

**Scott E. Randolph, Ph.D.**  
**Business 226: The Rise of American Capitalism, 1860 - 1932**

**PLEASE NOTE: this is a general sample syllabus, details will differ from semester to semester**

**M-W, with lab on most Fridays**

Victor LeRoy Duke Hall room 313 (Lecture) and Armacost 309A CIL lab room (Lab)

**IMPORTANT STATEMENT CONCERNING EQUITY OF OPPORTUNITY**

Your success in this class is of the utmost importance to me. Anyone who faces challenges securing their food, housing, or personal safety and believes that this may affect their performance in the course is urged to contact Dr. Donna Eddleman, Dean of Student Affairs, for support (909-748-8281 and donna\_eddleman@redlands.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

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**TWITTER:** @DrScottRandolph and use the hash-tag #BUS226

**Dr. Randolph's Personal Office:** Duke Hall room 311

**Office telephone:** 909.748.8536

**Department of Business Administration and Management Office:** Duke Hall room 306

**Business Administration and Management Department office telephone:** 909.748.8015

**Office Hours:** will be announced during the first week of classes

**Armacost Library Business Studies Instruction**

**Librarian:** Janelle Julagay, MLIS

**E-Mail:** janelle\_julagay@redlands.edu

**TWITTER:** @julagay

**Subject Guide:** <http://library.redlands.edu/bus226>

**Office:** Armacost Library room 210 (just to the left as you face the circulation and information desk on the library main floor)

**Office Telephone:** 909.748.8083

**Office Hours:** will be announced during the first week of classes

**Course Description**

Between 1860 and 1932, Americans participated in an economic transformation that altered every aspect of business, culture, demographics, geography, government, law and jurisprudence, politics, and society in ways for which history provided no useful parallel. A nation at 1860 that was principally rural, dispersed, agricultural (whose principal export was cotton produced by enslaved African-Americans), centered well east of the Mississippi River, quite parochial, lacking both a central bank and a unified currency, and with a small and limited central government became the world's industrial, financial, and geopolitical powerhouse by 1932.

Both the fruits and poisons of a new-born, explosive, industrial, global economy birthed widespread concern about the capacity of democratic institutions to withstand the power of concentrated wealth. How would a nation and a civil society founded (albeit inconsistently honored and warped at birth by racism, sexism, and classism) on the principle of individual liberty manage the emergence of concentrated corporate, institutional, and personal wealth? How would employee-employer relationships conducted previously on familial, pre-capitalist cultural structures change in the face of insatiable demands for autonomous and replaceable labor? Would the state serve its citizens or its economic institutions? How would new economic models and institutions alter the fabric of culture, enterprise, politics, society, and the market place? Faced with the stupendous capacity for production that industrial capitalism created, how would patterns of consumption change and to what effects? What pushed these changes: the institutions, the people, the ideas, happenstance, or some combination of the four?

We will use these questions to investigate a variety of subjects, covering issues of business, economics, politics, society, culture, ethnicity, class, race, and gender. The course will include a mix of lecture, discussion, and

projects, with **significant and daily input expected from the class**. As citizens and future managers, you will grapple daily with the ramifications of the events of this period. Consequently, a nuanced understanding therein is essential to your future successes.

### Lab Component

This course has a requirement of 60 minutes of lab time per week. Within this setting that you will receive instruction on research methods necessary to complete the assigned *Historical SWOT Analysis*, and eventually, your senior capstone project. Most lab sessions will be team-taught by Janelle Julagay, the Business Subject Librarian, and Dr. Randolph, and held in the Armacost Library Critical Information Literacy Lab, room 309A on the 3<sup>rd</sup> floor of the library building. Addendum A of this syllabus outlines the readings and other assignments due each week *before* the lab session begins. At least two of the assignments will reflect thorough revision as well as instructor and peer critique to prepare you to create a complete and polished final SWOT analysis project. The assignments are a necessary building block toward this goal, and all must be completed to be eligible to receive an earned passing grade for the course.

### Student Learning Objectives – By the end of this class, you will have done the following (if you have been diligent, determined, open to learning, and competent at managing your time):

1. Completed a historical SWOT analysis, including acquisition of an understanding of the form.
2. Developed an understanding of the evolution of work and unions, within a framework that considers larger changes in working-class culture.
3. Developed an understanding of the critiques of industrial capitalism contemporary to the period.
4. Obtained an understanding of the historical evolution of the firm and modern corporate structure.
5. Developed an understanding of how public regulation of the economy and business behavior by both the Federal government and the many states has evolved.
6. Developed a working knowledge of business, economic, and financial terms relevant to the study of the political economy in the period.
7. Developed an understanding of the evolution of the nation’s fiscal, monetary, and banking systems.
8. Developed an understanding of the period’s financial panics and economic depressions.
9. Developed a competency with appropriate research tools and methodologies.
10. Developed research and analytical reading skills through discovery, selection, and inclusion of materials appropriate and relevant in the research and writing process.
11. Improved your writing skills commensurate with a course carrying the WA and WR/IMLI designations.
12. Mastered a scholarly citation style.
13. Improved your oral presentation skills.
14. Obtained a working knowledge of the connections between the events of this period and contemporary political and economic debates and issues.

### Grading and Grades

The course grade consists of the following weighted components:

Historical SWOT Analysis and Presentation	25 points
Examinations <sup>1</sup>	20 points
Graded Lab work (average)	17 points
Participation and Discussion <sup>2</sup>	17 points
Moodle Quizzes and Points unassigned (PA/RN/SA/Q) <sup>3</sup>	9 points
Business 226 Dinner Speaker Memo	5 points
Review Abstracts for <i>Alternative Tracks</i>	4 points

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<sup>1</sup> There are two scheduled examinations: a mid-term worth 5 of the 20 points in the category, and a final accounting for the remaining 15.

<sup>2</sup> There are two segments of the Participation and Discussion grade. The first encompasses the period through the Friday of the 5<sup>th</sup> week of classes inclusive, and encompasses 5 of the 17 available points. The second component is an assessment of your performance over the entire semester including your effort to improve after the first participation and discussion grade is assessed. This consumes the remaining 12 points in the category.

<sup>3</sup> PA = portfolio assessment, RN = reading notes, SA = self-assessment, Q = quizzes.

Professionalism <sup>4</sup>	2 points
Geography requirement <sup>5</sup>	<u>1 point</u>
<b>TOTAL</b>	<b>100 points</b>

**Grade Correlations [Grade Points (Letter) = 0-100 Numerical Range]**

4.0 (A) = 93 – 100 points	3.7 (A-) = 90 – 92.99 points	3.3 (B+) = 88 – 89.99 points
3.0 (B) = 83 – 87.99 points	2.7 (B-) = 80 – 82.99 points	2.3 (C+) = 78 – 79.99 points
2.0 (C) = 73 – 77.99 points	1.7 (C-) = 70 – 72.99 points	1.3 (D+) = 68 – 69.99 points
1.0 (D) = 63 – 67.99 points	0.7 (D-) = 60 – 62.99 points	0.0 (F) = 0.00 – 59.99 points

**To be eligible to receive a passing grade for the course you must complete all assignments and adhere strictly to requirements regarding the quality and authorship of all work submitted.**

To allow you time sufficient to read my (always) scintillating and instructive comments, I do not entertain questions concerning graded assignments during the first thirty (30) hours following their return.

I *may* offer supplemental credit during the semester for attending specific campus events such as lectures and movie screenings. Should this occur, students who wish to take advantage of this opportunity must submit a written evaluation within seven days (inclusive). I will determine the required length of this assignment on a case-by-case basis. If offered, students *may* receive a maximum of four (4) points toward their final exam grade for each event. You may accumulate a maximum of eight (8) such points. Because these assignments are formal written assignments—not opinion pieces—assessment includes grammar, content, and argument. I expect that you will follow the suggestions on writing found in *The Elements of Style*.

