

UC Berkeley

Innovation in Teaching Awards

Title

American Cultures Innovation in Teaching: 'History of American Capitalism' Course Materials

Permalink

<https://escholarship.org/uc/item/3fn05005>

Author

Rosenthal, Caitlin

Publication Date

2016-05-09

Peer reviewed



2016
AC Innovation in
TEACHING AWARD

CAITLIN ROSENTHAL
HISTORY 100AC

*HISTORY OF
AMERICAN CAPITALISM*





the american cultures center

UNIVERSITY OF CALIFORNIA, BERKELEY

The American Cultures Innovation in Teaching Award

This *Innovation in Teaching Award* recognizes the use of pedagogical developments to enhance the students' learning experience in the American Cultures (AC) classroom and the standard of excellence in scholarship, fitting with the core intention of the requirement - to create promote the understanding of race, ethnicity and culture in a comparative and integrative fashion. In addition, faculty who receive this award have created original, cutting-edge teaching plans that enhance both the goals of the AC Requirement and students' learning in the classroom.

CAITLIN ROSENTHAL, History 100AC, '*History of American Capitalism*'

Professor Rosenthal's course, "History of American Capitalism," charts the economic history of the U.S., from approximately 1500 to the present, explores how economic institutions have structured, maintained, and disrupted inequality. For example, from the changing position of African-Americans and the expansion of slavery, through the rise of sharecropping to the beginnings of African-American businesses, the civil rights movement, and finally the 2008 mortgage crisis. This course attracts a breadth of students, including those from business, economics, and the sciences, many of whom are planning to start their own companies or to work in finance. A critical interrogation of the development and effect of American capitalism provides a vital foundation for students to think critically about how businesses have and continue to influence the social ordering of groups of Americans.

1. Overview – “History of American Capitalism: Business, Work, Economy”

The “History of American Capitalism” charts the economic history of the United States, from approximately 1500 to the present. We analyze the dramatic changes that catapulted a chain of colonies from the fringe of the global economy to its center as well as the ways assumptions about this history shape modern economic policy. Major themes include the rise of the factory system, slavery and emancipation, technological innovation, management, unionization, and the expansion of finance. Topics like business and banking may seem like unexpected terrain for an American Cultures class. Indeed, some of my students sign up thinking exactly this: they join the class hoping that is an easy way to meet the requirement. But, of course, economic institutions have structured, maintained, and disrupted inequality over American history. Rarely was the “invisible hand” colorblind or gender neutral. The course tells the history of capitalism from both above and from below, seeking to understand the causes and consequences of economic change for different groups of Americans.

Questions of race, class, and gender play a role in almost every session. For example, we trace the changing position of African Americans from the expansion of slavery through the rise of sharecropping to the beginnings of African American businesses, the civil rights movement, and finally the 2008 mortgage crisis. On the subject of slavery, student readings include a logbook from a voyage of the slaving ship *Sally*, which we analyze both to understand traders’ business practices and for evidence of an attempted rebellion. In the period after the Civil War we discuss the history of the Freedmen’s bank—it’s promise to protect black savings, and its eventual collapse due to mismanagement and speculation. We discuss a late 19th century sharecropper’s contract, and students read and debate excerpts from W.E.B. DuBois’s *Souls of Black Folk* and Booker T. Washington’s first address to the National Negro Business League. Other course themes include: gender-segregation of labor (we follow women from the putting out system to Lowell Mills, telephone switchboards, domestic work, Tupperware sales, and secretarial positions); the impact of doing business across borders (topics include the expropriation of native peoples, conflicting schemes of property rights, and the influence of

multinationals on host governments), and the way managers attempt to control labor (from slavery to scientific management to human relations).

