A major concern of this course is to analyze the political economy of the United States during the twentieth century. To approach the American political economy, I will take a very large theoretical approach, focusing on what I call the society's social system of production. A social system of production is a configuration of the following: a society's idiosyncratic customs and traditions as well as norms, moral principles, rules and recipes for action which shape the following institutional arrangements: a society's industrial relations system; its system of training for labor and management; a society's labor markets; the structure and behavior of firms, including the structural relationships among firms, their suppliers, and distributors; the structure and behavior of capital markets; the structure and behavior of the state. In other words, this approach to the study of the American political economy requires us to be sensitive to (1) political, (2) business, (3) labor, (4) educational, (5) class, (6) gender, and (7) intellectual history. Rather than view each of these as a separate and highly specialized field of inquiry, this course aims to demonstrate how each of these areas is integrated with each other--while at the same time providing the student with knowledge of the distinctive literatures of these six separate fields. The course assumes that familiarity of intellectual history (e.g., concern with the society's norms, moral principles, rules) is necessary to understand the society's other institutions and how they relate to each other.

Much of the course will focus on the institutional arrangements which had become highly institutionalized by 1940. The last part of the course will focus on how these institutional arrangements placed constraints and limits on the capacity of the society to change in future directions.

This approach to the study of American political economy is very much at the frontier of research in this country. For example, I have been asked to coordinate a large scale research project for the Social Science Research Council which takes this approach to American history during the twentieth century, as well as to the histories of eight other countries during the twentieth century.

READING

There are more titles on the reading list than any student can master. The purpose of the reading list is to acquaint you with the literature, and to suggest titles on subjects which you may wish to explore in greater depth either during the course or later.
January 24  

**Introduction**

*1 J. Rogers Hollingsworth, "The Social System of Production in America."
*1 J. Rogers Hollingsworth and Robert Hanneman, "Working Class Power and the Political Economy of Western Capitalist Societies."
*2 Seymour Martin Lipset, "Why No Socialism in the United States?"
*1 Eric Foner, "Why Is There No Socialism in the United States?"

January 31  

**The Changing Structure of American Business**

**Core Reading:**


*1 Rogers Hollingsworth, "The Logic of Coordinating American Manufacturing Sectors." Also Chapter Two in John L. Campbell, J. Rogers Hollingsworth, and Leon Lindberg, *Governance of the American Economy.* (Helen White Reserve)

*1 Alfred D. Chandler, "Rise and Evolution of Big Business."

**Consult:**


Alfred D. Chandler and Herman Daems, *Managerial Hierarchies,* Chapters 1-3, 6.


Philip Scranton, "Diversity in Diversity: Flexible Production and American Industrialization, 1880-1930."
February 21   Transformation of the Working Class, II

Core Reading:

* Harry Braverman, Labor and Monopoly Capital, Chapters 4-10.
* Stuart Brandes, American Welfare Capitalism. (Reserve Helen White Library and State Historical Society)
* David Brody, "The Rise and Decline of Welfare Capitalism."
* Mike Davis, Prisoners of the American Dream, pp. 3-101. (Reserve Helen White Library and State Historical Society)

Consult:

Alex Keyssar, Out of Work.

February 28    Education and the American Social System of Production

* Harvey Kantor and David B. Tyack, eds., Work, Youth, and Schooling: Historical Perspectives on Vocationalism in American Education. (Reserve State Historical Society)
*2 Hal Hansen, "Manufacturing Skills."

Consult:

Samuel Bowles and Herbert Gintis, Schooling in Capitalist America.
Ivar Berg, Education and Jobs: The Great Training Robbery.
William Reese, Power and the Promise of School Reform: Grass-roots Movements during the Progressive Era.

March 7       Technological Change and the Problem of Corporate Control

Core Reading:

*# David F. Noble, America by Design.


Gabriel Kolko, *Railroads and Regulations, 1877-1916*.


March 21 Political Economy of the 1920s

Core Reading:

*2* Ellis W. Hawley, ed., *Herbert Hoover as Secretary of Commerce*. (Reserve Helen White Library)

*2* Ellis W. Hawley, ed., *Herbert Hoover and the Crisis of American Capitalism*. (Reserve Helen White Library)


*2* Ellis W. Hawley, "Secretary Hoover and the Bituminous Coal Problem, 1921-1928." (Packet)

*2* Robert Himmelberg, "Herbert Hoover and the Crisis of American Capitalism." (Packet)

*2* Ellis W. Hawley, "Herbert Hoover and American Capitalism." (Packet)
Consult:

Richard Kirkendall, *Social Scientists and Farm Politics in the Age of Roosevelt*.

April 18  
**The Institutional Arrangements of the New Deal**

Core Reading:

*1  Jesse Gilbert and Carolyn Howe, "Beyond 'State vs. Society'." (Packet)
*1,2  Review Mike Davis, *Prisoners of the American Dream*, 3-101 and read Chapter 3, 102-153. (Reserve Helen White Library and State Historical Society)

April 25  
**Social Policy in Twentieth Century U.S., I**

Core Reading: