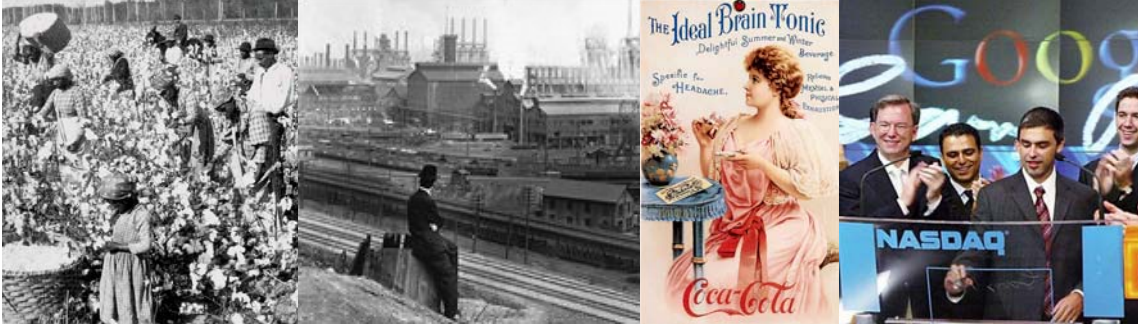


University of California, Berkeley  
Department of History

## American Business History from Cotton to Foreclosure



### Syllabus Spring 2018

**Course:** History 100AC  
**Lecture times:** MWF 12-1 pm  
**Class location:** 145 Dwinelle  
**Office:** 3219 Dwinelle

**Instructor:** Daniel Robert  
**Email:** [daniel.m.robert@berkeley.edu](mailto:daniel.m.robert@berkeley.edu)  
Please use this email, not bCourses email.  
**Office Hours:** M and W 1-2pm, or gladly by appointment, just send me an email with *your* availability.

**Readers:**

John Handel, [jmhandel@berkeley.edu](mailto:jmhandel@berkeley.edu)  
Paco Martin del Campo, [pacomdc@gmail.com](mailto:pacomdc@gmail.com)  
Brent Otto, [botto@berkeley.edu](mailto:botto@berkeley.edu)

**Course Description:**

When President Calvin Coolidge declared in 1925 that “the chief business of the American people is business,” he was not making a historical argument, though it would have been a defensible one. Nearly a century earlier, French visitor, Alexis de Tocqueville, made a similar observation. Indeed, America was colonized by joint-stock corporations! Understanding the history of American business can therefore unlock a great deal about America itself. How did capital exchange become capitalism and how did capitalism affect American lives? How have capitalist markets been constructed socially and legally? What is the relationship between capitalism, gender, race, and inequality? We will explore these questions on a chronological journey from seventeenth-century cotton trading to twenty-first century foreclosure.

This course has met the rigorous requirements for American Cultures (AC) certification. It fulfils the AC course requirement by integrating and comparing the experiences of at least three races throughout the entire course of the semester.

**Required Texts (any version, new or used, paper or electronic):**

Paul E. Johnson, *Sam Patch, The Famous Jumper* (New York: Hill and Wang, 2003).

Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995). This text is online via Oskicat.

Other texts to be downloaded from the internet or bCourses.

**Learning Goals**

By the end of this course, students should be able to:

1. Narrate an overview of American Business history from the beginnings of European colonization to the present.
2. Think historically by situating developments in business history within their social contexts.
3. Locate and analyze primary and secondary sources, extracting and critiquing arguments and evidence.
4. Produce clear, well-argued writing that contains an argument and evidence.
5. Verbally articulate your ideas and those of others in ways that promote rational discussion.
6. Apply historical thinking and history of science to your future careers and lives.

Learning Goals: By the end of the course, students should be able to:	Course Elements				
	Lecture content	Lecture discussions	Readings, media clips	Writing Assignments	Midquiz and Final Exam
1) Narrate an overview of American business history	✓	✓	✓	✓	✓
2) Think historically by contextualizing developments in American Business History.	✓	✓	✓	✓	✓
3) Locate and analyze primary and secondary sources, extracting and critiquing arguments and evidence.		✓	✓	✓	✓
4) Produce clear, well-argued writing that contains an argument and evidence.				✓	✓
5) Verbally articulate your ideas and those of others in ways that promote rational discussion.		✓			
6) Apply historical thinking your knowledge of American Business History to your future careers and lives.	✓	✓	✓	✓	✓

## Assessment

Your performance in the course will be evaluated through lecture participation, writing assignments, and a midquiz and final exam. Final course grades will be determined by the following percentages.