In addition to building their knowledge of American history, students gain familiarity with three subfields, two in history (business history and labor history) and one in economics (economic history). Lectures explore the ways different disciplines generate distinct questions and conflicting narratives about economic change. For example, in the history of the Great Depression and New Deal, we cycle between three sets of questions. For labor history: How was the depression experienced by different groups of Americans? How did labor relations change? And how did unionization shape New Deal policy? For business history: How did businesses and government attempts to collaborate to respond to the crisis? And why did voluntary regulation (e.g., the associative state) largely fail? For economic history: What caused the crisis? How can we prevent another? We ask what is gained and lost from different sources and methods, describing the stories disciplinary choices both erase and make visible.

2. Innovation

Several elements make History 100AC innovative. A range of unique activities pushes students to engage with the material in unexpected ways. These include a banking simulation, a visit to the Bancroft library, and a field trip to the Port of Oakland. Even more important are daily discussions that keep the class interactive despite its relatively large size (130 students).

Early in the semester, we dedicate one session to a “First Bank of the United States” simulation. Each student takes on one of three different roles: settler, banker, or clerk in the land office. I play the First Bank and control the specie (gold and silver represented by candy). The bankers issue bank notes and make loans to the students. The settlers take out loans (answering bankers’ questions about their lives and prospects) in order to buy land. The land office sells land, depositing the proceeds with the First Bank. The First Bank then redeems notes at the individual banks, favoring some over others. As some notes fall in value, the Land Office begins to refuse them, and settlers find themselves holding increasingly worthless slips of paper. The exercise helps students to think through the ways money is contested and social, and the

perils of settings where currency is uncertain and often counterfeit.

In addition to the simulation, we go on two field trips, the first an on campus visit to the Bancroft Library and the second a trip to the Port of Oakland. In the Bancroft students look at a range of business documents, from account books to historical currency to confederate war bonds. After talking about how cool it is to touch old money (this takes a while!), we take on two larger questions. First, we continue our exploration of how access to money and knowledge about banking influenced wealth and opportunity in early America. Second, we have a broader discussion about how sources and archives constrain the kinds of stories we can tell.

The other field trip will take students to visit the Port of Oakland, the fourth largest operating port in the United States. The trip is new this semester, and I have been working with the Port to develop a visit that will push students to think differently about the economy of the Bay Area. Most are used to thinking about tech and finance—about apps and financial instruments—as the cutting edge of our regional economy. They are much less familiar with the continued importance of infrastructure and the physical movement of goods. Beyond seeing the technology of globalization, the trip will raise questions about the Port as a site of labor power, and also about the Port's relationship with the neighborhood of West Oakland. The goal is to connect students with an economically critical, highly visible and yet unseen site in Cal's immediate neighborhood.

While the above special trips and projects are probably the most unique aspects of the class, what makes the course work on a daily basis is a series of curated conversations. Despite the large size of the class, I devote 20-25 minutes of each session to debate. Discussion starts on day one, when I open class with a straw poll: who is in favor of capitalism? Who's against? Most students commit quickly to one side or the other. But then we move on to a more difficult question: what exactly is capitalism? We map out student answers on the blackboard: "the profit motive," "free markets," "property rights," "wage labor," "rewarding merit over status," "limited government." It quickly becomes clear that not only do we lack consensus, but some characteristics conflict with others. If the government protects property rights and enables

market exchange, then how can it stay out of the economy? If capitalism claims to reward merit over status, then won't property rights get in the way? What about when the profit motive spurs people to obstruct markets? We end the session with a working definition (different each year) that we revisit over the semester.

Some of the best discussions are based on primary sources. For example, early in the semester we study trade between Native Americans and European explorers. Most students imagine relatively primitive forms of barter, and we use primary sources to see how sophisticated native economies could be. For example, students read letter from a Hudson's Bay factor that lists the complaints and preferences of his very selective Algonquian customers. Another rich discussion uses Singer Sewing Machine trade cards, which depict sewing machines in use around the world, from Italy, to Japan, Burma, Swaziland, and the Caroline Islands. This year the discussion started slowly, with students avoiding questions about race and ethnicity. Finally I asked if the images made any of them uncomfortable. Every hand in the room went up and we launched into a complex and lively discussion about race and advertising.

A final genre of debate asks students to put themselves in the shoes of historical actors. These case-based discussions are modeled after MBA teaching, and they ask students what they would do in particular historical situations. Last week, I asked students what United Fruit Company CEO, Samuel Zemurray, should have done in the face of the land reforms proposed by Guatemalan president Jacobo Arbenz. Many know the end of the story—that Zemurray launched a PR campaign against Arbenz, associating him with communism and lobbying the CIA to instigate a coup. While it was easy for students to condemn Zemurray actions from a distance, thinking from his perspective highlights the larger structural perils of uneven international regulation: businesses can play a kind of legal arbitrage, picking, choosing, and even changing the rules of the game.

3. Influence on student learning

"History of American Capitalism" has become a large and popular course in the history department. The first year 56 students completed the course, the second year we enrolled 98,

and approximately 130 are currently enrolled. Students rate the class very highly, (6.16/7 in 2013, 6.36/7 in 2014). Comments (excerpted further in the supplemental materials) show that students enjoyed the class and felt that it broadened their understanding of a complex topic. As one wrote, "It's been an amazing class. A great variety of perspectives and narratives related to capitalism and US history tied together into a coherent course. I think you have a great style of teaching and are very good at involving your students!"

Though offered as an upper division history course, a majority of the students come from business, economics, and the sciences. Many are planning to start their own companies or to work in finance, and this class gives them the opportunity to think critically about how businesses influence social ordering. As I mentioned in the course overview, some of these students are skeptical of the AC requirement and they enroll hoping that the class is going to be an econ or business class in disguise. The course meets students on familiar terrain but asks new sets of questions and different perspectives. As one explains, "I really believe that this class should be continued...this course really helps you grow as a productive member of society, especially hearing it at our ages. The professor was phenomenal at teaching the material."

An alternate way to see course outcomes is to look at work produced for the class. The richest output can be found in the "curator project." Students research miniature museum exhibits on any theme and period related to the development of the American economy. The breadth of topics is incredible. A large subset of students work on advertising: currently one student is preparing a project on the history of marketing for feminine hygiene products, and another is researching the history of violence in advertising. Slavery is also a popular topic, and this semester a two students are preparing an exhibit on forms of enslaved resistance. Another student is studying the economic motivations for the migration of Sikhs to the Central Valley, and another is analyzing data to compare the wide distribution of ethnic groups in late 19th century Iowa with the enclaves and segregation that characterized eastern cities. The project helps non-majors to get a sense of the possibilities for historical study, and students are always excited to their share projects in a section "museum day."

History of American Capitalism: Business, Work, Economy
History 100AC- Spring 2016

Professor Caitlin Rosenthal, crosenthal@berkeley.edu
Lecture: T-Th 2-3:30pm, 2040 VALLEY LSB
Office Hours: Th 11am-1pm (11-12 drop in, 12-1 sign up) and by apt in 2225 Dwinelle

GSIs:

Daniel Robert, daniel.m.robert@berkeley.edu
Sections: 102 (Thurs 5 pm) & 105 (Tues 10 am)
Office Hours: Tuesday 11-12am, Thursday 3:30 – 5pm and by appt. in 2108 Dwinelle

Robert Nelson, robert_nelson@berkeley.edu
Sections: 101 (Mon 2 pm) & 106 (Tues 9 am)
Office Hours: Thursdays from 9-11 am and by appointment in 2108 Dwinelle

Sben Korsh, sben@berkeley.edu
Sections: 103 (Wed 11 am) & 104 (Tues 5 pm)
Office Hours: Wednesdays, 9-11 am and by appointment in 2108 Dwinelle

Subject to change! Please check the course website for the most updated version.

What is capitalism? And when did it come to characterize the American economy? This course will explore the economic history of the United States, from the colonial period to the present. We will analyze the dramatic changes that catapulted a chain of colonies from the fringe of the global economy to its center. As the semester progresses, we will seek out the sources of this dramatic transformation, exploring a variety of overlapping and sometimes conflicting explanations for the coming of capitalism. Is this primarily a story about ideas and economic outlook? Is it about entrepreneurship and innovation? Or about exploitation and expropriation? What role did the government play? What role the individual? Major themes will include the rise of the factory system, slavery and emancipation, technological innovation, the development of banking and finance, and economic inequality.

We will examine capitalism both from above and from below, seeking to understand the causes and consequences of economic change for different groups of Americans. Rarely was the “invisible hand” colorblind or gender neutral. We will examine both the role of famous businessmen and inventors in the coming of capitalism, and the influences of largely forgotten workmen, women, and even slaves. In addition to building their knowledge of American history, students will gain familiarity with three subfields of history: business history, economic history, and labor history. We will explore the ways each of these fields has generated different narratives to define, celebrate and critique American capitalism.

The course will include a simulation of the “Bank of the US” and several “field trips” including one to the Bancroft library and (hopefully) one to the Port of Oakland. Participation in these activities, as well as in section and in lecture, is essential to success in the course.

American Cultures:

The “History of American Capitalism” fulfills the undergraduate American Cultures requirement, and a major theme of the course will be impact of economic change on different groups of Americans. We will begin the semester at the point of first encounter between the native peoples of North America and the earliest European Americans. Here we will explore changing conceptions of property and the impact of trade on the cultural and economic survival of native peoples. We will also examine the ways Indian removal and the Dawes Act enabled the commoditization of land in the nineteenth century. We will also examine the experiences of African Americans, devoting several weeks to debating whether slavery was a capitalistic economic system. We will read excerpts from slave narratives and from the sophisticated account books planters and slave traders used to manage their business.

During the second half of the semester, we will turn our attention to the impact of big business on the economic prospects of different groups of Americans, both exploring the ways capitalism created new opportunities and new methods of racial discrimination. Important topics will include the experiences of immigrant laborers and racism in the workplace. We will discuss the role of Chinese-American workers in the construction of the transcontinental railroad and the importance of Chicano and Latino laborers in the growth of American Agribusiness. We will also explore the racial politics of unions and the ways managers exploited cultural differences to control workers.

Throughout the semester, we will also explore the impact of gender. We will read the letters of the young women operatives entering the workforce at Lowell Mills and examine the ways African American women asserted their freedom by withdrawing from the workforce after emancipation. We will discuss the progress of women in business, but also the persistent wage gap at all levels of employment, from service workers to CEOs.

Required texts:

In this course there will be two types of readings: primary sources produced at the time we are studying, and secondary sources interpreting those times. Generally each week you should expect to read 2-4 primary sources (usually under 25 pages total) and 2-4 book chapters or articles (usually 100-150 pages in total). Most of the course readings will be available through the course website. In addition, there are 5 books of which we will read long segments. These are available for purchase and on reserve at the library.

Paul Johnson, *Sam Patch, The Famous Jumper* (2004)

William Cronon, *Nature's Metropolis* (1992)

Lizabeth Cohen, *Making a New Deal* (1990)

Jefferson Cowie, *Capital Moves* (1999)

Marc Levinson, *The Box* (2008)

Contacting me:

My office hours are 11am-1pm on Thursdays. The first hour is open for anyone to drop by to talk. The second hour can be booked in 15 minute increments so that you don't have to wait too long to see me. You can do this via a link on my department website and the bcourses site. If you

contact me by email I will do my best to get back to you within 36 hours (for example, if you email me during the day on Monday, you can expect to hear back by Tuesday night). I get lots of emails: if you plan ahead I can be more helpful.