There is no “curve” on the course grade or any graded assignment; your final grade is the total of weighted points earned. If you earn a total of 79.97779 points, then your grade will be a “2.3.” If you require a specific grade then you must produce the quality of work necessary to earn that mark. *I do not negotiate grades.*

Please bear in mind that you must achieve a grade of “C” or a “2.0” in this class to be eligible to declare a major in business. If you fail to achieve that mark and wish to continue as a business major, then you must retake the course. Furthermore, you will be administratively withdrawn from any courses in which you have enrolled for the following semester which require the successful completion of this course. There are no exceptions. A minimum cumulative G.P.A. of 2.7 is required for admission into any of the majors offered by the Department.

Ill-tempered end-of-semester communications lamenting or challenging final grades are unwelcome. In most cases, they will be ignored; the semester is over and your grade reflects the sum of your work over the semester, no matter how hard or for how long you studied for the final exam. It is best to avoid this embarrassment and simply do your work while taking advantage of the ample resources made available to you. However, I am happy to discuss your final grade, *in-person*, by appointment during the first weeks of the following semester. I am surprised by the foolishness of students who assume that angry e-mails will somehow yield the desired (but entirely un-earned) grade. I regret that I must make this kind of announcement as most of you would never stoop to such an ignoble level, but every year I receive a few such communications and it is a nasty, unpleasant business that mars what are otherwise pleasant memories of the class.

**Textbooks** (approximately) 3,781 pages of reading, 270.0714 pages per week (including all breaks), 38.581 pages per day, and 1.60756 pages per hour: that doesn’t sound so bad, right? At one page per minute (the average adult reading pace) that accounts for 63.0166 hours of reading over the course of the semester.

- Berk, Gerald. *Alternative Tracks: The Constitution of American Industrial Order, 1865 – 1917*. [ISBN: 0801856361]

<sup>4</sup> This score, which requires perfection, includes successful completion of the Professional Development course components, Moodle portrait, LinkedIn.com profile, on-time and complete attendance at all required non-course events such as the BUS 226 Dinner, the GISAB lecture, Career Pathways, at least one office-hour visit, and attention to all pertinent details of those events.

<sup>5</sup> You must earn a perfect score (100) on this test; however, you may retake it as often as required (subject to a limitation of one attempt per day). The geography test is not administered during scheduled course hours.

- Bruner, Robert F. *The Panic of 1907: Lessons Learned from the Market's Perfect Storm*. [ISBN: 047015263x]
- Cherny, Robert W. *American Politics in the Gilded Age, 1868 – 1900*. [ISBN 088295-933-6]
- Klein, Maury. *Rainbow's End: The Crash of 1929*. [ISBN: 0195158016]
- Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Economy*. [ISBN: 0679754113]
- Ott, Julia. *When Wall Street Met Main Street: The Quest for an Investors' Democracy* [ISBN: 9780674417021]
- Porter, Glenn. *The Rise of Big Business, 1860 – 1920*. 3<sup>rd</sup> Edition. [ISBN: 0882952404]
- Rees, Jonathan. *Industrialization and the Transformation of American Life*. [ISBN 978-0-7656-2256-3]
- Strunk, William and E. B. White. *The Elements of Style, 4<sup>th</sup> edition*. [ISBN: 020530902X] You need not purchase the 4<sup>th</sup> edition; earlier editions will also serve our purposes.
- Additional readings from scholarly journals and other media as noted in Addendum A
- Extemporaneous additional readings announced in class, by Moodle or e-mail message, and via TWITTER

Copies of most (but not all) of the textbooks are on reserve at Armacost Library available for 2-hour check-out.

I expect students to be aware of pertinent contemporary political and business events from around the globe. To this end, I encourage you to read the *New York Times*, the *Wall Street Journal*, or the *Financial Times* on a regular, and hopefully daily basis. ASUR provides free student access to the *New York Times* on-line.

### **Repeating Students**

If you are repeating this class you must submit weekly progress reports via email that recount the work you have accomplished over the week, your study plans for the following week, and an assessment of your work measured against your previous and unsuccessful attempt to pass the course. These are due by 5:00pm commencing on the first Sunday of the semester. When submitting assignments, please include a copy of the relevant assignment from the semester where you were unable to meet the 2.0 grade requirement. Your portfolio must include all materials, including those from the previous semester. Failure to adhere to these requirements will result in a failing grade without regard for the points earned. You must identify yourself to me, in person, by the end of the first week of classes. You are also required to work closely with one of the BUS 226 tutors, on at least a bi-weekly basis. It is your responsibility to schedule these meetings. I will know if you are not attending to this responsibility. While these requirements may appear onerous, I can state from experience that they usually lead to a positive outcome.

### **Make-up policy for all in-class graded assignments**

Traumatic and unexpected events are an unwelcome reality of our lives. They often hinder more than just academic responsibilities. Again, I want to provide you with the opportunity for success. If you should have an illness or other significant emergency *on the day* of an examination or in-class assignment, you are welcome to complete an alternate exam or assignment if you have notified me by telephone or email *before* the administration (where possible) of the assignment and supply an official university excuse at the next earliest opportunity. To be clear, sudden illness or car trouble is not an acceptable excuse for the submission of assignments completed outside of course hours.

The burden does lie upon you to be aware of the dates of graded assignments and assessments and to make your plans accordingly. *It is your responsibility* to arrange for, and complete, any make-up within 7 days of the missed in-class graded assignment. Please note that make-up assignments and tests may differ from the original assignment in form, content, and level of difficulty.

### **Expectations and Format for Written Assignments**

Every assignment page must be paginated in the lower right-hand corner of the page footer; the first page must include your name (last name, first name), the course and section number, and the date of submission in the top right-hand corner. All assignments (examinations and quizzes excepted) must include a word count (of the text only, do not include notes or bibliography) at the bottom right-hand corner of the last page of body text (but not within the footer). Do not include a title page. Non-general text materials such as your name, course number,

opening titles, and bibliography entries must be single-spaced.<sup>6</sup> Do not (unlike this syllabus) include extra blank lines between paragraphs. Most word processing programs add this extra space in their default settings; it is your responsibility to change those settings. All quoted, paraphrased, or referenced material must include a properly formatted *Chicago Manual of Style* superscript number and attendant footnote. You may use standard or omnibus footnotes so long as you are consistent. I require the use of the Oxford comma; call me old-fashioned.<sup>7</sup> Assignments in Memo format must follow the conventions for that style.

Unless otherwise stated, all word total requirements for out-of-class papers *are minimums* that assume the use of 11 or 12 point Times New Roman font and double-spaced lines with margins of one (1) inch on all sides. Page requirements are for full pages of text. Written material in the footer or header, and footnotes must be in 10 point Times New Roman Font. While I am cognizant of the environmental questions at stake, please submit your printed assignments, unless otherwise specified, printed on only one side of a sheet of paper. When grading hundreds of pages of assignments, I have found that assignments printed double-sided take nearly half again as long to grade as those printed on but one side. When required, electronic submissions of assignments must be in the [.doc], [.docx], or [.PDF] formats only. I will return papers for revision that fail to abide by these standards as well as those with spelling errors and grammar problems such as those discussed in *The Elements of Style*.

**You should be embarrassed by sloppy work**, especially since the format requirements are straightforward. Straight spelling errors should be a thing of the past since every word processing program contains a spell-check feature.

It is your responsibility to verify that assignments submitted via Moodle are in fact submitted; the system has a two-step process that you must master. An assignment is first uploaded and then must be submitted. I will assess a penalty for these errors against the final grade for the assignment. Papers that do not receive a grade due to your failure to meet minimum writing standards are not considered “completed” for the purposes of eligibility for a passing grade. In the working world, you may simply be fired peremptorily for failing to abide by instructions, so get in the habit of checking and double-checking formats and expectations now so that the practice becomes ingrained, a form of mental “muscle memory.”