Assignment	Percent of Grade
Primary source analysis worksheet, I	10
Primary source analysis worksheet, II	15
Midquiz	20
Essay	25
Final exam	30
Total	100

Lecture Participation: Lecture participation includes doing the reading, contributing your informed ideas, and listening to others', during class.

Source Analysis Worksheets: Students will gain experience and skill in locating and analyzing a primary source document by using a supplied database of primary sources to locate a primary source and then by analyzing that source using a worksheet with questions. You will hone your analysis skills by doing this twice.

Exams: The midquiz and final exam will consist of three parts, tailored in length to permit you to finish them in the allotted time. The first part will be multiple choice or fill-in-the blank. The second will be short answer. This may include defining terms or identifying reading passages and explaining their significance. The third part will test your knowledge of larger course themes through a short essay. Material from lecture and readings will be on the midquiz and final exam. The final exam will be cumulative.

Essay: The essay will be 6-8 pages, double-spaced, 12-pt font, 1 inch margins, with *Chicago Manual of Style* footnoting. More information about the can be found in the "Files" section of your bCourses site. The assignments will be discussed more in lecture.

### Grading Policies:

Final grades will not be curved. Final letter grades will correspond to the percentage of total points earned as follows:

A 93.34 – 100.0

A- 90.00 – 93.33

B+ 86.34 – 89.99

B 83.34 – 86.33

B- 80.00 – 83.33

C+ 76.34 – 79.99

C 73.34 – 76.33

C- 70.00 – 73.33

Etc.

If you are taking the class Pass/No Pass you must earn 70% or greater to pass.

A late source analysis or paper assignment will receive a deduction of 1/3 a letter grade for each 24 hours it is turned in past the due date and time. For example, a paper that would have received a grade of B+ will be dropped to a B after 24 hours past the due date and time. Papers turned in more or less than 24 hours late will be prorated accordingly. This is to keep everyone on an even playing field. Students must complete all assignments, with the exception of missing a few bCourse reading responses, to pass the course.

### **bCourses:**

Many readings, assignments, and announcements will be distributed and turned in via bCourses. Please save your assignments with the following format: “Last name, first name – Title of Assignment.” For example: Smythe, Joan – Primary Source Analysis 1” To turn in assignments via bCourses, select “Assignments,” click on the appropriate assignment, click “Submit assignment,” click “Choose file,” browse to your completed and properly named assignment, click “Open,” then click “Submit Assignment.”

### **Academic Integrity:**

The student community at UC Berkeley has adopted the following Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others” (<https://asuc.org/honorcode/index.php>). The hope and expectation is that you will adhere to this code and that you will not engage in academic misconduct. The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” ([UC Berkeley Code of Student Conduct](#)). Plagiarism, a subset of academic misconduct, is defined at the following link: <http://writing.berkeley.edu/students/academic-honesty>. We will discuss plagiarism further in class along with strategies on how to avoid it. Please see the following link for how to properly cite your sources: <http://www.lib.berkeley.edu/how-to-find/cite-sources#Plagiarism>. Any form of academic dishonesty will result in significant negative consequences, possibly including failure in the course and referral to the Office of Student Conduct.

### **Expectations and policies:**

Students are expected to be ready for class when class begins. Attendance in lecture is an important part of this course. Participation includes doing the reading, contributing your ideas during discussions, and listening to others’ ideas. Material from lecture and readings will be on the mid-quiz and final exam. The final exam will cover material covered during the entire course. Audio and video recording of lectures are NOT allowed without written permission from the instructor, except in the case of DSP students with a DSP letter on file who may record the lectures for individual private use only. Students must take the final exam at the scheduled date and time. Please make travel plans accordingly. Incompletes will only be granted in extreme circumstances such as a documented family emergency or health crisis.

**Digital devices:**

Laptops and tablets can be used in lecture for note-taking purposes only. You are not permitted to distract those sitting around you by looking at images other than your note-taking software during class. Please turn cell phones off in class.

**Accommodations:**

If you are involved in extracurricular activities such as student athletics and have to miss class, if you need religious accommodations, if you are or soon will be a parent and need accommodations, or if you need ability-related accommodations please consult the appropriate university policies and inform me right away, preferably within the first week of class. You may see me privately after class or during office hours.

