

**U.S. Economic History
HIUS 141/ECON 159
Summer 2018**

Instructor: Dr. Stephanie Fairchild
Office: HSS 1133
Email: sdyar@ucsd.edu

Office Hours: Tuesday and Thursday 9:45–10:45am, and by appointment

Class: Tuesday and Thursday 11am–1:50pm (SOLIS 110)

Course Description

What are the key turning points in the development of the United States economy? How have ideas of race, class gender, and citizenship shifted amidst economic changes in U.S. history? How does the history of U.S. capitalism inform current socioeconomic and political developments?

This course explores these questions through an examination of twentieth and early twenty-first century U.S. economic history. Race, class, gender, and citizenship will serve as key intersectional “lenses” through which we explore the individual and collective choices made by capitalists, managers, workers, financiers, and policymakers in search of economic growth and opportunity. Special attention will be placed on the contentious, shifting relationship between businesses, unions, and the government as we explore patterns in these choices over time.

Required Readings

- Various readings available through the UCSD Library Course Reserves
Go to: <https://reserves.ucsd.edu/>
- Jefferson Cowie, *Capital Moves: RCA's Seventy-Year Quest for Cheap Labor* (New York: The New Press, 2001).

Course Assignments

Think Pieces (4 in total at 7% each)	28%
Paper or Presentation	22%
Final Exam	35%
Participation	15%
Extra Credit (Optional)	3%

Think Pieces

In addition to doing the readings assigned for each week, students are required to submit a “think piece” on Thursday of Weeks 1-4. Each think piece must be at least 2 full pages in length, double-spaced. The think pieces need to be submitted electronically to Turnitin via TritonEd before class and in hard copy during class on the day that they are due. Think pieces are intended to give students an opportunity to discover relationships and make connections between the readings and lectures and to generally demonstrate engagement with the course’s subject material.

Some suggested questions to help guide, but not limit, students in the writing of their think pieces are: What surprised you (or didn't surprise you) about this week's readings and why? How have the readings altered, undermined, or strengthened ideas posed in past readings and lectures, either in this or in other classes that you have taken? How do you see the readings as applicable (or not) to present day issues?

Think pieces should not be summaries of the readings.

Late Assignment Policy

All assignments must be completed on time. Late assignments will be docked one letter grade step (i.e. from a B+ to a B) each day that they are late for up to three days. After three days (72 hours) past the due date, the assignment will receive a zero.

Attendance Policy

Students are required to attend class and participate in class activities. Students are permitted one absence. All subsequent absences will affect the student's participation grade for the course.

Academic Integrity

Students are expected to do their own work as outlined in the UCSD Policy on Academic Integrity. Plagiarism is strictly prohibited. Note: it is against the policy to "recycle" all or part of an assignment written for one course and turn it in for credit in another course. For more on academic integrity, see: <https://students.ucsd.edu/academics/academic-integrity/index.html>.

Course Schedule (Subject to Change)

Week 1

Tuesday, July 3 – Introduction and the Progressive Era

Reading:

- Evelyn Nakano Glenn, "Labor: Freedom and Coercion" in *Unequal Freedom: How Race and Gender Shaped Citizenship and Labor* (Cambridge: Harvard University Press, 2002), pp. 56-92.

Thursday, July 5 – WWI, the Red Scare, and Welfare Capitalism

Reading:

- Sanford M. Jacoby, "The Coming of Welfare Capitalism" in *Modern Manors: Welfare Capitalism Since the New Deal* (Princeton: Princeton University Press, 1997): pp. 11-26.
- Tera W. Hunter, "Looking for a Free State to Live In" in *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (Cambridge: Harvard University Press, 1997): pp. 219-238.

***Think Piece #1 Due Today**

Week 2

Tuesday, July 10 – Questioning Capitalism: The New Era and Great Depression

Readings:

- Roland Marchand, “A ‘Corporate Consciousness’: General Motors, General Electric, and the Bruce Barton Formula,” in *Creating the Corporate Soul: The Rise of Public Relations and Corporate Imagery in American Big Business* (Berkeley: University of California Press, 1998): pp. 130-163.
- 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* eds. Steve Fraser and Gary Gerstle (Princeton: Princeton University Press, 1989): pp. 32-54.

*The final paper/presentation prompt will be distributed in class today

Thursday, July 12 – The New Deal: Recovery, Relief, and Reform

Readings:

- Alan Brinkley, “The New Deal Experiments,” in *The Achievement of American Liberalism: The New Deal and Its Legacies*, ed. William H. Chafe (New York: Columbia University Press, 2003): 1-20.
- Jefferson Cowie, *Capital Moves*: pp. 1-40 (Introduction and Chapter 1)

***Think Piece #2 Due Today**

Week 3

Tuesday July 17 – WWII

Readings:

- Meg Jacobs, “‘How About Some Meat?’: The Office of Price Administration, Consumption Politics, and State Building from the Bottom Up, 1941-1946.” *The Journal of American History* 84, no. 3 (December 1997): pp. 910-941.
- Jefferson Cowie, *Capital Moves*: pp. 41-72 (Chapter 2)

*The optional extra credit assignment prompt will be distributed in class today

Thursday, July 19 – Postwar Economic Hopes and Transformations

Readings:

- Nelson Lichtenstein, “A Labor-Management Accord?” in *State of the Union: A Century of American Labor* (Princeton: Princeton University Press, 2002): pp. 98-140.
- Jefferson Cowie, *Capital Moves*: pp. 73-99 (Chapter 3)

***Think Piece #3 Due Today**

Week 4

Tuesday, July 24 – The Changing Role of the Government: The Liberal Era

Readings:

- Robert M. Collins, “The Ascendancy of Growth Liberalism,” in *More: The Politics of Economic Growth in Postwar America* (Oxford: Oxford University Press, 2000): pp. 40-67
- Jefferson Cowie, *Capital Moves*: pp. 100-126 (Chapter 4)

Thursday, July 26 – The Changing Role of the Government: The Conservative Era

Readings:

- Lisa McGirr, “The Setting,” in *Suburban Warriors: The Origins of the New American Right* (Princeton: Princeton University Press, 2001): pp. 20-53.
- Jefferson Cowie, *Capital Moves*: pp. 127-151 (Chapter 5)

***Think Piece #4 Due Today**

Week 5

Tuesday, July 31 – Globalization and the Late 20th Century Transformation of Capitalism

Readings:

- Jefferson Cowie, *Capital Moves*: pp. 152-209 (Chapter 6, 7 and Conclusion)

Thursday, August 2 – Technological Developments and Socioeconomic Inequality

Readings:

- Ruth Milkman, “Back to the Future?: US Labour in the New Gilded Age,” *British Journal of Industrial Relations* 51, no. 4 (December 2013): 645-665.
- Leticia M. Saucedo, “The Legacy of the Immigrant Workplace: Lessons for the 21st Century Economy,” *Thomas Jefferson Law Review* 40, no. 1 (2017): 1-21.

***Final Paper or Presentation Due Today**

Final Exam: Saturday, August 4 from 11:30am to 2:30pm.

***Extra Credit assignments must be completed and submitted before the final exam**