

Department of History, University of Wisconsin-Madison

Essential Facts

Prof. Dunlavy

Lectures: Tuesdays and Thursdays, 2:30-3:45 p.m., 1641 Mosse Humanities Bldg.

Office: 5109 Mosse Humanities, (608) 263-1854; mailbox #5009

Office hours: Mondays, 1:00-3:00 p.m., or by appointment

Email: cdunlavy@wisc.edu

Teaching Assistant – Justin Baldassare

Sections: all meet on Wednesdays

Sec. 301: 12:05-12:55, B119 Van Vleck

Sec. 302: 1:20-2:10, 1641 Humanities

Sec. 303: 2:25-3:15, B235 Van Vleck

Office: 4271 Mosse Humanities, (608) 890-3306; mailbox #4052

Office hours: Thursdays, 12:15-2:15 p.m.

Email: baldassare@wisc.edu

Overview

How did American capitalism reach its current state? This is one of today's most pressing questions, and it's arguably the most exciting time in a century to grapple with it.

This course offers useful ways of thinking about (i.e., analyzing, understanding) American capitalism through a survey of its historical development since the mid-eighteenth century. Although history cannot be used to predict the future, understanding the historical processes by which we arrived at our current state helps us to make sense of the changes going on around us.

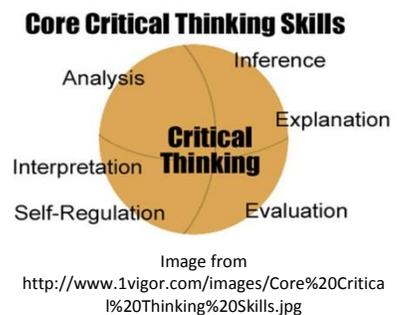
Goals – knowledge and skill-building

This course offers you an opportunity to enhance both your *knowledge* of the history of American capitalism and your *skill* at thinking critically and historically.

Our survey is structured around three broad and persistent *themes* in the history of American capitalism:

- changes in the *nature* of American capitalism from the mid-18th century to the near-present;
- the ever-changing, though always essential, *role of government*, broadly construed, which both shaped and was shaped by American capitalism; and
- changes in American capitalism *as a social world*, defined by social rules (law and norms) and distinctive social relations.

The lectures, assigned readings, and writing assignments will encourage you to develop your ability to think critically. *Critical thinking* is one of the two most important skills that you can learn, whatever your career aspirations. The components of critical thinking are illustrated in the image to the right. For more information, see The Critical Thinking Community's webpage at <http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411>. I have also ordered, as a recommended



reading, M. Neil Browne and Stuart M. Keeley, *Asking the Right Questions: A Guide to Critical Thinking* (any recent edition).

The second important skill is *historical thinking*. This means paying careful attention to *events*, to *change over time*, and to the *particular sequence* of events (chronology). It also means learning to grapple with *complexity*—e.g., with differing rates of change, with multi-causality, and with necessarily incomplete information. What could be more useful in today’s complex, rapidly changing world? If you would like to read more about historical thinking, I recommend William H. Sewell, Jr., *Logics of History: Social Theory and Social Transformation* (Chicago and London: University of Chicago Press, 2005).

If you do well in this course, you may characterize your skills on your resumé with the following language: “adept at analyzing complex, dynamic events on the basis of incomplete information and at communicating the results of that analysis coherently and succinctly.”

Requirements and other details

Readings

The readings are a mixture of primary sources (i.e., documents produced in the years we are studying) and secondary sources (written in later years, usually based on primary sources). With the exception of Rampolla’s *A Pocket Guide to Writing in History*, the readings are available on Learn@UW (<https://learnuw.wisc.edu>, log in with your UW NetID). If there is sufficient demand, a course pack will be available for purchase at the Humanities Copy Center (across from our lecture hall).

If you would like to refresh or enhance your knowledge of U.S. history during the semester, a good choice for this course would be Pauline Maier et al., *Inventing America: A History of the United States*, 2d ed. (W. W. Norton, 2006), which I have ordered as a recommended reading.

Discussion sections

Discussion sections are an integral part of this course. Attendance is mandatory. Come prepared to participate actively and intelligently in the discussions, based on a close reading of the assignments and on your reflections on the lectures. Your teaching assistant, Justin Baldassare, will provide additional details in the first section meeting. Justin’s contact information, as well as the section times and locations, are listed on p. 1 of this syllabus.