“Re-writes” of assignments, where permitted or required, are due *one week* following the return of the original. When submitting a re-write you must include the original **marked** version attached with a paper clip. If I return a written assignment with the suggestion that you visit with a Business 226 tutor and/or the tutors in the Writing Center, please be aware that this is “*a demand by way of a request*.” You must provide proof that you met with a tutor when you submit your revision or your next assignment (if no rewrite is permitted). Failure to do so will result in a retroactive grade of zero (0) for that assignment. I will not badger you about this requirement, so please pay careful attention to my comments on your returned assignments. The Writing Center is located on the first level of the Armacost Library Building and is a component of the Academic Success Center. Their website is linked on the course Moodle page. You may also schedule an appointment with a writing tutor directly via this link:<sup>8</sup> <https://redlands.mywconline.com/>

As a rule, your failure to address *all* grammar, format, and spelling errors noted in the first draft when submitting a revised draft will result in a failing grade for that assignment. I spend a great deal of time evaluating your papers and assignments (*which I do with great joy*),<sup>9</sup> and much of that time is devoted to making specific suggestions for improvement. One of this course’s core purposes is to improve your writing and analysis (these are inextricably linked), and this takes time, practice, diligence, openness to critique, and *plenty of repetition*. More on this matter will be found later in the syllabus.

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<sup>6</sup> It is appropriate to include a blank line between bibliographic entries.

<sup>7</sup> The nerd-rock band Vampire Weekend recorded, released, and performs a song entitled “Oxford Comma.” They don’t care for this essential, traditional, and unfairly maligned bit of punctuation; a pity really.

<sup>8</sup> With thanks to Christina A. Lancey, B.A. Management/B.A. English, class of 2016, for the link and fine work in that role while a student.

<sup>9</sup> I am in earnest. Do you think someone would spend this much time crafting a syllabus, and the hundreds of hours I spend each semester grading assignments if I did not believe the effort is to the benefit of students?

## Attendance

As adults, you have free will. Consequently, you may attend class at your discretion, bearing in mind the following repercussions and caveats. You *must* attend on the day of any examination, book discussion, your selected oral presentation time slot, the BUS226 dinner, the Wilke Career Pathways Event, your selected GISAB event, your selected or assigned professional development event, and lab meetings; only pre-approved exemptions will be accepted. Failure to do so will result in a course grade of 0.0 or “F” regardless of the actual points earned. You are permitted one (1) unexcused absence to be used *only as an emergency*.<sup>10</sup> Additional unexcused absences will result in the reduction of your final course grade by three (3) points per day up to nine (9) points and the forfeiture of any supplemental credit earned. After that threshold has been reached, the penalty jumps to six (6) points per day; with automatic failure of the course at more than twenty-one (21) points in total. Students not in the classroom, lab, or event location at the time I record the roll will be marked as “absent” with the penalties as noted above. I expect you to be in the classroom, settled, and prepared before the course time commences. Stragglers will be mocked, and left for the wolves.

If you have a scheduled conflict such as a job interview, active-duty military, Reserve, or National Guard obligation, or an *in-season* varsity sports absence you must apply for permission to miss class a minimum of one week in advance. If you have any other legitimate and provable reason for missing class let me know in advance and I will give your application due consideration. All such applications must be made in writing in the form of a memo (by e-mail attachment) and are considered formal writing assignments.

Consider the following math. The approximate full cost to attend the University of Redlands is \$63,932.00 *per annum*. If we assume that the normal course load is eight courses *per annum*, and further, that the average class meets twenty-six (26) times per semester, each time you miss class you have burned approximately \$307.37 without receiving anything in return. That, my friends, is a mighty poor return on investment (ROI). The cost is lower for those commuting from home of course, and does not account for any scholarships or fellowships, but overall this figure should be in your mind whenever you consider skipping any of your other classes.<sup>11</sup>

In the end, it is your responsibility to take attendance seriously. My ego may suffer some damage from repeated mass absences, but that is repairable given time and the affection of my loved ones. However, it is my experience that students who of their own choice do not attend lecture diligently usually fail the course (and life). Please consider the following: if you cannot arrive on time and attend a class for a grand total of 210 of the 10,800 minutes in a week (1.94 %), why would any rational person want to hire you? *That’s right; class attendance consumes less than 2% of the total minutes in a week.* Many of you spend more time each week playing video games, “working out,” deep diving on *Facebook*, texting, sexting, tweeting, uploading obnoxiously predictable photos to *Instagram*, doing whatever one does on *Periscope*, burning precious electrons on *Snapchat*, eating, showering, wandering aimlessly, engaging in reckless and disgusting behavior, or simply gazing at the walls of your room.<sup>12</sup>

Regardless of the circumstances, you are responsible for submitting assignments on, or before, their due date. Last minute emergencies *may* excuse you from attending class on a particular day, but not from the timely completion of an assignment. I will assess a penalty against your grade for that assignment. Simply put: plan ahead, do not leave the completion of an assignment to the last moment and you need not fear the grade

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<sup>10</sup> None of the following, “I forgot to set my alarm,” “my alarm failed to go off,” “my roommate forgot to wake me,” “there was a line at Starbucks,” or “I was too tired after lifting,” constitutes an emergency, only a laughable and humiliating failure of preparation on your part. I am just as un-amused about your dilatory approach to life as your future (and soon-to-be erstwhile) boss will be should you show up late or not at all. This is not a “burn day” to be deployed blithely when you just “don’t want to deal with class,” but rather a privilege to be used only in *extremis*, such as a situation where you have been struck by a bus while crossing Colton Avenue or have been the victim of a crime. However, none of this should be construed to suggest that I am either earless or unaware that legitimate reasons exist to explain why someone is unable to attend class on a particular day. It does mean that I expect you to take class attendance seriously.

<sup>11</sup> Why do I say “any of your other classes?” Because you will not miss this class, the consequences are simply too onerous.

<sup>12</sup> I wander the classroom while I teach; woe unto any student engaged in the use of social media, chat, or other messaging applications while class is in session. I will probably ask you to leave the classroom and suggest strongly that you drop the course. I will use stern language; you will be embarrassed.

consequences of an emergency. The business world, as in life, rewards those who plan and punishes the dilatory. This class, perhaps more than anything else, is a course in personal project management. You are the project, manage it well.

### **Special Note to Student-athletes, Student-thespians, and Student-musicians**<sup>13</sup>

Student-athletes competing in-season will provide me by the end of the first week of the term an annotated schedule of games or matches that *may* interfere with their ability to attend class. The same obligation falls on students involved in the theater and music programs with in-semester performances. You may not miss a class meeting (or depart early) for practice, rehearsal, lifting, or conditioning, **ever**. Please be aware that you do not have blanket permission to miss any class period for a game, match, or performance as some course events cannot be replicated or replaced. *Each absence requires my specific written permission*. If you miss a class meeting for a game, match, or performance without having obtained formal written permission in advance you are subject to the possible penalty of failing the course. Under no circumstances are you permitted to submit an assignment after its deadline because of a game, match, or performance (or related travel) or to miss your selected oral presentation time. You are required to remind me (this clause is operative only if you have obtained my permission to miss that class meeting) in person and by email of your expected absence no later than the lecture class period prior to the day in question. If you are not currently an in-season athlete, you will not be excused from class attendance except under the most unusual of circumstances. For such a request to be considered (without assurance that it will be approved) I require a written petition from both you *and your coach* explaining why your presence at that event is so essential that it merits the risk of doing damage to your education and therefore your opportunity for a happy and fulfilling life. I have yet to approve such a request, but I admit (unhappily) to the possibility that it is within the realm of possibility.

