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HIST 464
Fall 2011
Class time: TR 3:35-4:50
Office hours: W 11-5

U.S. Economic and Business History

Course description: This course examines the growth of the American economy, business thought, the evolution of the firm, and the changing place of women and minorities in American business society. It also explores the intersection between business and other institutions in American life, including labor, law, government, literature, education, and religion.

Required Readings:

Scranton and Blaszczyk, ed., Major Problems in American Business History (2005)
Sandage, Born Losers: A History of Failure in America (2006) <http://goo.gl/y7jwS>
Tone, Devices & Desires: A History of Contraceptives in America (2001)
E-reserve: Check <http://goo.gl/3FfRV> To download all the e-reserve handouts in one .zip file
click on the file name "464 Handouts." 28MB download of all handouts.

Assignments: See syllabus for schedule of assignments

Quizzes and

Discussion (30%):

Quizzes will be given on all discussion days. This assignment is to ensure that you keep up on the reading. The questions will not be difficult: If you have read that day's assignment, you should do well. Discussion counts for half this grade.

Paper(s) (35%):

OPTION A: Five short reviews: 3-4 book reviews (including Sandage, Tone) and 1-2 film reviews (see attached guidelines). For a list of books dealing with business, see <http://www.businesshistory.com/> or <http://www.infography.com/content/421479969481.html> or a list from my "Vice" seminar <http://tinyurl.com/ntn7lm>

OPTION B: A single paper (12-15 pages) on a topic of your choosing (approved by instructor). See attached guidelines.

Final examination (35%)

A cumulative exam that tests your knowledge of readings and lectures. The exam is "open note" **for those attend class** regularly (no more than two absences). Use detailed lecture outlines on my web site to organize your note-taking.

Open Source History Credit (extra 5%): read over <http://businessplanarchive.org/researchcorner/> and log in as a user. Find a company that interests you and then find information to add to the archive.

SEE "GUIDE TO ASSIGNMENTS" at the end of the syllabus

COLONIAL BUSINESS

Week 1	Aug.	23	Introduction: What is Economic and Business History?
		25	The Economy of Pre-Columbian America/European Inheritance
Week 2		30	<u>Discussion 1</u> : "Native Americans as Businessmen"
		31	Colonial Economy: Law, Land, and Labor
Week 3	Sept	6	The Government Habit: Regulating Business and Labor
		8	Colonial Business and Culture OPTION DUE
			<u>Discussion 2</u> : "Christian Ethics, Corporate Persons, and the First Debate Over 'Big Government'"
Week 4		13	Economics of Womanhood: Housewives and Businesswomen
		15	Economics of Resistance and Revolution

THE "MARKET REVOLUTION," 1790-1860

Week 5		20	Myth of the Self-Made Man and "Cult of Domesticity"
		22	Revolutions in the Antebellum Economy Slavery and the South

INDUSTRIAL AMERICA, 1860-1915

Week 6		27	<u>Discussion 3</u> : "The Business of Slavery: 'Don't Take This Personally?'" (Week 5 readings)
		29	Civil War Economy Blacks in Business: An "Economic Detour"
Week 7	Oct.	4	<u>Discussion 4</u> : "Men, Women, and Machines at Work" (includes week 6 readings)
		6	Rise of Big Business: Transportation and Manufacturing Rise of Big Business: Mass Marketing
Week 8		11	FALL BREAK
		13	Business Thought: Social Darwinism and the Self-Made Man Business and Literature: The Search for a Capitalist Hero
Week 9		18	<u>Discussion 5</u> : Sandage, <i>Born Losers</i> REVIEW 1 DUE
		20	Women and Department Stores: Selling, Shopping, Shoplifting "Prosperity Decade"? The American Economy during the 1920s

BOOM, BUST, BOMBS: THE INTERWAR YEARS, 1920-1945

Week 10 25 "Prosperity Decade"? The American Economy during the 1920s
 27 Movie: "Henry Ford"
 The "Great Contraction": Is There an Explanation for 1929-1933?

Week 11 Nov. 1 Business Success during the Great Depression
 3 Affluence and Anxiety: The Postwar Economy, 1945-present
 Affluence and Anxiety: The Postwar Economy, 1945-present
 Quiz (weeks 9-11 material)

Week 12 8 Discussion 6: Devices and Desires **REVIEW 2 DUE**

CONTEMPORARY AMERICA, 1945-present

10 Affluence and Anxiety: Business in the Postwar Era
Movie: "The Entrepreneurs" **ROUGH DRAFT DUE**

Week 13 15 Discussion 7: "Should Business Be 'Socially Responsible?'" (**See primary source readings for Weeks 12-13**)
 17 Movie: "Wal-Mart and China"
 GUEST SPEAKER: Cooperatives and "Hippie Capitalism"
 REVIEW 3 DUE

Week 14 22 1980s-1990s: Downsizing the American Dream?
 24 NO CLASS

Week 15 29 Movie: *Google Boys*
 1 Discussion 8: Bubble and Bust: Crisis of 2008-**REVIEW 4 DUE**
 BUSINESSPLANARCHIVE.org Report Due

Week 16 Dec. 6 GUEST SPEAKER
 8 Discussion: Businessplanarchive – lessons learned
 Review **REVIEW 5 OR FINAL PAPER DUE**

Schedule of Reading Assignments

The reading load varies over the course of the semester. Complete the readings by the *beginning* of the assigned week. The weekly pages numbers are rough estimates.

Week 1:

Week 2: Major Problems, chap. 3

Document 4: "A Hudson's Bay Factor Orders Merchandise for Indian Customers, 1739"

Document 5: "Boston Shopkeeper Advertises the Latest London Goods, 1757"

Essay: Carlos and Lewis, "Fur Trading on the Frontier: The Hudson's Bay Company and Indian Consumers"

E-reserve: Axtell, "First Consumer Revolution"

Week 3: Major Problems, chap. 2

Document 1: "Benjamin Franklin Coaches an Ambitious Tradesman, 1748"

Document 2: "Woodman's Christian Conscience Impels Him to Leave Retailing, 1756"

Document 5: "Promoter Alexander Cluny Extols Florida's Virtues, 1770"

Document 6: "Merchant-Planter Henry Laurens Reflects on Florida's Challenges, 1766"

Essay: "Planting East Florida: The Harsh Reality of Mosquito's Bite Plantation"

E-reserve: "Economic Ideas of John Winthrop"

Week 4: Document 2: "Corporations and Contracts, 1819"

Document 4: "The Corporation Becomes an Artificial Citizen, 1844"

Document 5: "Nathan Appleton Explains How Banks Benefit Everyone, 1831"

Document 6: "William M. Gouge Decries Banks as Corporations, 1833"

Document 7: "*Baltimore Patriot* Supports Government Regulation of Telegraphy, 1845"

Document 8: "*NY Journal of Commerce* Presses for Privatization of Telegraphy, 1846"

Essay: John, "Building the First Information Highway: Deregulation of Telegraphy"

E-reserve: Owen, "An Open Letter to Capitalists" (1845)

Week 5: Major Problems, chap. 5

Document 1: "A Georgia Planter Instructs His Overseer, 1832"

Document 3: "Frederick Douglass Remembers the Slave Trade, 1852"

Document 6: "Senator James Henry Hammond Declares 'Cotton Is King,' 1858"

Essay: Johnson, "The Slave Traders of New Orleans"

Essay: Faust, "James Henry Hammond and the Plantation as a Business"

E-reserve: "Hitman's Dilemma: Business, Personal and Impersonal"

- Week 6: Major Problems, chap. 6
 Document 7: Carnegie, "How Young Men Can Succeed, 1885"
- Major Problems, chap. 9 (Race and Gender)
 Document 2: "A Credit Agency Monitors Businesses Nationwide, 1850s-1880s"
 Document 5: "Christine Frederick Advises Retailers on Selling to Women, 1920"
 Essay: Olegario, "Jewish Merchants, Creditworthiness and Business Culture"
 Essay: Kwolek-Folland, "Women's Businesses, New and Old"
 E-reserve: "Less Work for Mother"
- Major Problems, chap. 7
 Document 2: "Duplicating Before Xerox: The Rapid Roller Copier, 1897"
 Document 5: "Male and Female Telegraph Operators Go on Strike, 1907"
 Essay: Yates, "How the Business World Adopted the Typewriter"
 Essay: Lipartito, "Switchboard Operators or Girl-Free Automation?"
- Week 7: Sandage, Devices and Desires (contractive businesses, legal and illegal)
- Week 8: Sandage, Devices and Desires (contractive businesses, legal and illegal)
- Week 9: Major Problems, chap. 10
 Document 1: Wanamaker, "The Four Cardinal Points of the Department Store, 1911"
 Document 4: Cherington, "Putting Consumers Under the Microscope, 1924"
 Document 7: "J.C. Penney, How Chain Stores Benefit Farmers, 1930"
 Document 8: NWSA, "Why Chain Stores Threaten the Nation's Welfare, 1930"
 Essay: Bean, "Mass Marketing Meets Main Street: Department Stores, Mail Order, and the Chain Store Menace"
 E-reserve: "The Big Sell: Billboard History"
- Week 10:
- Week 11: Major Problems, chap. 11
 Document 1: "A Wall Street Broker Remembers, 1929"
 Document 3: "American Liberty League Vigorously Opposes the New Deal, 1936"
 Document 4: "CIO Leader Issues Warning to Industry, 1936"
 Document 5: "GM Works Behind Closed Doors on Collective Bargaining, 1936"
 E-reserve: Higgs, "Regime Uncertainty: Why the Great Depression Lasted So Long," Independent Review (1997) <http://tinyurl.com/9814e>
- Week 12: Sandage, *Devices and Desires*
Major Problems, chap. 12
 Document 1: "NAM Outlines a Plan for Postwar Prosperity, 1944"
 Document 2: "Real Estate Developers Lure Business to the Suburbs, 1948"
- Major Problems, chap. 13
 Document 2: "Weyerhaeuser Explains the Forest Industry's Practices, 1949"
- Major Problems, chap. 15
 Document 1: "*Fortune* Urges Business to Export Capitalism and Democracy, 1947"

Week 13: Major Problems, chap. 13
Document 3: "Ralph Nader Blames Detroit Car Makers for Auto Accidents, 1965"
Document 4: "Alcoa CEO Explains Public Responsibility of Private Enterprise, 1967"
Document 5: "Economist Milton Friedman Urges Business to Focus on Profits, 1970"
E-reserve: Anderson, "New American Revolution: The Movement and Business"

Major Problems, chap. 14

Document 3: "Ray Kroc Explains How He Built the McDonald's Empire, 1968"
Document 6: "Sam Walton, Ten Rules that Worked for Me, 1992"
Essay: Head, "Inside Wal-Mart"

Major Problems, chap. 15

Document 6: "Thomas Friedman Describes McDonald's Global Expansion, 1996"

Week 14: NO CLASS (Thanksgiving Break)
E-reserve: Bugos, "Organizing Stories . . . Four Films on American Business"
E-reserve: "Seeing Business through Hollywood's Lens"
E-reserve: "10 Movies Look at Business"
Online: <http://busmovie.typepad.com/>

Week 15: Bubble and Bust readings TBA (e-reserve)

Week 16: --

GUIDE TO ASSIGNMENTS

Quizzes and

Discussion (30%): Short quizzes open each discussion day. They include matching, multiple-choice, T/F, and/or fill-in-the-blank questions.

Discussion is extremely important to enhancing your comprehension and appreciation of the primary source documents in Major Problems. As a rule of thumb, I will grade your participation on this scale:

Absent = 0%
Quiet, attentive = 40%
Some participation = 80%
Good discussion = 100%

Final exam (35%) A cumulative exam that tests your knowledge of readings and lectures. Essays, short answer identifications and/or m-choice, T/F questions. The exam is “open note” **for those who attend class** regularly (no more than two absences). Use detailed lecture outlines on my web site to organize your note-taking.

Paper(s) (35%): OPTION A: Five short reviews: 3-4 book reviews (including Sandage, Tone) and 1-2 film reviews

OPTION B: A single paper (12-15 pages) on a topic of your choosing (approved by the instructor). **If you choose this option, then you do not need to write the five reviews but you are still responsible for Sandage, Tone on the final and quizzes.**

For instructions on completing OPTION A *or* B, see the following pages (and also the attachments available on my website)

OPTION A:

3-4 book reviews (including Sandage, Tone). For detailed guidelines on writing a book review, see the attachment “Writing a Book Review,” available on my web site.

1-2 film reviews: “Writing a Film Review” is also available on my web site.

Remember that you are judged by your ability to integrate the source with other class material. Begin by reading the three short articles on business and film. One overriding constant is the negative slant Hollywood takes on business, particularly corporate America. Does this vary by genre and time period? How do these films deal with working life? Business (and Hollywood) do not operate in a vacuum – what is going on in society that produces films such “The Apartment” (1960) or “Wall Street (1987)”? If you believe these films do not accurately depict business, why does Hollywood produce them?

The list of “business films” runs to the hundreds and more are constantly coming out each year. This is a genre within genres (comedy, thriller, mystery, and so on). For help with choosing a high quality film, peruse the web link below as well as the suggested titles. I had the library purchase most of them for this class and they are on reserve, so please take a look. If you have another in mind, please run it by me for my approval. Have fun at the movies!

<http://busmovie.typepad.com/>

9 to 5 (1980)	In the Company of Men (1997)
The Apartment (1960)	It's a Wonderful Life (1946)
Asphalt Jungle (1950)	Lord of War (2006)
Aviator (2005)	Man in the Gray Flannel Suit, The (1956)
Baby Face (1933):	Man in the White Suit, The (1951)
Baby Boom	Match King, The (1932)
Barbarians at the Gate (1993)	Modern Times (1936)
Big Clock (1948)	Office Space (1999)–recent classic
Boiler Room (2000)	One, Two, Three (1961)
Bonfire of the Vanities (1999)	Other People's Money (1991)
Buddenbrooks (1958)	Power (1986)
Chinatown (1974)	Putney Swope (1969)
Citizen Kane (1942)	Roger and Me (1989)
Clerks	Sabrina (1954, 1995)
Clock Watchers (1997)	Save the Tiger (1973)
Company Men (2010)	Secret of My Success (1987)
Corporation, The (2004)	Social Network (2010)
Death of a Salesman (1985)	Startup.com (2001)
Desk Set (1957)	Swimming with Sharks (1995)
Devil Wears Prada (2006)	Syriana (2006)
Disclosure (1994)	Trading Places (1983)
Executive Suite	Tucker: The Man and the Dream (1988)
Glegarry Glen Ross (1992)	Wall Street (1987)
Godfather (1972) and Godfather, Part II (1974)	Wall Street: Money Never Sleeps (2010)
How to Succeed in Business Without Really Trying (1967)	Will Success Spoil Rock Hunter (1957)
Hudsucker Proxy (1999)	Working Girl (1988)

WRITING A BOOK REVIEW

WHAT IS A REVIEW? A book review is not a book report. It is a critical analysis of a book and an attempt to assign the book a place among the literature of its field. There are many ways to write reviews but no single "correct" way, although the following four part format should prove helpful.

HEADING The author, title, and full publication data (Publisher, Place of publication, date and number of pages) should appear on the title page.

DESCRIPTION This should tell what the book is about geographically, its time period covered, its major personalities, subjects, or interpretation—what holds the book together. You should tell your reader what kinds of information he should expect to find in the book, and something about how it is organized and presented.

SOURCES Describe and evaluate the sources used by the author. If available, footnotes are your best clue. The basic question to ask is, did the author use the best sources, the primary ones, or did he or she merely repeat what someone else had written from primary sources, thereby using secondary sources. Primary sources, historically speaking, are records and writing of participants or first-hand observers.

CRITICISM Give your personal evaluation of the book. It is stupid to say simply that you liked or did not like a book, or that it was interesting or boring. What was it you like about it? What was boring? What were the best or worst parts and why? What did the author do well or badly? This is the place to detect the author's biases and evaluate them. Nearly all authors have some bias; your job as reviewer is to find it. Many reviewers spend a great deal of time telling how they would have written the book, but this is not fair. A reviewer should evaluate a book on the basis of what the author set out to do and whether or not he accomplished it. A book can seldom be fairly criticized for not being another book.

LENGTH, FORM, ETC. There is no minimum length for a review, since that depends upon the book being reviewed, but few reviews should be shorter than three double-spaced typed pages. Conversely, excessive length will not be rewarded, and a review of 5 or 6 pages raises doubts as to its writer's ability to discipline his writing. Reviews should be fastened with a staple in the corner, plastic or paper binder are expensive and cumbersome and in no way add to the quality of a book review. Finally, plagiarism will be dealt with severely. Any quotations, either from the book being reviewed or another book or review, must be clearly indicated as such.

For examples of historical book reviews, see the review sections of any issue of the "Journal of American History" or the "American Historical Review".

Assignment: Writing a Book Review

Your review must include a cover page with the following information:

Title: Include publisher and number of pages.

Is the publisher a scholarly press? Does the press represent a particular ideological perspective? Was the book financed by a foundation with a certain point of view? (Note: This information can sometimes be gleaned from existing reviews of the book).

Author: Name, education, position, previous books. You can find this information in the book itself (if it is a recent title) or by looking the author up in the directory of history departments around the world: <http://chnm.gmu.edu/history-departments-around-the-world/departments/> Directory of American Scholars [Ref. 378.092D598]; Contemporary Authors [Ref. Z1224.C58 E156].

What *expertise* does the author bring to his/her study of the subject? Is the author a professional historian? Journalist?

Scope: Briefly describe the topics covered in the book.

Sources: What type of primary and secondary sources does the author rely upon?

Theses: Provide a concise list of the major theses of the book.

Style of Presentation:

Is the book well-organized? Accessible to an educated lay reader? Targeted to a particular audience? Is the book polemical? Read what other reviewers have to say about the book, but your opinion counts here.

Importance: Authors usually try to establish the importance of their work by relating it to other books in the field (i.e., "placing it in historiographic context"). Is the author trying to revise the standard interpretations of his/her subject? Does the author have anything new to say or add to our understanding of the topic?

Reviews consulted:

You can find book review citations by consulting Book Review Digest, America: History and Life, Historical Abstracts (for non-U.S. history), JSTOR and Project Muse. These sources are online databases that you may search through SIUC's Morris Library. See <http://www.lib.siu.edu/resources/databases/atozlist> For older reviews, see Combined Retrospective Index to Book Reviews in Humanities Journals, 1802-1974. ***Read at least **two** reviews of your book

Follow this information with a narrative review of the book (750-1000 words). Incorporate the information you gathered for your cover page, and also address some of the questions raised in your other readings (the textbook and reader). Your review should contain the following (see attached model review):

Introductory paragraph: brief overview of the book, its topic and thesis.

Main Body: Several paragraphs summarizing the main points of the book and analyzing the sources, argumentation, presentation, etc.

Concluding paragraph: Sum up the merits of the book.

NOTE: You must enclose all direct quotations within quotation marks followed by a page reference in parentheses: Jones argues that "the 1920s were a watershed for American business." (p. 114)

Abraham Lincoln and the Second American Revolution (Oxford University Press), 173 pp

Author: James M. McPherson, Ph.D. at John Hopkins University, George Henry Davis '86 Professor Emeritus of U.S. History at Princeton University, received Pulitzer Prize for **Battle Cry of Freedom**, received Lincoln Prize for his 1998 book **For Cause and Comrades**, politically active- supported former Pres. Clinton during the Monica Lewinsky scandal and criticized the Bush administration before the war in Iraq, president of the American Historical Association (AHA), previous books: **The struggle for equality; abolitionists and the Negro in the Civil War and Reconstruction**(1964); **The Negro's Civil War; how American Negroes felt and acted during the war for the Union**(1965); **Marching toward freedom; the Negro in the Civil War, 1861-1865**(1968); **Blacks in America**(1971); **The abolitionist legacy: from Reconstruction to the NAACP**(1975); **Region, race, and Reconstruction: essays in honor of C. Vann Woodward**(1982) edited by McPherson; **Ordeal by fire: the Civil War and Reconstruction**(c1982); **Lincoln and the strategy of unconditional surrender**(1984); **How Lincoln won the war with metaphors**(1985); **Battle cry of freedom: the Civil War era**(1988); **Battle chronicles of the Civil War** (c1989); NOTE: many more books were published after **Abraham Lincoln and the Second Revolution**

Scope: This book examined Abraham Lincoln's presidency and how he dealt with the South before and during the Civil War. The book covered different aspects of Lincoln's personality and strategies.

Sources: essays, letters, books, newspapers, reviews, pamphlets, papers, writings,

Theses:

The Civil War was a revolution.

Lincoln was both a conservative and a revolutionary.

The South's 'fight for freedom' was a paradox because of their imprisonment of slaves.

The Civil War strategy of Lincoln changed as the war progressed.

Lincoln used effective metaphors to convey his points.

Lincoln was a 'hedgehog'.

The reconstruction period ended with the South's takeover of control.

Style of Presentation:

The book was well organized into chapters considering that the chapters were a collection of essays written by various people. The book was also very informing, easy to read, and easy to understand the content of the works.

Importance: The book presented a new look at Lincoln's presidency. While some claim that Lincoln was the Savior of the African Americans and others argue that his strategies and policies were flawed, McPherson's collection of essays illustrates that he was somewhere in between. He was a man who did what had to be done and did it to the best of his ability.

Reviews: *Journal of Southern History*, 58 (1992) 724-5; *Civil War History* 37 (1991) 354-6.

Abraham Lincoln and the Second Revolution discusses the presidency of Abraham Lincoln and the role that he played in the Civil War. The book addresses the fact that the Civil War was a revolution. It was different and yet similar to other revolutions in history. The South viewed the war as a revolution. However, theirs was a counter-revolution designed to keep slavery in existence. The strategy of the war changed as the fighting progressed. It became necessary to classify it as a total war instead of a limited war. Lincoln played a big role in the process of the Civil War. He was both a conservative and a revolutionary in his actions. He wanted slavery to end, yet, he wanted to keep the South in the Union. Lincoln also used metaphors to convey his messages. It helped his ideas to get through to congressmen and commoners alike. Lincoln was compared to a hedgehog. He had sharp bristles and an eye for the enemy. Finally, the Civil War did not end with the cease of fighting. Many years came and went before the African Americans were considered fully American citizens, in terms of rights. However, the Civil War was not for naught. It helped bring about a dramatic change in the South and, even with their struggles, African Americans were still free and nothing that the South would do could put them legally in slavery again.

The Civil War was a revolution. It changed the South forever through breaking the South from a total agricultural income and removing the source of profit from the South, free slave labor. As historian George Ticknor noted, the Civil War created ““a great gulf between what happened before in our century and what has happened since, or what is likely to happen hereafter. It does not seem to me as if I were living in the country in which I was born.”” (p. vii).

The South’s fight seemed a great paradox to those fighting for the Union army. This stemmed from the fact that the South was, supposedly, fighting for freedom when they were not allowing African Americans to be free. It soon became clear that the South was fighting for the freedom

to keep others from ever being free. As Abraham Lincoln said, ““We all declare for liberty; but in using the same *word* we do not all mean the same *thing*. With some the word liberty may mean for each man to do as he pleases with himself, and the product of his labor; while with others the same may mean for some men to do as they please with other men and the product of other men’s labor.””(p. 42-43).

The Civil War changed in format as the war progressed. In Lincoln’s mind, it began as a limited war to regain the peace in the South. As the war progressed, however, it became clear that it was to become a total war. With this change in tactic came the addition of emancipation to be used as a strategy for the Union to win. This emancipation of slaves struck a blow to the South because African Americans were now in uniform and fighting against their former masters- the South’s worst nightmare. Lincoln was the primary leader of the war. He was the one who decided to emancipate the slaves and the one to switch tactics on the war. He did this by being both a conservative and a revolutionary. He did not wish for slavery to continue, yet, he wanted to preserve the Union and what it stood for. “the Revolution of 1776...had established a republic, a democratic government of the people by the people. This republic was a fragile experiment in a world of kings, emperors, tyrants, and theories of aristocracy. If secession were allowed to succeed, it would destroy that experiment. It would set a fatal precedent by which the minority could secede whenever it did not like what the majority stood for,” (p. 28-29). Indeed, it was later seen that the South could wield its hold on the African Americans in the South even with them free. This power hold became the discussion of the world until it was resolved.

Lincoln was an extraordinary communicator, despite the fact that he had received little education. His chief gain above other better educated communicators was his use of easy-to-understand terms. For example, he often used metaphors and stories in his speeches. These

examples presented a better image of what he was trying to convey. An example of this would be Lincoln's comment about the progression of the war. "'Grant has the bear by the hind leg while Sherman takes off the hide.'"(p. 102). Lincoln's frequent use of metaphors and examples instead of eloquent diction aided his cause. While Davis was well-educated and could speak fluently on a variety of topics, he could not connect easily with his audience. In contrast, Lincoln's speeches were understood by everyone who heard them. It has been said that this fact of connecting to audiences may have won the war for the Union. Lincoln has been compared to a hedgehog, an animal mentioned in *Aesop's Fables*, one of Lincoln's favorite books. The comparison is such, that the hedgehog may not have the brains, but it has the quills, to protect itself. Also, the hedgehog has been noted as having a central vision. Lincoln's vision was that the Union would stay intact despite the terrors of the Civil War.

The book presented a great many looks at Lincoln the man and Lincoln the president. However, the view of Lincoln did not change with the progression of the book. The style of the book- as a collection of essays- was interesting and drew the reader into the story more. Thus, the presentation was effective in keeping the attention of the reader throughout the course of the book. The arguments were also well presented and affected the reader's view of Lincoln. This was a great read and an interesting and in depth view of one of the greatest presidents in American history.

OPTION B: Paper:

Research and write a 12-15 page paper analyzing an important issue or development in American business history.

There are several ways to approach this assignment. You may:

- 1) Focus on an individual's contribution to American business (*biography*),
- 2) Write the history of a firm (*company biography*), or
- 3) Explore some economic issue in depth (*issue paper*).

The following instructions should aid in your research and writing, but if you have any questions, please don't hesitate to see me.

Step 1: Topic Selection:

Choose an issue that you find both interesting and important. The topic should be narrow enough to complete in a semester.

The following list of topics is suggestive of the wide range of interests pursued by business historians, but it is not meant to be complete. Choose one of these topics or come up with one of your own. All topics must be approved by the instructor.

Issues in Business History

Democratizing Death: A History of Industrial Life Insurance

The History and Development of the Credit Card

The Search for a Capitalist Hero: Business and Literature in Twentieth-Century America

The Growth and Evolution of the Mail Order Business

Eli Whitney and the Cotton Gin: The Limits of Patent Protection

Banning Billboards: What is the Price of "Beauty?"

"Palace of Consumption": Marshall Fields and Its Critics, 1880-1900

Consumer Advocacy during the Great Depression

"Black Capitalism" in Chicago

A History of Housewifery in Nineteenth-Century America

Business and "Right to Work" Advocacy in the 1960s

The Federal Deposit Insurance Corporation: An Overview of Its Creation and Function

The PATCO strike of 1981

An Economic History of Prohibition

Scientific Philanthropy: Andrew Carnegie and the "Gospel of Wealth"

Step 2: Research

At a minimum, you should consult several secondary sources. You will be judged on your ability to integrate class material with your research findings so be aware of broader trends in the economy. For example, if you are writing a biography of a black businessman in the nineteenth century, you should comment on the legal and economic barriers faced by African-American entrepreneurs at that time.

Reference guides

Use the following reference works as a starting point for your research. Items with an asterisk ("*") are particularly useful.

Bibliographies and Encyclopedias

- * Bulls, Bears, Boom, and Bust: A Historical Encyclopedia of American Business Concepts (2006)
- *Encyclopedia of African American Business History (1999)
- *Encyclopedia of American Business (2004)
- *Encyclopedia of American Business History (2005), ed. Charles Geisst
- *Encyclopedia of American Economic History (1980)
- *Encyclopedia of American Women in Business: Colonial Times to Present (2005)
- *Encyclopedia of Native American Economic History (1999)
- Guide to Business History (1948) (1964 ed. available ILL)
- *Historical Statistics of the United States (2006)
- International bibliography of business history (1997)

Biographical references

Business leaders

- *African-American Business Leaders: A Biographical Dictionary (1994)
- African-American business leaders and entrepreneurs (2004)
- *American National Biography (1999)
- *Biographical Dictionary of American Business Leaders (1983)
- Business Biography Master Index (1987)
- Current Biography (1940-)
- Notable American Women, 1607-1950 (1975)
- Notable American Women: The Modern Period (1980)
- Women in the American Economy: A Documentary History, 1675 to 1929 (1976)

Company biographies

- Corporate America: A Historical Bibliography
- International Directory of Company Histories (1988-1998)
- United States Corporation Histories: A Bibliography, 1965-1990 (1991)
- The Records of American Business (1997): essays discussing uses of business records.

Periodical Databases (indexes and entire runs of journals)

<u>Index</u>	<u>Location</u>
*America: History and Life	On-Line (1964-)
*Business Periodicals Index	On-Line (1982-), Index Shelves (Before 1958, <i>Industrial Arts Index</i>)
*Business Source Complete:	online (1886-)
Econlit	On-Line (1970-)
Chicago Tribune	On-Line (1850s-)
New York Times	On-Line (1850-)
Wall Street Journal	Online (1870s-)

Scholarly Journals

Business and Economic History
Business History
*Business History Review
*Enterprise & Society
Essays in Economic and Business History
Explorations in Economic History
*Journal of Economic History
The Independent Review: A Journal of Political Economy

Primary Sources (selected):

Records of the National Negro Business League (1900-1923): microfilm

Independent Woman (1920-1955) and National Business Woman (1956-Present),
The Magazine of the National Federation of Business and Professional Women's
Clubs (1958-present): 3rd Floor periodicals, 31910-3962

<http://www.businessplanarchive.org/>

The Archive collects and preserves business plans and related planning documents from the
Birth of the Dot Com Era so that future generations will be able to learn from this
remarkable episode in the history of technology and entrepreneurship.

Step 3: Note-Taking

By summarizing or digesting other people's words into your own, you are "pre-writing."
Good writers know that doing this work "up front" is more efficient than trying to write a
paper on the back end (no pun intended) without notes. By writing in your own words, you
will avoid plagiarizing, see themes emerge from your sources, and have half the job done
before you write the first draft! I recommend you use 4X6 note cards that you can shuffle into
an organized outline format. Electronic note-taking: I use Endnote X4 but it costs \$110. For
free note-taking programs, [try Zotero or Evernote](#)

Note: Avoid taking too many long quotes down as notes. Choose only quotes that are
colorful, historic, memorable. You can summarize anything else in your own words. A choice
quotation or two makes a paper sparkle; one quotation after another bores the reader.

Step 4: Writing

- a. **Time Management:** Allow enough time to write a good paper. In general, good writing is rewritten writing. You will probably need to prepare an **outline** and several **drafts** of your paper before you finish. Be sure to proofread your paper carefully. Papers with many misspellings or typographical errors will be returned as unacceptable and will have to be reworked.
- b. **Organization:** A well-organized paper has three things: an introduction, main body, and conclusion. Or, as a wise writer once said, “tell them what you are going to tell them (Introduction), tell them (Main Body), then tell them what you just told them” (Conclusion). The Introduction should provide a brief summary of the paper and a *thesis* statement that asserts your point of view (e.g., “corporate America increasingly relied upon installment buying to sell goods and this led to the development of the all-purpose credit card”—note that this thesis is arguing something, making a point, offering a viewpoint on the subject). The Conclusion will usually be a paragraph or two reiterating the thesis and summing up your findings. Don’t be anxious about your introduction or conclusion: They are the most difficult parts of a paper to write, and rewrite. Indeed, you will probably spend much of your time rewriting the introduction and conclusion to get them “just right.” They are important because the Introduction “grabs” the reader and the conclusion wraps the paper up nicely.
- c. **Paragraphing:** The Main Body will contain the “guts” of the paper. Make sure that each paragraph includes a **topic sentence** (experienced writers often make the first sentence in a paragraph the topic sentence). A “topic sentence” contains the main idea or theme of the paragraph. If there are several main ideas or themes discussed in a long paragraph, then *break it up* into several paragraphs, with each paragraph devoted to a separate idea. In general, it is rare to find a paragraph longer than a page!
- d. **Footnoting:** Direct quotations must be put in quotation marks and footnoted. You must also provide footnotes when you are using someone else's ideas. Footnotes can appear at the bottom of each page or collected at the end of the paper as endnotes. Each note should identify the author of the work, its title, place of publication, date of publication, and page number. Example:

1. Harold G. Vatter, The U.S. Economy in World War II (New York: Columbia University Press, 1985).

Citations to reference works should include the name of the reference, the title of the entry, and the author (if any). Example:

1. Current Biography (1954), "Patman, Wright," by John Carr.

Step 5. Bad Writing: to avoid bad writing, remember the following “thou shall nots”:

- a. **No string-of-quotation** writing. Use some evidence and examples to support your arguments; but do not litter your paper with one quotation after another.
- b. **No run-on sentences** that go on and on (too long). Be precise and succinct. Avoid overly long sentences and paragraphs.
- c. **No jargon.** You may incorporate technical concepts into your paper, but do not overwhelm the reader with *jargon* (technical terms that an ordinary intelligent person would not understand). Assume you are writing for an audience of intelligent people who are not experts on the subject.

Step 6: Peer Review

Several weeks into the semester you will be assigned a peer reviewer, another student in the class who will read and evaluate a rough draft of your essay. In turn, you will be asked to evaluate his/her essay. Historians focus their research and hone their writing by submitting it to peer review. You too should benefit from the constructive criticisms of your fellow students. Be constructive: Note the strengths and weaknesses of the student's paper. How could the paper be improved? Avoid the temptation to uncritically praise the paper you are reviewing; the author deserves to benefit from your helpful advice.

As a peer reviewer, you must hand in two copies of your evaluation: one to the author of the essay and one to me. Your review is worth **10% of your essay grade.**

Step 7: Final paper: hard copy to me, electronic file to Turnitin.com

*****WARNING:**

I will not tolerate academic misconduct in this class. I will report suspected cases of misconduct. The Student Conduct Code sets forth penalties for academic misconduct (www.siu.edu/~docedit/policies/conduct.html). Possible sanctions include failure of an assignment, failure in a course, disciplinary probation, or suspension from the university. Don't risk it.

You must research and write your papers yourself. You may not have a friend write your paper. You may not hire someone to write your paper (this includes Internet paper mills, which I can and do check). You may not turn in a paper previously used in a different class.

Avoid **plagiarism**. Plagiarism consists of using someone else's ideas as your own without properly acknowledging them. Changing a few words is not enough; it is still plagiarism. If you are unsure what constitutes plagiarism, consult your teaching assistant or instructor.

APPENDIX A: WAC Requirements

This course is approved for the WAC (Writing Across the Curriculum) requirement of the College of Liberal Arts. For a full description of the WAC criteria, see <http://cola.siuc.edu/faculty/pdfs/CoLAWACCriteriaRevised2007.pdf>

To fulfill the WAC requirements, your writing will exceed 3,500 words, including drafts of each paper or review, with feedback from the instructor and your assigned peer reviewer.

The word count is approximately 250 words (Times New Roman) per double-spaced page.

Option A:

Five reviews of 750-1000 words each with instructor review of each review. Feedback will include comments on improving style, substance, and presentation to an audience of intelligent laypersons.

Option B:

The paper will consist of a rough draft (3,000-400 words) with a peer review critique along with the instructor's feedback. The assignment will include both draft reviews attached to the final paper.

APPENDIX B:

DISCUSSION DAY TIPS

To provide some clarification on grading procedures, and clear up any misunderstanding, please read the following. I am emailing it to save precious class time.

The syllabus states:

"Quizzes and Discussion (30%): Quizzes will be given on all discussion days. This assignment is to ensure that you keep up on the reading. The questions will not be difficult: If you have read that day's assignment, you should do well. Discussion counts for half this grade"

In other words, quizzes constitute half the grade (15%) and discussion the other 15%. However,

QUIZZES:

*TRIPLE quiz value on days we discuss the Sandage and Tone

*Dropping the lowest quiz: I drop the lowest single quiz grade.

DISCUSSION

ORAL: I will ask you to turn in cards if you contributed in class. Briefly note what you said (shorthand). I consider quality as well as quantity. The cards are a memory jogger when I return to my office to grade your discussion. If you do not turn in a card, I assume that you had nothing to say.