Writing assignments

These are designed to help you develop essential skills—reading and listening carefully, evaluating and synthesizing what you have heard/read, and expressing your knowledge coherently and persuasively in writing. If you have not read the little, all-time classic, *The Elements of Style*, this would be an excellent time to do so. I ordered it as a recommended book (any recent edition). Also, be sure to make use of resources such as Rampolla’s *Pocket Guide* and the UW’s [Writing Center](#).

Brief analysis

This, the first assignment of the semester, is due in sections on January 29. Its focus is on sharpening your analytical skills—in this instance, your ability to discern the key “take home” points in a set of documents.

Take-home papers

We will have three take-home paper assignments this semester, increasing in length from 250 to 750 words. These are designed to “grow” your skills in critical thinking and historical thinking. In each paper, you will be asked to respond to a question based solely on the lectures and assigned readings.

To get you off on the right track, I will hold a writing workshop in the lecture after the first take-home paper assignment is handed out.

Final exam

This will be a closed-book, blue-book exam consisting of one or more essay questions. Further details will be forthcoming in lecture.

Our final exam is on Sunday, May 11, 10:05-12:05 a.m. (not my idea!). If you have a "legal" conflict (three exams within 24 hours), or if you are a McBurney student, please inform Prof. D. as early as possible.

Grading

Components of Your Grade		The table on the left indicates the relative weight of the various components that will form the basis for your semester grade. Your assignments will be graded on the scale shown at the right. Bear in mind that, even if your grade is at the upper (or lower) edge of a grading interval, it will still be reported at the end of the semester as the basic interval grade (e.g., 83 and 87 will both be reported as a B). Penalty for late papers: one full step (e.g., from A to B) for each day (partial days to be pro-rated).	Grading Scale	
Participation in sections	25%		A	93-100%
Writing assignments	50%	AB	88-92%	
Brief analysis – due Jan. 29 (5%)		B	83-87%	
THP #1 – due Feb. 18 (10%)		BC	78-82%	
THP #2 – due Mar. 11 (15%)		C	70-77%	
THP #3 – due Apr. 15(20%)		D	60-69%	
Final exam	25%	F	0-59%	

Intellectual engagement

Faithful attendance of lectures is critical to getting the full benefit of a lecture course (seems rather obvious, doesn't it!). But in a lecture course, it is all too easy to adopt a posture of passivity—sitting back and waiting to “receive” information. Developing analytical skills and historical understanding requires engagement. So cultivate an active posture in lectures (and sections). Don't be lulled by my use of PowerPoint in lectures: use the slides for what they offer—an outline of the lecture and related illustrations—and take your own notes to fill in the details. Engage actively and critically with your readings. Bring the questions that your active engagement stimulates to lectures, sections, or office hours. Engagement is a choice.

Classroom etiquette

If you cannot avoid arriving late for lectures (or leaving early), please let me know and sit near the door. Laptops are welcome in my lecture hall, but if you do anything other than use it to take notes—especially anything that would distract your fellow students—sit in the rear of the lecture hall (or, better yet, don't bother to come to lecture!). If you must arrive late for discussion section, be sure to talk with your TA in advance. Cell phones: please turn off during lecture and sections; no texting, please. Note that no electronic devices whatsoever will be permitted at the final exam.

Academic honesty

What is "plagiarism"? Here's a definition, based on *Merriam-Webster's Collegiate Dictionary* (10th ed.):

To plagiarize is "to steal and pass off (the ideas or words of another) as one's own; . . . [to] present as new and original an idea or product derived from an existing source."

Plagiarism has become an increasingly serious offense as our world has become increasingly property-oriented. The very notion of "stealing" ideas or words implies private-property rights in them—a concept made explicit in the term "intellectual property rights," a matter of great controversy in the internet/media world today and the subject of some of our readings this semester. The minimum penalty for plagiarism in this class is an "F" for the semester, and all cases will be reported to the Dean of Students for possible further action.

In taking this course, you are committing yourself to academic honesty—that is, to submitting assignments that reflect your own, original words and ideas and to acknowledging clearly when you are relying on the words or ideas of others.

If you have any questions about what constitutes plagiarism, an excellent source of information is the webpage "What is Plagiarism" at <http://www.plagiarism.org/>. I have also posted on Learn@UW a copy of Turnitin's [manual on plagiarism](#)). Be sure to read ch. 6 in Rampolla's *Pocket Guide* as well.