<http://www.dsp.berkeley.edu/>

<http://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines>

**In Distress?**

If you are experiencing psychological or emotional distress, the following resources can be very helpful: <https://uhs.berkeley.edu/counseling>

**Safety:** Useful campus safety information is available here: <https://warnme.berkeley.edu/>

**Tips for your success:**

- Come to class and take good notes. If you have not developed your note-taking methods yet, come talk to me.
- Keep up with the readings and take notes on them. Spare the pen and forget the book/article/primary source/lecture.
- Intellectually engage the material by seriously considering the lectures and readings and figuring out what you think about them.
- Intellectual engage in your paper topic.
- Form study groups. No one knows it all, but together you know lots.
- Edit one another's papers. Receiving peer feedback, and giving it, improves writing.
- Come to the reader or professor's office hours.

## Course Schedule and description:

Readings are to be read for the day they are listed. Syllabus subject to change.

### Week 1

W 1/17 –What is Capitalism?

F 1/19 – Where did Capitalism Come from?

John Cotton, “On the Just Price” (1639), excerpt posted to bCourses.

Benjamin Franklin Coaches an Ambitious Tradesman (1748), excerpt posted to bCourses.

000 – Americana Business History, Syllabus, Spring 2018

0 – Last name, first name – Source Analysis Worksheet #1, History 100AC, Spring 2018, both in the “Files” section of bCourses.

### Week 2

M 1/22 – Is Capitalism Natural?

Exchange List for Pelts (1703)

<https://www.loc.gov/resource/rbpe.03303300/>

Hudson’s Bay Factor Orders Merchandise for His Indian Customers, (1739), excerpt posted to bCourses.

Claudio Saunt, “Creating a Country of Laws and Property,” *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816* (Cambridge, UK: Cambridge University Press, 1999), 180-201. Online via Oskicat.

W 1/24 – Was Slavery Capitalism?

Solomon Northup, “Chapter XII,” in *Twelve Years a Slave* (New York: Miller, Orton & Mulligan, 1854), 164-175. Excerpt posted to bCourses.

“A slave never approaches the gin-house with his basket of cotton but with fear.”

Alexander Telfair, “A Georgia Planter Instructs His Overseer (1832). Excerpt posted to bCourses.

Voyages: The Trans-Atlantic Slave Trade Database (browse)

<http://slavevoyages.org/>

Voyage of the Slave Ship Sally (browse exhibit)

<http://cds.library.brown.edu/projects/sally/>

F 1/26 – Political Visions, Economic Realities

Alexander Hamilton, “Report of the Secretary of the Treasury on the Subject of Manufacturers,” (1791), excerpt posted to bCourses.

Thomas Jefferson, “Notes on the State of Virginia,” (1781), excerpt posted to bCourses.

Paul E. Johnson, “Preface” through “Paterson,” in *Sam Patch, The Famous Jumper* (New York: Hill and Wang, 2003), 3-78.  
“Pawtucket was something new in America: a town where women and children supported men or lived without them.”

### Week 3

M 1/29 – Market Revolution

Paul E. Johnson, “Niagara” and “Rochester,” in *Sam Patch, The Famous Jumper* (New York: Hill and Wang, 2003), 79-160.

W 1/31 – From Artisans to Employees

“Lowell Mill Girls Letters” (1844, 1847, 1836), seven-page expert posted to bCourses.

“You ask if the girls are contented here: I ask you, if you know of anyone who is perfectly contented.”

Paul E. Johnson, “Celebrity,” in *Sam Patch, The Famous Jumper* (New York: Hill and Wang, 2003), 161-184.

F 2/2 – The Business of the Civil War

W.E.B. Du Bois, *Black Reconstruction in America* (New York: Russell & Russell, 1935), read “The Black Worker,” “The White Worker,” “The General Strike,” and “Back Toward Slavery,” excerpt posted to bCourses.

“It was thus the black worker, as founding stone of a new economic system in the nineteenth century and for the modern world, who brought civil war to America.”

***Source Analysis Worksheet #1 due  
Sunday, 2/4 at 11:59 pm on bCourses***

## Week 4

M 2/5 – Farmers Unite!

“A Sharecropper Contract” (1882),

<https://chnm.gmu.edu/courses/122/recon/contract.htm>

*People’s Party Platform* (1892)

<http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm>

W 2/7 – The Nature of Capitalism

William Cronon, “Annihilating Space: Meat,” in *Nature’s Metropolis: Chicago and the Great West* (New York, W. W. Norton & Company, 1991), 207-262. Excerpt posted to bCourses.

F 2/9 – The Visible Hand

Alfred D. Chandler, Jr., “Part IV: The Integration of Mass Production with Mass Distribution” and “Chapter 9: The Coming of the Modern Industrial Corporations,” in *The Visible Hand: The Managerial Revolution in American Business* (Cambridge, MA: Belknap Press of Harvard University Press, 1977), 285-314. Online via Oskicat.

## Week 5

M 2/12 – Workers Unite!

“Unionized Workers in the Knights of Labor Demand a Fair Share of American Wealth,” (1878), posted to bCourses.

“The recent...aggression of aggregated wealth...unless checked, will invariably lead to the pauperization and hopeless degradation of the toiling masses.”

Judy Yung, “Introduction” and “1: Bound Feet: Chinese Women in the Nineteenth Century,” in *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995), 1-51. Online via Oskicat.

“Wives of merchants, who were at the top of the social hierarchy in Chinatown, usually had bound feet and led bound lives.”



W 2/14 – Law against Labor

*Lochner v. New York* Supreme Court decision (1905)

<https://supreme.justia.com/cases/federal/us/198/45/case.html>

“The general right to make a contract in relation to his business is part of the liberty protected by the fourteenth Amendment.”

Judy Yung, “2: Unbound Feet: Chinese Immigrant Women, 1902-1929” in *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995), 52-105. Online via Oskicat.

“She told me that that...she had asked him to buy her a slave, that I belonged to her...and I could buy back my freedom.”

F 2/16 – **Midquiz. Bring blue or green book(s) and pen.**

### **Week 6**

M 2/19 – NO SCHOOL

W 2/21 – The Ambulance Service of Capitalism

Henry George, “Introductory: The Problem,” “The True Remedy,” and “How Equal Rights to the Land May Be Asserted and Secured,” in *Progress and Poverty* (1879), 3-16; 328-332; 403-407. Online via Oskicat.

“In factories where labor-saving machinery has reached its most wonderful development, little children are at work.”

F 2/23 – The Great Merger Movement and Anti-trust

Woodrow Wilson, “Monopoly, or Opportunity,” in *The New Freedom: A Call for the Emancipation of the Generous Energies of a People* (New York: Doubleday, 1913). Excerpt posted to bCourses.

“The college men’s days of innocence have passed, and their days of sophistication have come.”

### **Week 7**

M 2/26 – Democratizing Desire

Browse images of the interior of John Wanamaker’s famous department store  
[http://digitallibrary.hsp.org/index.php/Detail/Collection/Show/collection\\_id/35](http://digitallibrary.hsp.org/index.php/Detail/Collection/Show/collection_id/35)

W 2/28 – Debtors’ Prison

Lendol G. Calder, *Financing the American Dream: A Cultural History of Consumer Credit* (Princeton, New Jersey, Princeton University Press, 1999), read Introduction, 3-33, online via Oskicat.

“Today, the culture of consumption is largely responsible for legitimizing capitalism in the eyes of the world.”

F 3/2 – Gender, Race, and Work

Evelyn Nakano Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor,” *Signs* 18, no. 1 (Aug., 1992): 1-43. Download from [JSTOR.org](http://JSTOR.org).

“Thus the sexual division of reproductive labor in the home interacts with and reinforces sexual division in the labor market.”

## **Week 8**

M 3/5 – Mass Producing Products

Frederick W. Taylor, *The Principles of Scientific Management* (1911) read excerpt regarding “Schmidt” and pig iron on pages 40-48, excerpt posted to bCourses.

W 3/7 – Welfare Capitalism

F 3/9 – Gender, Race, and Emotional Labor

Jack Santino, *Miles of Smiles, Years of Struggle: Stories of Black Pullman Porters* (Urbana, IL: University of Illinois Press, 1991), 71-86, excerpt posted to bCourses.

Studs Terkel, *Working: People Talk about What They Do All Day and How They Feel about What They Do* (New York: New Press, 1974), 32-38. Excerpt posted to bCourses.

“Inside you and in your head you get mad but you still have to be nice when the next call comes in. There’s no way to let it out.”

Arlie Russell Hochschild, “Exploring the Managed Heart,” chap. 1 in *The Managed Heart: Commercialization of Human Feeling* (Berkeley, University of California Press, 1983), 3-23. Online via Oskicat.

***Source Analysis Worksheet #2 due  
Sunday 3/11 at 11:59pm on bCourses***

## Week 9

M 3/12 – Car Culture in America

Charles F. Kettering, “Keep the Consumer Dissatisfied,” *Nation’s Business*, January, 1929, 30-31, 79. Note: Each page has a separate link:

<http://digital.hagley.org/islandora/object/islandora%3A2037210>

<http://digital.hagley.org/islandora/object/islandora%3A2037186>

<http://digital.hagley.org/islandora/object/islandora%3A2037083>

W 3/14 – Mass Producing Consumers

Stuart Ewen, *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (New York: McGraw-Hill, 1976), 1-30, excerpt posted to bCourses.

