

U. S. Economic History

HIUS 141/ECON 159

Spring 2010

Instructor: Dr. Mark Hendrickson
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Office Hours: 12:00-1:00 on Tuesday and Thursday, and by appointment

Lecture: TTH 2:00-3:20

Course Description

The history of the United States version of capitalism is in part the story of natural resources, stock of capital, and labor, but it is also a narrative of the choices made by capitalists, managers, workers, financiers, policymakers, and citizens. Sometimes laboring together and at other times at cross-purposes, they worked to promote economic growth and opportunity while at the same time wrestling with what constitutes a “fair” set of economic, political, and social arrangements. This course will consider the development of the United States economy from WWI to the present.

Teaching Assistant Office Hours

Alex Sawyer
Monday, 5:00-7:00
Sequoia 208

Required Readings

Jefferson Cowie, *Capital Moves: RCA's Seventy-Year Quest for Cheap Labor*
Reader available at University Readers

Requirements

There will be two lectures per week. Students are required to write one paper due on May 20th at the beginning of class (8-11 pages). Late papers will be docked one step (i.e. from a B to a B-) for each day the paper is late. The paper will be worth 35% of your course grade. The midterm (5/4) will be worth 30% of your course grade; the final will be worth 35% of your course grade.

Course Schedule

Lecture #1: Course Introduction (3/30)

Lecture #2: WWI (4/1)

William M. Tuttle, Jr., "The Red Summer and the Red Scare," *Race Riot: Chicago in the Red Summer of 1919*, University of Illinois Press, 1996, pp. 3-31.

Lecture #3 Hoovering in the 1920s (4/6)

Document: "Herbert Hoover on American Individualism, 1922," (pages 27-28)

Ellis Hawley, "Herbert Hoover, the Commerce Secretariat and the Vision of the 'Associative State,' 1921-1928," *Journal of American History*, 61, 1974, pp. 116-140.

Lecture #4 New Era, New Capitalism (Part I) (4/8)

Documents: "An Enthusiast Applauds Advertising" and "Two Magazine Advertisements, 1929-1930" (pp 91-94)

Martha Olney, "A Changed Economy," *Buy Now, Pay Later: Advertising, Credit, and Consumer Durables in the 1920s*, The University of North Carolina Press, 1991, pp. 182-189.

Gary M. Walton and Hugh Rockoff, "Chapter 22: The Roaring Twenties," *History of the American Economy, Eleventh Edition*, Cengage Learning, 2010, pp. 394-417.

Lecture # 5 New Era, New Capitalism (Part II) (4/13)

Document: "The Automobile Comes to Middletown" (95-96)

Daniel Horowitz, "Consumers, Budget Experts, and Social Critics in Prosperity and Depression," *The Morality of Spending: Attitudes Toward the Consumer Society in America, 1875-1940*, Elephant Paperbacks, 1992, pp. 134-165.

Lizabeth Cohen, "Encountering Mass Culture," *Making a New Deal: Industrial Workers in Chicago, 1919-1939, Second Edition*, Cambridge University Press, 2008, pp. 99-158.

Lecture #6 The Great Depression: Causes and Initial Response (4/15)

Documents: "Herbert Hoover Reassures the Nation" 1931 and "Henry Ford on Unemployment and Self-Help, 1932" (183-188)

Gary M. Walton and Hugh Rockoff, "Chapter 23: The Great Depression," *History of the American Economy, Eleventh Edition*, Cengage Learning, 2010, pp. 418-439.

Michael A. Bernstein, "Why the Great Depression was Great: Toward a New Understanding of the Interwar Economic Crisis in the United States," *The Rise and Fall of the New Deal Order, 1930-1980*, Steve Fraser and Gary Gerstle, eds., Princeton University Press, 1989, pp. 32-54.

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Lecture #7 The New Deal: Relief (4/20)

Document: "An Ordinary American Appeals to Her Government" 280-281

Gary M. Walton and Hugh Rockoff, "Chapter 24: The New Deal," *History of the American Economy, Eleventh Edition*, Cengage Learning, 2010, pp. 440-461.

Michael A. Bernstein, "New Deal Economic Policy and the Problem of Recovery," *The Great Depression: Delayed Recovery and Economic Change in America, 1929-1939*, Cambridge University Press, 2008, pp. 184-206.

Lecture #8 The New Deal: Relief and Recovery (4/22)

Lecture #9 The New Deal: Reform (4/27)

Lizabeth Cohen, "Workers Make a New Deal," *Making a New Deal: Industrial Workers in Chicago, 1919-1939, Second Edition*, Cambridge University Press, 2008, pp. 251-289.

Jefferson Cowie, *Capital Moves*, Chapter One [Note: You are responsible for the first chapter for the midterm, the remaining chapters will be addressed in the second half of the quarter.]

Lecture #10 Wrap up of New Deal (4/29)

Mid Term: Tuesday, May 4th (5/4)

Lecture #11 World War II (5/6)

Gary M. Walton and Hugh Rockoff, "WWII" *History of the American Economy, Eleventh Edition*, Cengage Learning, 2010), 462-483

Lecture 12: WWII and demobilization (5/11)

Document: Postwar Hopes for Full Employment, 433-435

Lecture 13: The Changing Role of the Government in the Post-War Economy (5/13)

Readings for Lectures 13-16:

Gary M. Walton and Hugh Rockoff, *History of the American Economy, Eleventh Edition*, Cengage Learning, 2010.

"Chapter 26: The Changing Role of the Federal Government," pp. 486-509.

"Chapter 27: Monetary Policy, Fiscal Policy, and the Business Cycle after World War II," pp. 510-532.

"Chapter 28: Manufacturing, Productivity, and Labor," pp. 533-558.

Nelson Lichtenstien, "A Labor-Management Accord?" *State of the Union: A Century of American Labor*, Princeton University Press, 2002, pp. 98-140.

Ira Katznelson, "Was the Great Society a Lost Opportunity?" *The Rise and Fall of the*

New Deal Order, 1930-1980, Steve Fraser and Gary Gerstle, eds., Princeton University Press, 1989, pp. 185-211.

David M. Gordon, "Chickens Home to Roost: From Prosperity to Stagnation in the Postwar U. S. Economy" in Bernstein and Adler, *Understanding American Economic Decline*, Michael A. Bernstein and David E. Adler, eds., Cambridge University Press, 1994, pp. 34-76.

Lecture 14: The Changing Role of the Government in the Post-War Economy (5/18)

Lecture 15: The Changing Role of the Government in the Post-War Economy (5/20)

Paper Due on May 20th

Lecture 16: From the "Reagan Revolution" to the Roaring 1990s (5/25)

Lecture 17: Contemporary Political Economy: The Current Crisis and the Giant Pool of Money (5/27)

Jagdish Bhagwati, "The Capital Myth: The Difference between Trade Widgets and Dollars," *Foreign Affairs*, 77(3), pp. 7-12.

Lecture 18: Contemporary Political Economy: A Response to the Current Crisis? (6/1)

NO CLASS (6/3)

Final Exam June 8, 3:00-6:00

Academic Integrity

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

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To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

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