Bias-Free Learning

I am committed to creating and maintaining a bias-free learning environment that allows each of you to do your best work. Please note carefully the following excerpt from UW policies:

The University of Wisconsin-Madison, in accordance with the laws of the State of Wisconsin, seeks to protect its students from discrimination. S. 36.12 of the Wisconsin Statutes reads in part: No student may be denied admission to, participation in or the benefits of, or [be] discriminated against in any service, program, course, or facility of the (UW) system or its institutions or centers because of a the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.

If religious obligations should conflict with sections or lectures or with the assignments, please be sure to give me or your teaching assistant advance notice. If you are a McBurney student, please talk with me early in the semester so that we can discuss necessary arrangements.

If you have any questions or concerns about these policies, please don't hesitate to bring them to me or to the Dean of Students in the [Division of Student Life](#). For more information on the university's policies, contact UW-Madison's [Office for Equity and Diversity](#), 179A Bascom Hall, 500 Lincoln Drive, Madison, WI 53706; (608) 263-2378.

SCHEDULE OF LECTURES AND READINGS – SEE NEXT PAGE

Schedule of lectures, sections, and readings

Lecture topics are subject to change. The readings, which will provide the locus of discussion in sections, are best read in the order that they appear on the schedule below.

Week 1: January 21 – 23



Jan. 21 (T) Lecture – Introductions

Introductory reading

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford/St. Martin's, 2010), chs. 1-4. This will help to orient those of you who have not taken a college-level history course and will serve as a refresher for those who have.
- “Themes and Concepts” – handed out in lecture; also on Learn@UW.

Jan. 22 – Discussion sections

Introductions – no assigned reading

Jan. 23 (Th) Lecture – Thinking about capitalism; “The nature of colonial capitalism”

KEYWORD: bill of exchange

Week 2: January 28 – January 30



Jan. 28 (T) Lecture – “The imperial political economy”

KEYWORD: colony

Jan. 29 (W) Discussion sections

Assigned readings

- Selected letters of Gerard G. Beekman from Philip L. White, transcriber and ed., *The Beekman Mercantile Papers, 1746-1799* (New York: New York Historical Society, 1956).
- R. C. Nash, “The Organization of Trade and Finance in the Atlantic Economy: Britain and South Carolina, 1670-1775,” in *Money, Trade, and Power: The Evolution of Colonial South Carolina’s Plantation Society*, ed. Richard Middleton, Greene, Jack P., Rosemary Brana-Shute, and Randy J. Sparks (Columbia: University of South Carolina Press, 2001), 74-107.
- Ann M. Carlos and Frank D. Lewis, “Marketing in the Land of Hudson Bay: Indian Consumers and the Hudson’s Bay Company, 1670-1770,” *Enterprise and Society* 3 (2002): 285-317.

Writing assignment

- Due in sections: Brief analysis of the Beekman letters (printed; max. word count: 200). What do Beekman’s letters tell us about the *social world* of capitalism in his time? See the Themes and Concepts handout for guidance on thinking about the social world of capitalism.

Jan. 30 (Th) Lecture – “Revolutionary and post-colonial tumult”

KEYWORD: (first) Bank of the United States

Week 3: February 4 – 6



Feb. 4 (T) Lecture – “Breaking with the colonial past: the War of 1812”

KEYWORD: War of 1812

Feb. 5 (W) Discussion sections

Assigned readings

- David Waldstreicher, *Slavery’s Constitution: From Revolution to Ratification* (New York: Hill and Wang, 2009), 3-19 (“Prologue: Meaningful Silences”).
- John Lauritz Larson, *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good* (Cambridge: Cambridge University Press, 2010), 12-38 (ch. 1, “First Fruits of Independence”).
- J. Montefiore, *The American Trader’s Compendium; Containing the Laws, Customs, and Regulations of the United States Relative to Commerce . . .* (Philadelphia: Samuel R. Fisher, Junr., 1811), selections.
- Naomi R. Lamoreaux, “Rethinking the Transition to Capitalism in the Early American Northeast,” *Journal of American History* 90, no. 2 (2003): 437-461.