Course requirements:

1. Reading and informed participation in section and in lecture (20%)
2. Primary source analysis worksheets due 2/5 and 3/11 at 5pm (5%, 10% respectively)
3. Mid-Quiz - thursday 2/18 in class (15%)
4. Primary source curator project presented in section “in progress” during the week of 4/4-4/9 and due 4/15 at 5pm (25%)
5. Choice of a final exam on 5/9 from 11:30-2:30 or a research page paper due 5/9 at 11:30. The paper will be approximately 3500 words (including footnotes and citations, about 10 pages). Writing a paper will involve more time and effort than the exam, and while not restricted to those majoring in history, students who choose this option should understand the amount and level of work required for this assignment. Those wishing to write a research paper must notify both me and their GSI of their intent by Monday, 4/1 and schedule a time to meet with their GSI before the start of RRR week (25%)

The university takes plagiarism (and self-plagiarism) very seriously, and I have previously been forced to report students for plagiarism to the university. This is no fun for anyone. The result is (at a minimum) a *very poor or failing* grade in the class, and it can often be far worse depending on the circumstances. If you are not sure what plagiarism is, you can find out more at <http://writing.berkeley.edu/about-us/academic-honesty>

Discussion Sections: Sections meet once a week, and will provide an opportunity to reflect on themes and arguments presented in lecture as well as to review questions about the lecture material and discussed the assigned readings. Students are expected to attend section on time, actively participate in discussion, complete the assigned reading, and engage with each other on the basis of mutual respect for diverse perspectives and styles.

Primary source analysis preview (formal assignment to be distributed):

In this assignment, you will locate and describe a historical document or database and respond to questions on a primary source analysis tool, to be distributed in class. Your responses to the worksheet questions will be 500-750 words in total. Themes to consider will include: Who produced the document they identify and why? Did race, ethnicity, gender, age, or sexuality, shape the document? Who was the intended audience? And what were the economic stakes?

Curator project preview (formal assignment to be distributed):

You will select a series of images or create a set of graphs and charts that tell a story or convey a historical argument. Your exhibit could have from 3-10 items. If you are using a collection of photographs or images of documents like letters or account books, you will probably need at least 5-6 items to convey a story or illustrate change over time. By contrast, if you are building your own charts from historical data, 3 may be sufficient. Use your judgment to make the best exhibit you can – concise but also persuasive.

You will annotate each of your images or charts with a caption analyzing it. Who produced the

documents you are using and for what purpose? For example, if you are using photographs, who took them and why? Did their race, class, or gender influence the production and reception of the images? If you are using quantitative data, who collected it? What questions did they ask? And of whom? Are you collecting the data from the original sources or did someone else tabulate the data? Captions will be approximately 200-250 words *per image*.

Each group member will independently prepare an introduction to your exhibit. Your exhibit should advance a central thought or hypothesis that is supported by the sources you have selected (approximately 1000 words). Do they show change over time? Does a central theme emerge? What do they show about the contrasting economic experiences of different groups of Americans? Or about different industries or business models? You may wish to discuss counter-evidence that suggests a different hypothesis.

Finally, you will have the opportunity to share your results in section.

A note on computers:

You are welcome to use your computer to take notes in lecture. However, you are not welcome to use the internet and may want to consider shutting off your wireless. Please resist the temptation, even for searches related to the class! Please also refrain from using your phone or other gadgets. All of these activities can be distracting both for me and for your fellow students. I know it is tempting, but I will not be impressed if someone asks me a question and you raise your hand to share the results of Wikipedia! These guidelines also apply to discussion section. Thank you.

Late policy:

You must complete every assignment in order to pass the class. Late work will be penalized at 1/3 of a letter grade every 48 hours (for example A- to B+). There are very few exceptions to this rule. Please book time to see Professor Rosenthal in office hours if you think one of them applies to you.

Course Calendar

Week 1

1. T 1/19 – What is Capitalism? Is it American?
2. Th 1/21 – Historians, economists, & the study of capitalism
Assignment #1 distributed

Reading

Mark Peterson, "Capitalism," in Joseph C. Miller, ed., *The Princeton Companion to Atlantic History* (Princeton: Princeton University Press, 2014)

Week 2

Sections start this week!

3. T 1/26 – The Expansion and Encounter: Europeans, Indians and the “First” Global Economy
Exchange List for Pelts

Hudson's Bay Factor Describes Merchandise Disliked by Indian Customers
First Charter of the Virginia Company (1606)

4. Th 1/28— A tour of the colonies: New England, Mid-Atlantic, South, West Indies
John Cotton, "On the Just Price" (1639)
Benjamin Franklin Coaches an Ambitious Tradesman (1748)

Section

John McCusker, "The Demise of Distance: The Business Press and the Origins of the Information Revolution in the Early Modern World," *American Historical Review* (2005)

Various Prices Currents

Charter of the Virginia Company

Week 3

Assignment #1 due Friday at 5pm on the course website

5. T 2/2 – Revolution at home and abroad, the slave trade
Table from Slave Voyages (browse)
Voyage of the Slave Ship Sally (browse exhibit)
6. Th 2/4 – Visions of a new nation
Alexander Hamilton, "Report on Manufactures," excerpt (1791)
Thomas Jefferson, "Notes on the State of Virginia," excerpt (1781)

Section

Paul Johnson, *Sam Patch*, all

Week 4

7. T 2/9 - Industrialization: From Workshops to Factories
Lowell Mill Girls Letters (Hannah Williamson Wilson, 1836, Harriet Farley in the Lowell Offering, 1844, Mary Ann Cowles, 1847)
8. Th 2/11 - On the Plantation: Slavery's Capitalism
Slave Solomon Northup, "Cotton Growing" (1854)
Alexander Telfair, Instructions to His Overseer (1832)

Section

Mark M. Smith, "Time, Slavery and Plantation Capitalism in the Ante-Bellum American South," *Past & Present*, No. 150 (Feb., 1996), pp. 142-168

Edward Baptist, "Toxic Debt, Liar Loans, and Securitized Human Beings: The Panic of 1837 and the fate of slavery," *Common-Place*, 2010

Week 5

9. Th 2/16 – First Bank of the US simulation
No reading for class – but do study!
10. T 2/18 – The economics of the American Civil War and **MIDQUIZ**

Section

BANCROFT LIBRARY VISITS

Again, no reading, but study or start reading *Nature's Metropolis* for next week...

Week 6

Assignment #2 distributed

11. T 2/23 – Commodities, transportation, and the settlement of the west
Chicago Board of Trade, first annual report (skim)
12. Th 2/25—Big business: technology, system and efficiency
Bill Cronon, *Nature's Metropolis*, Chapter 5 (Meat)
Daniel McCallum's Organizational Chart

Section

Bill Cronon, *Nature's Metropolis*, Prologue and chs. 3-4 (and ch. 5 for Thursday lecture)

Week 7

13. T 3/1 – The age of the octopus: mergers and strikes
Henry Demarest Lloyd Exposes the Standard Oil Monopoly (1881)
Theodore Roosevelt Advocates Regulation, excerpts (1901)
14. T 3/3 – Capitalism and imperialism: the second global economy
Singer Trade Cards (in class, no need to review in advance)

Section

Richard White, "Information, Markets, and Corruption," *JAH* (2003)
Alfred Chandler, ch. 8 of *The Visible Hand* (1977) – e-book via oskicat

Week 8

Assignment #2 due Friday, 3/11 on the course website

15. T 3/8 – Transformation of work: Scientific Management and Emotional Labor, With guest lecture, Daniel Robert

16. Th 3/10 – Women at work, the South

Section

Harry Braverman, "Labor and Monopoly Capital"

F.W. Taylor, *The Principles of Scientific Management*, Intro & Ch. 2 (1911)

Week 9

17. T 3/15 – Popular Finance, *Guest Lecture from Robbie Nelson*

WEB DuBois on Booker T Washington, from *Souls of Black Folk*, 1903.pdf(1903)

Booker T Washington, "First Annual Address as President," National Negro Business League (1900)

18. Th 3/17 – Forecasting, crash, the great depression

Wall Street Broker Remembers the Crash, 1929

Letters to Franklin and Eleanor Roosevelts, 1930s

Section

Walter Friedman, *Fortune Tellers*, Chs. 1 & 2

Week 10

Spring Break

Week 11

19. T 3/29 – Who made the New Deal?

Barry Eichengreen, “Uses of the Past,” 2012.

20. Th 3/31 – Tupperware documentary (Prof. Rosenthal away)

Section

Lizabeth Cohen, *Making a New Deal*, Chapters 5-8 and conclusion

Week 12

13. T 4/5 – US Abroad: War/Postwar/Decolonization

14. Th 4/7 – Beyond Scientific Management: Marketing and Human Relations

Alfred P Sloan, excerpt from “My Years With General Motors,” 1927

Section

Roland Marchand, *Advertising the American Dream*, Ch. 5 “The Consumption Ethic”

Week 13

Curator projects due Friday 4/15 at 5pm via course website

15. T 4/12— Capitalism in a golden age? Affluence and its Discontents, *with guest lecture on housing from Sben Korsh*

William H. Whyte, *Organization Man*, “How to Cheat on Personality Tests”

16. Th 4/14— 1970s/80s – Liberating the “free” market: Deregulation

Milton Friedman, “The Social Responsibility of Business is to Increase its Profits” (1970)

Section

Jefferson Cowie, *Capital Moves*, Intro, chs. 1-2, 4, 7

Week 14

17. T 4/19 - 1970s/80s – Deregulation, outsourcing, and the service economy

Sam Walton, “10 Rules that Worked for me”

William Jefferson Clinton defends Marc Rich, “My Reasons for the Pardons” (2001)

18. Th 4/21 – Movie and discussion, Enron: The Smartest Guys in the Room

Section

Museum day in section: presentation of curator projects

Week 15

19. T 4/26 – 1980s/1990s – Asset Light Business Models: Financialization and the Knowledge Economy

Justin Fox, “Markets without People”

20. Th 4/28 – Capitalism today?

Roger Lowenstein, “Walk Away from your Mortgage!” New York Times (January 2010)

Sheryl Sandberg, “Don’t Leave Before You Leave,” *Fortune* (2009)

Anne-Marie Slaughter, “Why Women Still Can’t Have it All,” *The Atlantic* (2012)

Citizens United v. Federal Election Commission, excerpts of opinion and dissents

Section

Marc Levinson, *The Box*, chs. 1-4, 6-7, 11-12. 14

Week 16: RRR week

21. T 5/3 – OPTIONAL: Tour of the port of Oakland

22. Th 5/5 – OPTIONAL: Semester review

If you have chosen to write a paper in lieu of the final that it is due by the beginning of the final exam period. No exceptions. If your paper is not done, you should be sitting in the exam writing away!

History 100AC - Curator Project

- Due 4/15 at 5pm (25%)
- Presented in section “in progress” during the week of 4/18-4/25

For this project you and up to 3 other students will create a series images, graphs, or charts that tells a story or conveys an historical argument. You can think of this as a miniature museum exhibit that creatively uses primary sources to show how business, labor, or some aspect of the economy changed over time.

- **Primary Source Exhibit.**
 - For this project, you will curate a series of existing items. These can come from any of the approved online data bases or the Bancroft. Other sources are possible, but you should check with your GSI first. Possible projects might include a series of advertisements that show change over time, an article of currency along with diagrams of the printing presses that were used to make it, a set of receipts that show how the terms of purchases were changing or a collection of labor posters that illuminate the priorities of a particular union or strike. Possible exhibits could include photographs, political cartoons, account books, stock market charts, or labor contracts. You should be both creative and strategic in your selection of sources, selecting items that relate to each other. Avoid selecting items that are so far apart that connecting them requires speculation.
 - If you are working alone you should **plan to include 5-6 items in your exhibition.** If you are working together, each person should be responsible for **3-4 items** for a full exhibit of **6-12 images.**
- **Data Visualization.** Instead of using a source base of items, you may analyze a historical data set. Here you will **charts, graphs or data maps** that help to answer a question about how business, work, or some aspect of the American economy were changing. You can find an assortment of possible data sources on page two of this assignment. If you are working alone you should **plan to include 3-4 charts in your exhibition.** If you are working together, each person should be responsible for (and sign) **2 charts or graphs** for a full exhibit of **4-8 visualizations.**
- **Hybrid projects are possible.** For example, a data visualization project where each person includes 1-2 objects and 1 chart or graph. Or, a collaborative project where some students person focus on data visualization and others curate thematically related projects. If you have any doubts about whether your plan is appropriate please check with your GSI or Prof. Rosenthal.

