

Reading:

- *A Manual for Writers*, chs. 7-8.

MARCH 3

No seminar meeting; individual appointments to discuss research proposals

MARCH 10

Workshop

Due in seminar: a copy of your best primary source and a paragraph that you have drafted, based on it.

Reading:

- *A Manual for Writers*, chs. 9-10, 15-17

MARCH 17

Spring break

MARCH 24

Presentations

Due in your Learn@UW Dropbox by noon on March 23: a bibliography of your *best* primary and secondary sources. Note:

- The number of sources will vary, depending on your topic and sources, but, in general, aim for at least six of each.
- Organize them into at least two sections with the headings Primary Sources and Secondary Sources.
- Be sure to follow carefully the bibliographic models in *A Manual for Writers* (even spacing and punctuation matter--they create "static" that distracts your reader when they are wrong).

Reading:

- *A Manual for Writers*, chs. 11-12 and all other chapters that you have not yet read, excluding 18-19.

MARCH 31

No seminar; individual meetings: bring a draft of your outline (details below).

Prepare a detailed outline of your paper (approx. five pages).

- Whether you produce a formal outline (II.B.3, etc.) or an informal outline is your choice.

- Make it a “point-based” rather than a “topic-based” outline—that is, describe the points you expect to make, rather than merely the topics that you will cover.
- Organize it into three or four main sections (including Introduction and Conclusion).
- Within sections, aim for at least one line per envisioned paragraph.
- Provide as many indications as possible of the evidence that you will marshal to make your points.
- Scrutinize your outline for flow, and then revise it to ensure it flows in an orderly, logical manner from one topic to the next.

APRIL 7

Workshop

APRIL 14

Presentations and constructive (peer) critiques (8 students)

Reading:

- *A Manual for Writers*, chs. 13.

Students who present this week: upload your paper draft to your Dropbox by midnight, Thursday, April 9. This should be 15-20 pages in length and should be a *polished* draft (not a data dump!), complete with footnotes and bibliography.

Students who do not present this: you will be assigned a draft by one of your peers to read; come to seminar prepared to offer constructive criticisms and suggestions.

APRIL 21

Presentations and constructive (peer) critiques (8 students)

Students who present this week: upload your paper draft to your Dropbox by midnight, Thursday, April 16. This should be 15-20 pages in length and should be a *polished* draft (not a data dump!), complete with footnotes and bibliography.

Students who do not present this: you will be assigned a draft by one of your peers to read; come to seminar prepared to offer constructive criticisms and suggestions.

APRIL 28

No seminar meeting – come to my office and pick up your paper draft

MAY 5

Wrap-up, brain-storming sessions: bring your current challenges for collective discussion

MAY 12

Final papers due – place a paper copy in my mailbox (#5005) by 12 p.m.

Essential details

Seminar meetings: Tuesdays, 11am-1pm, 5245 Humanities

Prof. Dunlavy's office: 5109 Humanities (mailbox #5005)

Tel. 608.263.1854; email: cdunlavy@wisc.edu, or prof.dunlavy@gmail.com
(either will work)

Office hours: Tuesdays and Thursdays, 5:30-6:30 p.m., or by appointment
(email me)