### **LinkedIn.com Profile**

You are entering a professional world; one where the image you cultivate about yourself is **a personal brand**. To help you move toward that in a relatively low-stakes fashion, I require that you complete a full LinkedIn.com profile, complete with a profile picture, a summary statement, list of relevant experience, language proficiencies (beyond English, if any), and education (leaving off your high school) by the end of the second week of classes. I expect that you will spend some time in crafting this profile – provide details, and consider how you want to present yourself to potential employers and organizations offering internships. You must also extend to me an invitation to connect via LinkedIn. I will peruse your profile and assess its clarity and presentation. If it does not meet professional standards I will request specific changes and alterations that you must complete before the assignment is considered completed. You are welcome to delete this profile at the conclusion of the semester, but you should be aware that this social media platform is considered an essential recruitment and research tool within the business community.

### **Participation and Discussion**

Participation and discussion (P&D) account for nearly one-fifth of your course grade. If you attend every class and lab session, and do not speak except to answer direct questions incorrectly you can expect a P&D grade of fifty (50) points out of a possible one hundred (100). The same student who provides correct answers to the same questions can expect a P&D grade of sixty (60). You must be a consistently active participant in the class to rise above a P&D grade of sixty (60). In other words, attendance and participation are separate components of this grade. A P&D grade of eighty (80) or above requires meaningful contributions to the daily discussion. You are expected to link lecture materials to your readings, and to draw connections among the readings. There is nowhere to hide in this classroom; you will be called upon, but do not rely on that happenstance to fulfill the course requirements concerning participation and discussion.

Participation is more than simply attendance without tardiness (placing your butt in a seat on-time). On-time arrival means that you are in your seat, settled, and prepared to begin learning when class time begins. The adage stands true: if you are merely “on-time” then you are late in fact. I expect you to arrive at class having completed all assigned readings and writing projects. Please be prepared at all times to answer factual, text-

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<sup>13</sup> Note that in all three instances I have capitalized the word “student” while leaving the terminal word of each pair in the lower-case. This is a not-so-subtle reminder that you are students first, the other categories are always secondary.

based questions and to contribute to class in a manner that furthers our discussion. To be engaged in a meaningful discussion of the topic at hand you must move beyond simply parroting statements made by previous discussants or offering personal opinion. Discussion is a wonderfully effective mechanism for learning so long as participants are adequately prepared and fully engaged.

I understand that public speaking is not something for which everyone has a knack, or enjoys. In this class, however, you will need to master your fear of public speaking. Public speaking is something that nearly anyone can learn so long as they are willing to make the effort. The business world (and life) is a place of communication and discourse, much of it oral. I can help if you have concerns in this regard, but the onus is on you to approach me. I can assure you that if you do not work to master your fear of public speaking then you will never overcome that fear. As my dearly-departed maternal grandfather John Hodges was fond of saying, "...it's the hardest job that never gets started."

In this modern age, attendance also includes the regular (at a minimum, daily) perusal of your **redlands.edu** email account and the Moodle course site.<sup>14</sup> Pop quizzes may appear on Moodle without warning and with short time schedules for completion. "I didn't check my email" is not an excuse for missing an assignment or for being unaware of alterations to the syllabus or reading schedule. I also require you to check all items posted under the hash-tag #BUS226 on my Twitter account. I recognize that email is increasingly unpopular with college students, but the business world approaches email with much more purpose. Get in the habit of checking that account every day. It is unlikely that your first boss will be communicating exclusively with her team via *Snapchat*.

The University establishes the schedule for final examinations. I *cannot offer* alternate examination times, so please make your end-of-term travel plans accordingly. Addendum "A" contains the examination dates and times. Tell Mom and Pop, or Mom, or Pop, or whomever, now, so they don't "surprise" you with a plane ticket home. They will *certainly* be surprised when they learn of your grade (should you be brave enough to share the evidence of your failure with them). The same rule applies for (our humorously misnamed) Spring Break or the November break. Persistent rumor has it that high-stakes quizzes are frequent visitors to the class periods immediately prior to and following these (largely misunderstood) celebrations of privileged hedonism. Govern yourself accordingly.

### **Points of Conduct**

Repeated or excessive tardiness, *packing up before the end of class*, answering a cell phone, allowing a cell phone to ring, leaving your cell phone on the desk or in view, sleeping, texting, reading, and surfing the internet during class are disrespectful and disruptive. I will order repeated or egregious violators (recidivists) to leave the classroom. If you cannot survive 80 minutes without viewing, fondling, or otherwise manipulating your cellular mobile device then you should take another class and reconsider whether you are ready for college. It isn't a lover; it is a device, so let's have some perspective. Save those caresses for someone that cares about you and whose affections aren't purchased monthly. The only exception I have ever allowed regarding phone use in class was for a student whose spouse was serving on a forward operating base in Afghanistan and therefore could not call on a predictable schedule given the Taliban's nasty habit of attacking the position without warning. I doubt very much that your call or text message meets that threshold of need. However, if your circumstances are significant, please do not hesitate to discuss them with me in advance.

I am baffled by the constant stream (pun intended) of students who walk in and out of their classes while they are in session. By baffled, I mean annoyed, and by annoyed, I mean angered. I suppose other faculty permit this, but the practice infuriates me to no end. You graduated from kindergarten years ago, so kindly attend to your bodily functions prior to class. Medical and cyclical exceptions are, *of course*, permitted **without question**. I expect you to govern yourself on this matter.

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<sup>14</sup> It is a course requirement that you add a recent portrait (with a clear and recognizable view of your face) to your Moodle profile and to your e-mail profile by 8:00 am on the first Monday after classes begin. This is to assist me in memorizing your names. You may delete these after final grades for the course are posted, all though professors in future classes will appreciate the gesture if you choose to retain the image.

While I do not have a dress code *per se*, I am deeply skeptical of the seriousness of students who cannot manage to get showered and dressed in day-time attire prior to arriving at class.<sup>15</sup> The last time that I investigated this issue, most employers do not permit on-site employees to work in their pajamas (however one conceives of this genre of clothing). I dislike the wearing of hats and hoods while in class. Head coverings worn as a constant or episodic expression of faith or culture are of course permitted without question. This is not a baseball game, rodeo, boxing match, or a meeting of the Red Hat Society. However, far be it for me to constrain your desire to express your “individuality” through the sloppy wearing of mass-produced casual apparel. Please consider the messages that your sartorial selections convey.

This course requires significant and daily input from you; consequently, our discussions must adhere to the highest standards of decorum and respect. Students who cannot defend positions vigorously without resorting to personal attacks, mockery, or condescension will be removed from the roster after one warning and reported to the appropriate university administrators. We can disagree without rancor. If you cannot respect the opinions of those with whom you disagree or *recognize the validity* of opposing viewpoints, then you are insufficiently mature for collegiate education. While it can be satisfying and comforting to think in absolutes, markets are a complex social mechanism that defies easy definitions. To be an educated and mature individual is to understand that on most issues there is a wide range of perfectly logical, rational, defensible, and valid views, and to be able to function with that knowledge and interact with others with whom you disagree vehemently. Likewise, critique of your peers is an essential aspect of this course, and requires that you uphold the highest standards of professional behavior. If you are asked to critique the work of a peer please understand that I am in earnest when I say that *the details of your critique and of their work are not a matter for public discussion outside of the course*. Whatever mistakes, errors, logical fallacies they may have committed, yours are just as legion.

Many students, when seeking mercy (which they will not receive)<sup>16</sup> because their participation and discussion grades are low, explain that they don’t contribute to discussion because they “don’t want to be wrong.” This reasoning is flawed. We learn best when we are asked to perform our knowledge, and when such knowledge is subjected to the critique and engagement of others. To be blunt, we learn most deeply through error in our writing, in our statements, in our practice, not in success (which is a short-lived and dangerous high). I fully expect that you will misunderstand material, that you will make errors of fact, logic, and analysis, and that you will do so repeatedly in your writing and in your contributions to class discussion. Contrary to popular and misinformed popular opinion, this is not usually evidence of failure, but rather telling evidence of learning, *so long as you have made an earnest effort to complete the assigned readings*. This is especially the case in the academic environment. To avoid participating in our discourse is to miss the essence and beauty of the academy and learning. Consider the following: the genesis of the modern Western university lies in the public discussions led by the philosopher Socrates in the Agora of late 5<sup>th</sup> Century Athens. He taught by posing provocative questions and encouraging communal critique of answers and responses. We will seek to emulate this model in class, minus the chitons and dust (and the many other less-savory aspects of classical Athenian culture).

Failure to prepare for a class meeting is a serious matter, and will be treated accordingly. If you fail to complete a reading assignment (such that you can be engaged fully in the discussion) by the beginning of the class period, you are required to inform me in writing at that time and you may be prohibited from participating, although I may waive that stipulation in certain circumstances. This is not a draconian rule; if you did not read the last few pages of a book, or had to skip a few paragraphs here and there then you are fine so long as you understand the material *writ large*. At my discretion, you may receive a “Participation and Discussion” grade of zero (0) for the day and be assigned an additional writing and research project. Failure to complete this supplemental project will result in a failing grade for the class. If you fail to inform me of your lack of preparation and this becomes apparent, you will suffer the penalty as though you did not attend and will still be required to complete a substantial supplemental project. Honesty is the best practice.

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<sup>15</sup> With reference to the Equity of Opportunity statement found at the top of page 1, if your personal circumstances render this difficult for you, please do let me know. I will do what I can to help.

<sup>16</sup> See page 4 of this syllabus.

*Do not, under any circumstances, slide papers and assignments under the door of my office or the department office.* Do not leave them with my colleagues, nor with the Department administrator. I find the practice abhorrent. Assignments must be handed to me in person, submitted via Moodle when required, or deposited in my mailbox in the Business Administration and Management Department office on the third floor of Duke Hall. Papers slid under doors are not considered “on-time.” They will be ignored and likely stepped upon; eventually the custodial staff will dispose of the tattered remnants of your failure.<sup>17</sup> Don’t be a failure.

When communicating via e-mail with me or Ms. Julagay, you must include a descriptive subject line and indicate the course number: e.g. “BUS 226, question concerning the lab assignment of 12 February.” E-mail sent without a subject line is likely to be ignored or returned without comment. I prefer the salutation “Dr.” (which I have earned through many years of effort), not “hey,” (which is available to anyone with a pulse regardless of their sentience). E-mail messages must conform to the broad patterns of General Written English, and avoid the mangled syntax, grammar, and spelling common to text messages. Do not expect us to decipher your digital shorthand, as I can be deliberately, persistently, and unapologetically obtuse.<sup>18</sup> Most e-mail programs indicate when you have made an error in spelling. There is no excuse for sending a message containing such travesties in plain view. This is simply good practice, it should become second nature, so that the day doesn’t arrive when you realize too late that you used the word “pubic” in an email to a potential employer when you meant to write “public.” They will have a hearty laugh at your expense, and your application will be filed (with alacrity) in the rubbish bin.

### **Comments on Reading the Readings and Secrets of Interest to the Discerning Student**

Reading is not a passive activity. You are to seek constantly for connections across the readings and with the lecture materials. If you are reading and not thinking simultaneously then you may as well burn the book for all the good it will do for you. The readings *should be* a challenge to you; if they are not then the most likely explanations are that you are reading them neither carefully nor thoughtfully. Many of the assigned readings *are quite difficult*, and rightfully so as they *discuss complex ideas*. You will struggle with them, and in that struggle you will improve as a scholar and you will nurture your capacity to attack difficult or vexing problems in the future. Some you may find boring (which I cannot begin to understand), but that is the reality of the world at times, and “it’s boring” will quickly get you fired from a job. Find a way to make them interesting. The most effective way of doing so is to consider the readings in connection to other readings and to the world around you. We study history<sup>19</sup> (in part) because it helps us to understand the present. The brain is an amazing biological machine that is both lazy (we seek patterns and assume that the world fits into those that we already know) and infinitely capable of enhancement through effort and struggle. This class will provide you with ample opportunities for developing that machine’s capacities.

I have selected the assigned readings because they dovetail with one another, provide illumination to issues raised in lecture, or because they address important issues, events, or ideas that we will not have the opportunity to raise during class lecture but which are essential to your understanding of the course. Do not make the mistake of assuming that material you read that is not addressed directly in lecture is unimportant. On any given lecture day, I hope to learn that you have read the assignments before attending class. That you bring the reading or your notes with you to class and that you do not rely on ad-libbing so much as actually demonstrating an understanding of content are what really matter when it comes to earning a positive participation and discussion grade.<sup>20</sup>

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<sup>17</sup> For that matter, an assignment slide under a door does not, for our purposes, exist. You will have defied the laws of physics by destroying matter. If the universe disappears in a reverse “Big Bang” because of your horrifying and selfish decision to push that paper under the door, everyone will know you are to blame. You will not be invited to the post-apocalypse cocktail party.

<sup>18</sup> Note the use of the Oxford Comma. Make it your friend and it will treat you well.

<sup>19</sup> Some people, “cough, cough” (actually) ENJOY reading history for its own sake. Nerds.

<sup>20</sup> I have borrowed portions of this paragraph from my good friend and former Purdue University Graduate Program in History colleague, Dr. Ryan K. Anderson. He is member of the faculty in history at the University of North Carolina at Pembroke. Those of you interested in the development of youth culture, masculinity, college spirit, and publishing in the

There are no real “secrets to success” in college, and that obtains for this course as for any other. Instead, success comes from the rigorous application of the following simple formula (in no particular order):

1. Get enough sleep, keep a regular sleeping schedule, exercise (even if that is just a brisk 30-minute walk every day while you attend to no. 17 below), and make a deliberate effort to eat well
2. Attend class diligently, take notes during lecture and while you engage with the assigned readings
3. Keep a running, written log of your thoughts while you read course materials
4. Review your class and reading notes before and after each class
5. Care about what you are learning, even if you come into the course convinced that you don’t care about the subject, the professor, or the entire academic universe
6. Complete assigned readings in a timely fashion
7. Participate in class, even if it is only to seek clarification; engage your mind, do not be an intellectual rubbish bin
8. Plan your coursework in advance so that you have ample time to set completed assignments aside before reviewing them prior to submission
9. Review, revise, and edit your work with a critical eye before submitting it for a grade
10. Details are important – pay attention to the details of assignments and expectations
11. Take full advantage of the office hours of faculty and librarians
12. Study with classmates – collectively you know much more than any individual. Life is a collaborative exercise (that is why isolation is such an effective technique in torture)
13. Exchange and critique coursework with classmates, see no. 12 above
14. Seek actively to bridge what you are learning in one class with what you are learning in other courses<sup>21</sup>
15. Seek help early, long before you have dug yourself into a grade grave (asking for help is not a sign of weakness but rather an indication of maturity)
16. Try always to see the course as a whole and not as a series of “box-checking” exercises
17. Take 30 minutes each day, or at least every week just to sit (or walk, see no. 1 above) and let what you have learned percolate through that enormous analysis machine you crate around atop your torso; that is one of its principle purposes (that and keeping us aware of any *Homo sapiens sapiens*-eating creatures lurking nearby with dinner on their minds)<sup>22</sup>
18. Finally, (and most importantly), if you don’t understand a word, a concept, a theory, an argument, or whatever it may be, *make it your mission to come to that understanding*— in other words, be intellectually curious<sup>23</sup>

That’s it, the simple formula to collegiate success. You’re welcome.