Annotate each of your images or charts with a polished caption. These should be approximately 150-200 words each and should include observations like those you might have made on the primary source worksheets. Look closely at your sources and see what they have to say! **Each student will be graded primarily on his or her own captions,** though the overall exhibit will be in our minds as we are grading. You may want to proofread each other’s to help bring the overall exhibit together.

Finally, **each student should write an introduction for the exhibit.** In 2-3 paragraphs this should introduce a central theme or historical hypothesis, explain its importance, and link it to the exhibits you have created (750 words).

Please note that, as on the worksheets, exceeding word counts by more than 10% may result in the deduction of one letter grade. Similarly, late assignments will be penalized at a rate of 1/3 of a grade per day.

Your exhibit can take a variety of forms ranging from a powerpoint presentation with accompanying text to a simple website. Please cite any outside sources using footnotes or parenthetical citations. You may use any style you choose as long as you are consistent.

To locate primary sources you may use any database linked from the library's source guide for American History. If one of these does not suit your needs, please check with your GSI before using an alternative source.

- <http://guides.lib.berkeley.edu/c.php?g=137536&p=899083>

For data, here are some online data sets to get your started. Please note that you must create your own charts! You cannot take ready made charts from another source. What program you use is up to you.

- ICPSR, Interuniversity Consortium for Political and Social Research), <http://www.icpsr.umich.edu/>
- IPUMS, Integrated Public Use Microdata Series (the census), usa.ipums.org
- HSUS, Historical Statistics United States, hsus.cambridge.org
- Trans-Atlantic Slave Trade, slavevoyages.org
- EH net databases (for example, Unskilled Wage Index, US) <http://eh.net/databases/>
- Stanford Spatial History Project, spatialhistory.stanford.edu
- Databases on converting prices and cost of living over time, measuringworth.org

Primary Source Worksheet #1

Due at 5pm on 2/5/15 on the course website!

Name (full name *and* any name you prefer to be called)

Locate a primary source from before 1800 that relates in some way to the history of American business, economy, or labor. This should be something you find one of the historical archives listed in the source guide (not by googling “primary source”!).

1. Provide a citation for your source:

2. What citation style are you using? You can use any style you are comfortable using. If your source is more than a page long and you quote from it in your answers to the questions below please note the page number. If you do not have a preferred citation style, one option is: http://www.chicagomanualofstyle.org/tools_citationguide.html.

3. Describe your source. What kind of document is it? Is it printed or handwritten? Bound? How is it organized? (150-200 words)

4. Who produced this source and why? What motivated the producer? You may want to consider a variety of producers including an author, editor, publisher, photographer, organization, or government. If you do not know who produced the source, can you learn anything about their likely background from the document? (150-200 words)

5. Who do you think was the intended audience for the source? Is it a private communication or was it intended to circulate widely? (150-200 words)

6. What else do you find interesting or unusual about this source? You may want to explain why you think the source sheds light on some aspect of American capitalism. (150-200 words)

7. What kinds of questions about the past could this source (or a collection of sources like this) help us to answer? Be creative and provide at least three distinct questions.

Please turn in a transcript or copy of your source with your worksheet! If you cannot provide a copy, please explain why not.