

University of Wisconsin-Madison  
Department of History  
Semester I, 1994-95

History 465: The American Economy to the Civil War Era  
Course Outline

Required Readings:

W. Elliot Brownlee, *Dynamics of Ascent*  
Thomas Doerflinger, *A Vigorous Spirit of Enterprise*  
Robert Fogel, *Without Consent or Contract*  
and articles on reserve at the College Library

Lecture Topics and Reading Assignments:

Sept. 2: Introduction to American Economic History

Sept. 7: Capitalism and Commerce  
9: The Virginia Colony\*

Read: \*Brownlee, *Dynamics of Ascent*, pp. 3-58; and John McCusker and Russell Menard, *The Economy of British North America*, pp. 5-70.

Sept. 12: The Tobacco Colonies in the Seventeenth Century  
14: Massachusetts Bay in the Seventeenth Century  
16: Agriculture in the Eighteenth Century\*

Read: \*Winifred Rothenberg, *From Market-places to a Market Economy*, pp. 25-55.

Sept. 19: The Extractive Industries and Manufacturing  
21: Colonial Currency: Early Experiments with Paper Money  
23: Commerce\*

Read: \*Thomas Doerflinger, *A Vigorous Spirit of Enterprise*, pp. 1-164; and Brownlee, *Dynamics of Ascent*, pp. 59-88.

Sept. 26: Work in America  
28: Colonial Income and Wealth  
30: British Mercantilism and The Road to Revolution\*

Read: \*Doerflinger, *A Vigorous Spirit of Enterprise*, pp. 167-96; Jeremy Atack and Peter Passell, *A New View of American Economic History* (2nd ed.), pp. 54-69; Donald McCloskey, *Second Thoughts*, pp. 26-33; and Brownlee, *Dynamics of Ascent*, pp. 89-119.

Oct. 3: The Revolutionary War\*  
5: The 1780s: The Costs and Benefits of Independence  
7: The Constitution and the Federalist Era

Read: \*Doerflinger, *A Vigorous Spirit of Enterprise*, pp. 197-364.

Oct. 10: The Courts and American Development  
12: The Golden Age of Commerce  
14: First Hour Exam

- Oct. 17: Modern Economic Growth\*  
 19: The Transformation of the Countryside  
 21: The Transportation Revolution: I  
 Read: \*Diane Lindstrom, "Macroeconomic Growth: The United States in the Nineteenth Century," *Journal of Interdisciplinary History* (Spring, 1983), pp. 679-705; and Brownlee, *Dynamics of Ascent*, pp. 123-204.
- Oct. 24: The Transportation Revolution: II  
 26: American Industrialization in an International Context\*  
 28: Patterns of Manufacturing Growth  
 Read: \*Atack and Passell, *A New Economic View of American History*, pp. 112-41.
- Oct. 31: The Textile Industry  
 Nov. 2: Early American Banking\*  
 4: Andrew Jackson and the Bank War  
 Read: \*Naomi Lamoreaux, "Banks, Kinship, and Economic Development," *Journal of Economic History* (June, 1986), pp. 647-67; selections from Wisconsin Constitutional Debates; and Brownlee, *Dynamics of Ascent*, pp. 204-40.
- Nov. 7: Government in the Antebellum Era  
 9: Slavery and the Southern Economy\*  
 11: Slavery and the Family  
 Read: \*Robert Fogel, *Without Consent or Contract*, pp. 17-198.
- Nov. 14: Northern Agriculture: I  
 16: Northern Agriculture: II  
 18: Second Hour Exam
- Nov. 21: The Coming of the Railroad  
 23: The Second Industrial Surge
- Nov. 28: The American System of Manufactures  
 30: The Changing World of Work
- Dec. 2: Did Living Standards Decline?\*
- Read: \*Robert Fogel, "Economic Growth, Population Theory, and Physiology: The Bearing of Long-term Processes on the Making of Economic Policy," Prize Lecture in Economic Sciences in Memory of Alfred Nobel, December 9, 1993; and Fogel, *Without Consent or Contract*, pp. 354-62.
- Dec. 5: Immigration and the Urban Boom  
 7: Fertility Transition  
 9: The Coming of the Civil War\*  
 Read: \*Fogel, *Without Consent or Contract*, pp. 281-417; and Brownlee, *Dynamics of Ascent*, pp. 241-65.
- Dec. 12: The Civil War  
 14: Growth and Inequality

## Course Expectations

Your grade will be determined as follows:

Weekly summaries and analysis.....	30%
First examination.....	20%
Second examination.....	20%
Final examination.....	30%

On the days marked by an asterisk you will turn in a brief (ie., two to three page) essay. This essay should identify the author's argument, his/her evidence, and--in a concluding paragraph--an analysis of the reading. The essay must be turned in at the beginning of the class hour, late papers will not be accepted. In case you are wondering why you have to write these essays, I can offer two explanations. First, through practice you will become more confident in your ability to write effective prose and in your ability to identify and evaluate issues. Second, if you have written this paper before you come to discussion, I will know that you have read the assignment carefully. This should improve the quality of the discussion on the readings.

The examinations will consist of broad essay questions. For each of the in-class examinations, you will have sixty minutes to answer one essay question out of two. For the final, you will have two hours to answer two questions out of four. The questions will draw upon both the assigned readings and the lectures. I will provide copies of old essay exams for interested students.

My office is 4125 Humanities; office hours will be Monday, 1:15-2:15, and Friday, 8:30-9:30. If you cannot meet during these times, call me at 263-2366 or email me at LIND@MACC.WISC.EDU for an appointment. Do not hesitate to contact me either by phone or email, if you are unable to submit a weekly summary or take an examination due to illness or misadventure.