### **Comments on the process of writing**

Analytical writing is the essential learning process. It engages the fullest operational capacities of our brains. In short, to learn *you must write*, and write often. Many of you, no doubt a consequence of the economic and socio-political condition of our secondary school systems, have had limited opportunities to engage in drafted, long-form, iterative, and critiqued analytical writing. This is not your fault, but in this course, we will begin the process of remediating this lacuna in your education. The WA and WR/IMLI designations that this course carries are predicated upon the assumption that most written assignments are subject to revision and

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late 19<sup>th</sup> and early 20<sup>th</sup> centuries should enjoy his monograph, *Frank Merriwell and the Fiction of All-American Boyhood: The Progressive Era Creation of the Schoolboy Sports Story* published by the University of Arkansas Press.

<sup>21</sup> For example – since you have passed an introductory economics course, how do the theoretical models you learned there interact with the material in this class? (They do, by-the-way, all of them.)

<sup>22</sup> Yes, *Homo sapiens sapiens* is the correct scientific name (in the Linnaeus nomenclature system) for our subspecies in the evolutionary development of the overall hominid genus. Hence the proper form: *Homo* (genus) *sapiens* (species) *sapiens* (subspecies).

<sup>23</sup> If you forget the specifics of the previous seventeen items in the list (and you should not, but I acknowledge human weakness), do not forget this one. It is of paramount importance. I can excuse all manner of honest ignorance, but a deliberate and cultivated incuriosity is a sin most vile.

resubmission. I will provide extensive, critical comments on your work, and *you* will subject much of your writing to the critique of colleagues and friends.<sup>24</sup>

Writing is four-stage process, although some stages may blend into one another, or take place simultaneously. Research is the first stage of writing, followed by writing (where you put new words to your thoughts), editing or revising, and finally, copy-editing. Revision is much more than editing, although the two are often conflated. Copy-editing is the culmination of a process of proof reading, the correction of errors in format, grammar, syntax, and spelling. Rest assured, you will do plenty of that. Revision, on the other hand, is an extended re-thinking and re-conceptualization of your work based on critique, new information, and reflection. When warranted, revising may lead you to discard the entirety of your previous draft, lock, stock, and two stinking barrels, and starting anew. Do not be afraid of this, it is a healthy habit to acquire. Your writing is neither a tattoo—it can be removed easily and replaced with something better—nor a precious object—you can and should discard it when necessary. To submit 12-18 pages of a final draft, you should write three to six times as many pages in various drafts.<sup>25</sup>

As difficult as this may be to hear (and I can assure you that *I find it just as difficult*) you must write all the time, and doing so means setting aside time each day where you write (not research, not revise, not copy-edit). This can be 30 minutes, it can be 300 minutes, but you must allocate the time, treat it as inviolable, and be comfortable with the idea that you will scrap a good deal of what you write. Writing should begin right from the inception of the assignment, even before the research has begun, and it continues until the submission of the final version. Writing is a process, and that process takes time. To write well you must sit down and write something new just about every day. And let me repeat my earlier point: this is a difficult habit to acquire and I struggle with it now more than twenty years after starting graduate school. There is, however, nobility in the struggle. In a world full of terrible, sloppy writers, you will stand out if you can craft insightful, persuasive, clean prose.<sup>26</sup>

### **Computers and Recording Devices**

You may use a laptop computer or tablet to take notes during class. If I find that you are using these devices for different purposes, I will rescind this permission. You may not use any device to record a video, still, or audio record of the class without my express permission. I grant such waivers only in extraordinary circumstances and for a limited duration. Generally, this requires that you have been struck by a bus and injured such that you have lost the function of your primary writing limb. I would be remiss in failing to note that recent research suggests that students who attempt to take *verbatim* or *transcript-style* notes on computer in class rarely comprehend the material as thoroughly as students who take reflective notes on paper. This research indicates that verbatim note-takers are more concerned with the isolated words than they are with their meaning and context.<sup>27</sup> The exams, I can assure you, are about meaning and context.

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<sup>24</sup> I should point out that I do not go out of my way to praise your work on written assignments, especially drafts. You are adults and should be long past the need for the constant affirmation that everything you produce smells of roses and is a wonder of unicorns, rainbows, and glitter. Frankly, most drafts are awful, including my own. We learn from mistakes, having those mistakes brought to our attention, attending to instruction concerning those mistakes, and then extensively revising our work. I still send my written scholarship to colleagues and to my former graduate director for critique. I do so because I wish to improve the quality of my writing and analysis, and this requires unstinting, un-sentimental critique from others. My former graduate adviser, Dr. John L. Larson at Purdue University, is fond of returning materials to me with comments that begin with some version of, “Based on this, I am shocked that we let you walk out of here with a doctorate. That being said, the following items require significant revision (to say nothing of re-thinking....)”

<sup>25</sup> In writing my doctoral dissertation (which when completed numbered a touch over 300 pages) I prepared nearly 900 pages of submitted formal drafts. This number does not include earlier pre-writing, exploratory essays, notes, comments, and the like. And even with that pile of words it was still not perfect, just crafted well-enough to merit the conferral of my degree.

<sup>26</sup> Let us be honest here, this is the case much more widely that simply the business world.

<sup>27</sup> See: Pam A. Mueller and Daniel M. Oppenheimer, *The Pen is Mightier than the Keyboard; Advantages of Longhand over Laptop Note Taking*, *Psychological Science* 25 (June 2014): 1159 – 1168. See also: Cindi May, “A Learning Secret: Don’t Take Notes with a Laptop,” *Scientific American* [on-line] 3 June 2014. Accessed 6:36pm PST on 27 December 20016. Stable URL: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

## **Accessibility and Accommodation Statement**

Your success in this class is important to me. If there are aspects of this class that hinder or exclude you from learning please let me know as soon as possible so that we can discuss solutions that balance class expectations and demands with your individual learning needs. I will always treat your concerns and needs with respect and seek a fair solution.

Regarding formal accommodations, please inform me in a timely fashion if you have a permanent or temporary physical, sensory, cognitive, or psychological disability and require accommodations. This process requires that you provide documentation of your need for accommodation to the Office of Disability Services located in the Student Success Center at Armacost Library, lower level. You *must obtain* an Advocacy Letter from that office before I can implement formal accommodations. All nationally-recognized learning disabilities fall within the purview of this requirement *as well as temporary physical or mental impairment caused by illness or injury*. This is especially important regarding examinations. You cannot receive formal accommodations before the evaluation is complete and that process takes some time.

You may decide to attempt the course without formal accommodations, even though you had access to them in high school. This is a serious decision and one that you should take only after consultation with the appropriate university staff. Your assessment of your abilities is important, but the input of professionals with years of expertise on the matter is also useful. It is far wiser to complete the process for accommodations and then decide to proceed without them than it is to discover in week six that you *do* want an accommodation for the mid-term by which time it will be too late to make those arrangements.

## **Academic Dishonesty**

Familiarize yourself with the university's definition of academic dishonesty and your responsibilities and rights therein, which you may review in the *University of Redlands Catalog*. I *will not tolerate* any form of academic dishonesty in this class. Be assured that I will report and prosecute all violations *to the fullest extent* permitted by University regulations. The *minimum* punishment for academic dishonesty in this course is an "F" or 0.0 for the final grade, regardless of the points earned. While you may believe that the risk is worth the reward I can assure you that this is not the case. This is a hard lesson that someone learns every year or so; don't be that fool this time around. Do not be tempted to recycle work prepared by a friend, associate, or stranger in a previous semester as I maintain a complete and searchable digital database of all previous student work.