Feb. 6 (Th) Lecture - “A new institutional power: the corporation”

Week 4: February 11 – 13



Feb. 11 (T) Lecture – “Capital and credit in antebellum capitalism”

KEYWORD: general incorporation

1st take-home paper assignment – handed out in lecture today

Feb. 12 (W) Discussion Sections

Assigned readings

- Pauline Maier, “The Revolutionary Origins of the American Corporation,” *William and Mary Quarterly* 3d ser., vol. 50, no. 1 (1993): 51-84.
- [David Henshaw], *Remarks Upon the Rights and Powers of Corporations and of the Rights, Powers, and Duties of the Legislature toward Them . . . By a Citizen of Boston*. (Boston: Beals and Greene, 1837), 3-17.
- *On the Rights and Powers of Corporations. A Notice of the Pamphlet by a Citizen of Boston. By His Fellow Citizen* (Boston: Printed by the author, 1837).

Feb. 13 (Th) – Workshop in lecture on the writing assignment

Week 5: February 18 – 20



Feb. 18 (T) – “Race and gender in antebellum capitalism”

1st take-home paper assignment – due in lecture today

Feb. 19 (W) Discussion Sections

Assigned readings

- Documents re. plantation management from John R. Commons et al., *A Documentary History of American Industrial Society*, vol. 1, Plantation and Frontier (Cleveland: Arthur H. Clark Company, 1910), 122-126, 134-148-149, 166.
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass., and London: Harvard University Press, 1999), 45-77 (ch. 2, “Between the Prices”).
- Walter Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom* (Cambridge, Mass., and London: Belknap Press/Harvard University Press, 2013), 97-150 (ch. 4, “Limits to Capital,” and ch. 5, “The Runaway’s River”).

Feb. 20 (Th) Lecture – “What was so revolutionary about ‘industry’?”

KEYWORD: “American System” (of manufacturing)



Week 6: February 25 – 27

Feb. 25 (T) Lecture – “Civil War: Refiguring state and economy”

KEYWORD: “American System” (the policy package)

Feb. 26 (W) Discussion sections

Assigned readings

- Excerpts from the annual reports to the shareholders of the Baltimore and Ohio Railroad, 1827, 1837, 1847, 1857.
- William G. Thomas, *The Iron Way: Railroads, the Civil War, and the Making of Modern America* (New Haven: Yale University Press, 2011), 1-55 (Prologue and Part I), 149-173 (ch. 7, “The Railroad Strategy”).
 - Explore the book’s companion website at <http://railroads.unl.edu>, focusing on the Topic: Railroad Work and Workers.
- Heather Cox Richardson, *The Greatest Nation of the Earth: Republican Economic Policies During the Civil War* (Cambridge, Mass.: Harvard University Press, 1997), 170-208 (ch. 6 on transcontinental railroads).

Feb. 27 (Th) Lecture – “New strategies of growth – integrating enterprises”

KEYWORDS: horizontal integration, vertical integration



Week 7: March 4 – 6

March 4 (T) Lecture – “Social relations of capitalism transformed, part 1: labor”

2nd take-home paper assignment – handed out in lecture today

KEYWORD: Homestead

March 5 (W) Discussion sections

Assigned readings

- “The Homestead Strike,” *North American Review*, no. 433 (September 1892): 355-375.
 - A Congressional View (Hon. William C. Oates, Chairman of the Congressional Investigating Committee)
 - A Constitutional View (George Ticknor Curtis)
 - A Knight of Labor’s View (T. V. Powderly, General Master Workman of the Knights of Labor)
- David Iglar, “The Industrial Far West: Region and Nation in the Late Nineteenth Century,” *Pacific Historical Review* 69, no. 2 (2000): 159-192.
- Matthew Frye Jacobson, “Annexing the Other: The World’s Peoples as Auxiliary Consumers and Imported Workers, 1876-1917,” in *Race, Nation, and Empire in American History*, eds. James T. Campbell, Mathew Pratt Guterl, and Robert G. Lee (Chapel Hill: University of North Carolina Press, 2007), 103-129.
- Rowena Olegario, *A Culture of Credit: Embedding Trust and Transparency in American Business* (Cambridge, Mass.: Harvard University Press, 2006), 139-173 (ch. 5, “Growth, Competition, Legitimacy: Credit Reporting in the Late Nineteenth Century”).

March 6 (Th) Lecture – “Social relations of capitalism transformed, part 2: capital”

KEYWORD: plutocracy



Week 8: March 11 – 13

March 11 (T) Lecture – “Social barriers to entry: race and gender ca. 1900”

KEYWORD: The “Black Edison”

2nd paper assignment – due in lecture today*March 12 (W) – Discussion Sections*

Assigned readings

- Richard T. Ely, “The Future of Corporations,” *Harper’s Monthly Magazine*, July 1887, 259-266.
- Booker T. Washington, *The Negro in Business* (orig. pub. 1906; Chicago: Afro-Am Press, 1969), 11-20 (ch. 1, Introduction).
- W. E. B. Du Bois, *The Souls of Black Folk*, ed. David Blight and Robert Gooding-Williams (orig. pub. 1903; Boston and New York: Bedford Books, 1997), 62-72 (ch. 3, “Of Mr. Booker T. Washington and Others”).
- “Corporations: Existence Apart from Stockholders: Corporation Composed of Negroes Not a ‘Colored’ Person.” *Michigan Law Review* 7, no. 1 (November 1908): 67-68.
- Nina Lerman, “New South, New North: Region, Ideology, and Access in Industrial Education,” in *Technology and the African-American Experience: Needs and Opportunities for Study*, ed. Bruce Sinclair (Cambridge: MIT Press, 2004), 77-105.

March 13 (Th) Lecture – “The Weak American State – Myth and Reality”

KEYWORD: “race to the bottom”



March 18 – 20 – Spring Break

No lectures or sections this week.



Week 9: March 25 – 27

March 25 (T) Lecture – “Consolidating the mass production economy in the Great War”

KEYWORDS: dollar-a-year men, Simplified Practice

March 26 (W) Discussion sections

Assigned readings

- Hugh Rockoff, *America's Economic Way of War: War and the Us Economy from the Spanish-American War to the Persian Gulf War* (Cambridge: Cambridge University Press, 2012), 99-154 (ch. 5, “World War I”).
- “Economic Mobilization of the United States for the War of 1917: A Preliminary Memorandum Prepared at the Request of the Central Bureau of Planning and Statistics, by the Economic Mobilization Section, Historical Branch, War Plans Division, General Staff.” Washington, D.C., December 1918.
- “National Garment Retailers' Association Arranges Meeting at Waldorf-Astoria, November 27, to Discuss the Conservation of Wool,” *American Cloak and Suit Review* 14, no. 6 (December 1917), 139-145.
- “Advertising and the Wool Shortage,” *Printers' Ink*, December 6, 1917, 137.
- Mrs. A. Sherman Hitchcock, “Dame Fashion Bows to Decree of Conservation,” *Automobile Journal*, February 25 1918, 44-45.
- John Allen Murphy, “Can You Be Patriotic without Adulterating Your Brand? The Wool Situation and the Changes in Merchandising That It Is Causing,” *Printers' Ink*, March 7, 1918, 105-106, 109-110.

March 27 (Th) Lecture – “The new interdependence: ‘Systems’”

KEYWORD: diversification



Week 10: April 1 – 3

April 1 (T) Lecture – “The Great Depression: Crisis of Capitalism?”

KEYWORD: technological unemployment

April 2 (W) Discussion sections

Assigned readings

- Catherine L. Fisk, *Working Knowledge: Employee Innovation and the Rise of Corporate Intellectual Property, 1800-1930* (Chapel Hill: University of North Carolina Press, 2009), 177-210 (ch. 6, “Corporate Management of Science & Scientific Management of Corporations”).
- Stuart Chase, *The Tragedy of Waste* (1925; New York: Macmillan Co., 1929), 108-125 (ch. 7, “An Analysis of Advertising”).
- Earnest Elmo Calkins, *Business the Civilizer* (Boston: Little, Brown and Co., 1928), pp. 1-29.

- Lawrence B. Glickman, “The Strike in the Temple of Consumption: Consumer Activism and Twentieth-Century American Political Culture,” *Journal of American History* 88, no. 1 (June 2001): 99-128.
- “Capitalism is Unsound: Ohio Debate League Proposition,” in *Intercollegiate Debates: The Yearbook of College Debating*, ed. Egbert Ray Nichols, vol. XIII (New York: Noble and Noble, 1932), 41-96.

April 3 (Th) Lecture – “World war again - forging modern American capitalism”

KEYWORD: military-industrial complex



Week 11: April 8 – 10

April 8 (T) Lecture – “The surprise of post-WWII prosperity”

KEYWORDS: National Defense Highways Act, automation

3rd take-home paper assignment – handed out in lecture today

April 9 (W) Discussion sections

Assigned readings – None this week; sections will focus on the paper assignment

April 10 (Th) Lecture – “New Strategies – Conglomeration and Franchising”



Week 12: April 15 – 17

April 15 (T) lecture – “American business pushes abroad”

KEYWORD: multinationals

3rd take-home paper assignment – due in lecture today

April 16 (W) Discussion sections

Assigned readings

- David E. Nye, *America’s Assembly Line* (Cambridge, Mass., and London: MIT Press, 2013), 127-155 (ch. 6, “War and Cold War”).
- David F. Noble, “Social Choice in Machine Design: The Case of Automatically Controlled Machine Tools,” in *Case Studies on the Labor Process*, ed. Andrew Zimbalist (New York and London: Monthly Review Press, 1979, 18-50.
- Lizabeth Cohen, *A Consumers’ Republic: The Politics of Mass Consumption in Postwar America* (New York: Vintage Books, 2004), 257-289 (ch. 6, “Commerce: Reconfiguring Community Marketplaces”).
- Tami J. Friedman, “Exploiting the North-South Differential: Corporate Power, Southern Politics, and the Decline of Organized Labor,” *Journal of American History* 95:2 (2008): 323-348.

April 17 (Th) Lecture – “The problem of the corporation”



Week 13: April 22 – 24

April 22 (T) Lecture – “Why the ‘new (social) regulation’?”

KEYWORD: OSHA

April 23 (W) Discussion sections

Assigned readings

- Peter Drucker, *The Concept of the Corporation* (1946; rev. ed., New York: John Day Company, 1972), 1-19 (ch. 1, “Capitalism in One Country”).
- Victor Perlo, “‘People’s Capitalism’ and Stock-Ownership,” *American Economic Review* 48, no. 3 (1958): 333-347.
- George W. Wilson, “Democracy and the Modern Corporation,” *Western Political Quarterly* 13, no. 1 (1960): 45-56.
- Daniel Bell, “The Corporation and Society in the 1970s,” *National Affairs*, no. 24 (Summer 1971): 5-32.

April 24 (Th) Lecture – “Crisis again? The 1970s”

KEYWORD: stagflation



Week 14: April 29 – May 1

April 29 (T) Lecture – “A new era of capitalism? I. Reversing course”

KEYWORD: core business, deregulation

April 30 (W) Discussion Sections

KEYWORD: pseudo-professionalism

Assigned readings

- Hugh Rockoff, *America's Economic Way of War: War and the Us Economy from the Spanish-American War to the Persian Gulf War* (Cambridge: Cambridge University Press, 2012), 276-304 (ch. 9, “The Vietnam War”).
- Robert H. Hayes and William J. Abernathy, “Managing Our Way to Economic Decline,” *Harvard Business Review* 58 (July-August 1980): 67-77.
- John E. Schwartz and Thomas J. Volgy, “The Myth of America's Economic Decline,” *Harvard Business Review* 63 (Sept/Oct 1985): 98-107.
- Daniel T. Rodgers, *Age of Fracture* (Cambridge, Mass., and London: Belknap Press of Harvard University Press, 2011), 41-76 (ch. 2, “The Rediscovery of the Market”).
- Waterhouse, Benjamin. “The Corporate Mobilization against Liberal Reform,” in *What's Good for Business: Business and American Politics since World War II*, ed. Kim Phillips-Fein and Julian E. Zelizer (Cambridge and New York: Oxford University Press, 2012), 233-248.
- Shane Hamilton, “The Populist Appeal of Deregulation: Independent Truckers and the Politics of Free Enterprise, 1935–1980,” *Enterprise & Society* 10, no. 1 (2009): 137-177.

May 1 (Th) Lecture – “A new era of capitalism? II. A new market revolution”

KEYWORDS: “forced capitalists”



Week 15: May 6 – 8

May 6 (T) Lecture – “A new era of capitalism? III. Technological revolutions”

Final exam prep sheet – handed out in lecture today

KEYWORDS: nanotechnology

May 7 (W) Discussion sections

Assigned readings – none this week; sections will focus on preparation for the final exam

May 8 (Th) Lecture – “A new era of capitalism? IV. Globalization”

End-of-semester events

Review – will be included in the last lectures

Final exam – Sunday, May 11, 10:05 a.m.-12:05 p.m., location TBA