“The corollary to a freely growing system of goods production, was a ‘systematic, nationwide plan’...of consumer production.”

F 3/16 – Sales and Public Relations

## Week 10

M 3/19 – Race, Ethnicity, and Business

Manning Marable, “Introduction” in *How Capitalism Underdeveloped Black America: Problems in Race, Political Economy, and Society*, revised edition (Boston: South End Press, 1999), 1-20. Excerpt posted to bCourses.

“Capitalist development has occurred not in spite of the exclusion of Blacks, but because of the brutal exploitation of Blacks as workers and consumers.”

W 3/21 – Democratizing Stock Ownership

H, Blair-Smith, “The 1928 Stock Offer of A.T. & T. Co.,” *Bell Telephone Quarterly*, October, 1928, 253-265. “It constituted the largest piece of financing ever undertaken by the Bell Systems.”

F 3/23 – Crash!

Studs Terkel, *Hard Times: An Oral History of the Great Depression*. Read the chapter, “A Personal Memoir,” 3-10.” In the chapter, “The March,” read “Jim Sheridan,” 13-17. In the chapter “Hard Travelin,” read “Peggy Terry’s Story,” 51-56. In the chapter “Big Money,” read “Arthur A. Robertson,” 72-77. Read the chapter, “Campus Life,” 393-397. Online via Oskicat.

“No matter that others suffered the same fate, the inner voice whispered, ‘I’m a failure.’”

## Week 11

M-F 3/26-3/30 – SPRING BREAK

## Week 12

M 4/2 – Hoover’s Depression

Franklin Roosevelt, “First Fireside Chat: Banking” (1933)

<https://www.youtube.com/watch?v=z9CBpbuV3ok>

W 4/4 – Who Made the New Deal?

Huey Long, “Share the Wealth” (1934)

<https://www.youtube.com/watch?v=hphgHi6FD8k>

Father Coughlin “Drive the money-changers from the temple!” (1936)

<https://www.youtube.com/watch?v=oPBooPu28QY>

F 4/6 – Free Enterprise Reboots

Roland Marchand, “The Designers Go to the Fair II: Norman Bel Geddes, The General Motors ‘Futurama,’ and the Visit to the Factory Transformed,” *Design Issues* 8, no. 2 (Spring 1992): 22-40. Download from [JSTOR.org](https://www.jstor.org).

“...only to find *themselves* being carried along on an assembly-line...”

## Week 13

M 4/9 – Going Multi-national

Singer Sewing Machine trade cards. Viewed in class. No need to view ahead of time.

W 4/11 – Stagflation and Deindustrialization

F 4/13 – *Tupperware!* documentary (2004), directed by Laurie Kahn

***Essay due Sunday 4/15 at 11:59pm on  
bCourses***

## Week 14

M 4/16 – From Keynes to Friedman

Milton Friedman and George J. Stigler, *Roofs or Ceilings? The Current Housing Problem* (Irvington-on-Hudson, New York: The Foundation for Economic Education, Inc., 1946). Excerpt posted to bCourses.

“High rents act as a strong stimulus to new construction....Rent ceilings, therefore, cause...retardation of construction...”

W 4/18 – It’s a Wal-mart World for Us

Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail* (New York: Metropolitan Books, 2001), excerpts posted to bCourses.

Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting by in America* (New York: Metropolitan Books, 2001), 1-10, 121-191, 193-195. Excerpt posted to bCourses.

“There’s something wrong when you’re not paid enough to buy a Wal-Mart shirt, a *clearanced* Wal-Mart Shirt with a stain on it.”

F 4/20 – *Enron: The Smartest Guys in the Room* documentary (2005)

## Week 15

M 4/23 – Containers and .coms

W 4/25 – The Science of Capitalism

Vance Packard, “The Trouble with People,” and “Molding ‘Team Players’ for Free Enterprise,” in *The Hidden Persuaders* (New York: David McKay Company, 1957), 12-23, 201-215.

“...citizens assemble to scheme ways to force Toddle to stay on the track.”

F 4/27 – Conclusions: The Housing Crisis

## Week 16

M-F 4/30-5/4 – Reading Week

## Week 17

**FINAL EXAM:** Wednesday May 9, 2018, from 3 to 6pm. Bring blue or green book(s) and pen.

Location: Our lecture hall, 145 Dwinelle, unless otherwise stated. Students cannot take the exam early. Please make travel plans accordingly.