## **Discrimination, Harassment, Sexual Misconduct, and Retaliation**

These policy statements support the University's commitments to equality of opportunity and maintaining an academic environment and workplace that is free from unlawful discrimination, harassment, sexual misconduct, and retaliation. Each person to whom this policy applies shares a responsibility for upholding and enforcing this policy.

**A. No Discrimination.** The University prohibits and will not tolerate unlawful discrimination on the basis of age, color, race, ethnicity, national origin, ancestry, sex, marital status, pregnancy, status as a complaining party of domestic violence, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, religion/creed, citizenship status (except to comply with legal requirements for employment), military/veteran status, or any other characteristic protected by law.

**B. No Harassment.** The University prohibits and will not tolerate unlawful harassment on the basis of the characteristics identified above.

**C. No Sexual Misconduct.** The University prohibits and will not tolerate sexual misconduct. Redlands is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support may be obtained

from the Chaplain's Office and Counseling Center. Reporting should be done through the Title IX Office – contact listed below.

**D. No Retaliation.** The University prohibits and will not tolerate any retaliation against any person who, in good faith, complains about discrimination, harassment, or sexual misconduct. Similarly, the University prohibits and will not tolerate any retaliation against any person who, in good faith, demonstrates opposition to, or participates in an investigation of, alleged discrimination, harassment, or sexual misconduct.

### **Lab Sections**

All rules and procedures for the lecture period obtain equally for the lab sections. The lab sections, while scheduled formally for Duke 200, will take place most days in the CILL Instructional Lab on the second floor of the Armacost Library in room 309A. It is your responsibility to be aware of the location of the lab session each week. You are expected *to arrive early*, and to be unpacked and settled by the start of the session. Stragglers will suffer the indignity of grade penalties. The lab is an integral aspect of the course, equal to the lectures.

### **Business 226 Dinner**

The Department of Business Administration and Accounting organizes a formal dinner each semester that features a presentation by a prominent business or political figure.<sup>28</sup> As a student enrolled in this class you are required to attend, so plan accordingly. If you cannot attend due to a previously scheduled engagement (in other words, an engagement for which you are **already** [provably] **obligated** as of the first day of classes for this semester, **and** whose cancellation will cause you to suffer significant financial or personal damage if you are forced to reschedule) then you must make application in writing for an excuse and complete an alternate assignment. This event is an educational requirement of the department.

*“Business professional”* attire is required. Speaking generally, you should cultivate a look that is tasteful, clean, refined, timeless, and *forgettable*. Women and men alike must wear clean, pressed, coordinated, conservatively cut and styled garments and formal footwear that allow you to stand and sit with ease. You are dressing to impress business colleagues, *not a date*. Fashion forward does not enter the business-wear lexicon. **DO NOT** show up wrinkled, wearing clashing items, un-tucked or unbuttoned shirts, skirts far-above the knee, in khakis, open or casual shoes, hair that looks like you just exited a roller coaster, or with an air of careless disinterest.<sup>29</sup> A jacket and tie are the expectation for men and those who gender identify as male. Facial hair, if present, should be trimmed, groomed, and neat. You will be representing the University and me while you are in attendance; please do not disappoint us. Top university administrators, Trustees, and donors often attend the event as well. Failure to dress in appropriate business professional attire will result in a reduction of your overall grade. You may also be turned away at the door and run the risk of failing the course. If the dress requirements for this dinner present you with any difficulty, financial or otherwise, please come and speak with me at least three weeks in advance. The same is true for the cost of the dinner.

### **Chuck S. Wilke Career Pathways Seminar<sup>30</sup>**

Once per term, the Department of Business Administration and Management and the Department of Global Business arrange for successful recent alumni (usually those having graduated within the last ten years) to participate in a day-long career seminar with current BUS 226 and GLB 228 students and other invited guests. The event combines lecture-style presentations on specific industries and career fields along with topics such as resume-building and networking. This is combined with small-group break-out sessions with the alumni and faculty. *It is a requirement of this course that you attend.* There is no assignment (at the time of this writing) attached to your participation but attendance *for the duration of the event* will be taken.<sup>31</sup> Please dress in business casual attire. If the cost of the event will present you with any difficulty, please come and speak with me privately at least three weeks in advance.

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<sup>28</sup> Many thanks are due Gabrielle Singh, the Assistant Vice President, Major Gifts, in the Office of University Advancement for her assistance in identifying and recruiting the speakers for this event.

<sup>29</sup> With thanks to Janelle Julagay for her extensive revisions of and insights regarding this paragraph and subject matter.

<sup>30</sup> The Career Pathways event is named for 1963 Redlands alum Mr. Chuck S. Wilke. Mr. Wilke has provided an endowment to support the event. To learn more about Mr. Wilke, see: <http://meridianllc.com/about/chuck-wilke/>.

<sup>31</sup> I reserve the right to amend this sentence with due notice (where possible).

### **Center for Spatial Business (CSB) Event**

Geographic Information Systems (GIS) and spatial analysis are in great demand in the business world. Recent graduates from the department with a grounding in GIS have found themselves in great demand on the job market. The leading global provider of GIS software is ESRI, Inc., headquartered right here in Redlands and founded by Jack Dangermond, a Redlands native. Consequently, you are well-placed to acquire a working familiarity with GIS and spatial analysis. To help you toward that knowledge, you are to attend one of several evening lectures organized by the Center for Spatial Business during the semester. A business major combined with a minor in Spatial Studies is a strong combination and much desired in the corporate world. Business professional or business casual is required for these events. Failure to follow the instructions for this event will result in a grade reduction against your course grade.<sup>32</sup>

### **Office of Professional Development Programming and Events**

The university provides a variety of resources to students for their use in navigating a path to a post-college career. This component of the course includes several items, all of which you must complete.

1. Complete your Handshake profile by 5:00pm on the first Monday of the Semester
  - a. <https://redlands.joinhandshake.com/register>
  - b. A complete profile includes information on the following: education, work experience, organizations and extracurricular activities, skills, a brief professional statement, and a link to your LinkedIn account. At the end of the semester you will be expected to add a resume.
2. Download a copy of the Focus2 Assessment portfolio that you completed before or during orientation before class meets on the first Monday of the semester
3. Complete a new Focus2 Assessment (only AFTER you download the original as your updated version will delete the original) by 11:00am on the second Friday of the semester
4. Submit a copy of your original and updated Focus2 Assessment to during the second lab session of the semester. You may do this on paper, or as an e-mail attachment.
5. Attend a Business 226 Professional Development Workshop, bring paper or digital copies of your two Focus2 assessments

The Business 226 Professional Development Workshop is a ninety (90) minute session facilitated by Lauren Wooster, M.A. Ed., Assistant Director of Professional Development. The session will start you on the path to exploring internship and employment opportunities and to the preparation of a professional resume. Business is a very broad field with hundreds of unique pathways and opportunities to pursue. This session will use self-assessment to help you identify which pathways are a good fit for your values, skills, and interests. Additionally, it will teach you how to conduct effective online employment research to pinpoint specific employers, professional roles, and internships that are of interest to you.

Register for your selected session via Handshake by 5:00pm on the second Friday of the semester. Each session is limited to 12 students.

### **Assignment Prompts and Descriptions**

#### Historical SWOT Analysis Overview<sup>33</sup>

You will complete an extended research project that will include several assignments of varying length and complexity. This assignment will ask you to act as an independent financial and corporate analyst, and is the capstone project for the course. You will be assigned a company, a fiscal or calendar year and a small set of starter documents such as annual reports and *Moody's Reports*. From this base, you will seek out other resources and prepare a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. This project replicates the kind of work for which many firms hire recent college graduates, especially those with degrees in business, economics, and accounting. It is also a smaller version of the project that you will complete in your

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<sup>32</sup> With thanks to Drs. Avijit Sarkar and James Pick in the School of Business for their work in arranging these events and for welcoming the attendance of students and faculty from the College of Arts and Sciences.

<sup>33</sup> This assignment includes content developed in conjunction with Dr. Scott Stevens, the John and Linda Seiter Endowed Chair in Writing across the Curriculum at the University of Redlands.

Senior Business Capstone course. I will inform you of your assigned company and year during the first or second week of the semester.

The SWOT divides into two broad sections. The first is the **Strengths and Weaknesses (S&W)**, which are an assessment of the year assigned and trends evident over the previous 5 years. It is essentially inward looking, establishing the company as it is, but in comparison to its competitors. Without an understanding of its competitors and its industry you cannot adequately understand the company's strengths and weaknesses. You must understand how the company compares to its peers regionally and nationally (where appropriate). The **Opportunities and Threats (O&T)** section looks forward and asks what may increase or reduce the company's revenues or profits over the next five years. This section is necessarily conjectural, but grounded in your thorough understanding of the company, its industry, competitors, and customers in addition to the political, social, and economic climate of the time. You will be engaged in the process of an informed inference and speculation.

In addition to the final submission, you will prepare two full five-page drafts. The first will evaluate the company's **Strengths and Weaknesses** and the second will assess the company's **Opportunities and Threats**. When you submit your O&T draft you will include a two-page, detailed revision memo for your S&W draft that reflects your consideration of my comments and those of your peers on that draft, the specific changes you have made (and why), and how your revision of the S&W draft has informed your preparation of the O&T draft.

You are not constructing a research project that can be answered with a simple "yes" or "no" statement. The past is complex, difficult to deconstruct, and provides a myriad of reasonable, logical explanations both known and unknown for every event. Research involves the identification of salient questions and then pursuing logical claims (provable or contestable points) about those questions based in your reading of the sources you have identified and studied. You must use hedged and speculative language, yet be grounded firmly in the available evidence.

The culminating section of your SWOT is a nuanced "Buy, Hold, Sell" statement for all classes of the company's publicly traded equities and debt instruments.

#### Historical SWOT Annual Report Data Analysis assignment

To understand any corporate entity, you must begin somewhere, and perhaps the best place to start is in the *Annual Report* to its shareholders. This document has been a feature of the corporate form for nearly as long as the institution itself has existed.<sup>34</sup> In the period we are studying (which preceded regulation of format and accounting practices) each company reported their information differently, yet the general information was uniform across most railroad reports. *To begin* the process of drafting your Historical SWOT Analysis you must dig into the financial records of the corporation and engage in some basic, yet revelatory analysis. The questions in the assignment prompt will guide you through that process.

When preparing your project please bear in mind the format expectations for the course, the beauty of your printed presentation, and the use of graphs and tables to illustrate change over time. Label each section clearly, and identify the question at hand. You should take pride in not only the quality of the analysis, but also in the clarity and simplicity of its presentation. A portion of the grade will be an assessment of the clarity and efficiency of your presentation.

Do not leave this assignment for the night before it is due. While the information required is readily acquired from the sources available to you, and the financial calculations are simple (consisting almost entirely of simple division or calculations of percentage and ratio), the process of collection, calculation, and preparation is time-

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<sup>34</sup> For those of you considering a career in accounting, an understanding of the evolution of the modern corporate annual report would be of immense benefit. See: Gary John Previts and William D. Samson, "Exploring the Contents of the Baltimore and Ohio Railroad Annual Reports: 1827- 1856, *Accounting Historians Journal* 27, no. 1 (June 2000): 1-42; William D. Samson and Gary J. Previts, "Reporting for Success: The Baltimore and Ohio Railroad and Management Information, 1827 – 1856," *Business and Economic History* 28, no. 2 (Winter 1999): 235 – 254.

consuming. The material will be of immense help to you going forward; your drafts and final paper will be richly rewarded by the time you spend here.

#### Historical SWOT Analysis “50 Articles” assignment

The past is a mysterious place, even more so when one does not possess a solid grounding in the events and concerns of the period. To that end, and to help you develop a deep understanding of the year assigned for your analysis, you will be required to find and read *a minimum* of fifty individual and relevant articles on your company distributed relatively evenly across the fiscal year from the *Wall Street Journal*, *The New York Times*, and any newspapers published in the same city as the company’s operational headquarters (if available). As you read these articles, unifying themes, issues, or events will reveal themselves to your diligent investigation. For each article, you will write a brief (four sentence) synopsis (that does not simply repeat the headline) *and* a statement explaining how this article addresses the theme within which you have it classified. Bear in mind that an article may rightly address multiple themes. You will prepare a full bibliography of the articles. The articles will be grouped per themes you identify. Finally, you will draft an extended discussion (a minimum of two full single-spaced pages) of the themes and the ways in which the articles illustrate that theme. Dedicated and serious students will read far more than fifty articles.

#### Historical SWOT Analysis Final Version

The final version without the “Buy, Hold, Sell Memo” (BHSM) must be ten (10) full pages in length for the central narrative, or a minimum of 2600 words, whichever is longer. This length does not include any required appendices, tables, or figures. You are required to include a carefully prepared, cited, and extensive appendix of charts, tables and figures to which reference is made in the report. The final version of the paper will include an additional two-page (2) “buy, sell, hold” analysis memo to investors regarding the company’s various bonds, debentures, and equities. The BHSM is the true final product of your entire semester research process. The BHSM is not included in the calculation of the minimum page and word counts for the SWOT analysis. In addition, you must include a “revisions memo” that describes in detail your understanding of all my suggestions, comments, and corrections to your various drafts, those of your classmates, and surveys the revisions, corrections, and amendments that you have made in moving from the initial to the final draft. This should be no less than two (2) full pages in length. The revisions memo is not included in the page or word count for the Historical SWOT Analysis and is a separate document entirely.

#### Historical SWOT Oral Presentation

You will prepare and deliver an oral presentation to a panel of your work during the final two weeks of the term. Each presentation will be ten minutes in length, and will be graded per a rubric that evaluates the quality of your performance, the organization, clarity, and command of your materials, and an assessment of your overall educational effectiveness. The presentation must include a visual component.<sup>35</sup> The presentation is not simply a reading of your paper, but a different product of your research, informed by, but not simply parroting, your SWOT analysis. You will be expected to respond to questions from the panel for up to ten minutes following the conclusion of your presentation.

#### Group Notes and Commentary

This assignment requires that you and a partner (or partners) prepare a set of formal, type-written, nested notes and commentary on an assigned scholarly article. It should be complete, detailed, extensive, and organized and provide an accessible outline and synopsis of the reading. Detailed notes are the best evidence that you have read and understood an article. Your commentary is an opportunity to engage the book and the additional assigned readings intellectually: in other words, to explore the connections among the article, the lectures, other assigned readings from the course, and any additional materials you find salient. There are two components to this assignment, failure to complete one or the other will result in a failing grade. Since this commentary will necessarily reference materials beyond the book it must be appropriately documented. The nested notes must provide parenthetical page citations for each line. References to outside materials must be properly cited in

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<sup>35</sup> This will be either a PowerPoint or Prezi presentation. I reserve the right to substitute another format, such as PechaKucha, with due notice. For some tips on effective use of slides, see the following: <http://blog.ted.com/10-tips-for-better-slide-decks/>

CMS-style footnotes. You are specifically prohibited from parceling out sections of the assignment among your partners. Everyone must draft and prepare the entire document collaboratively.

In preparing this assignment you should assume that the recipient does not have the time to read the article and additional readings and must lead a public discussion—where the other participants *have* read the book in its entirety—based on the materials in your notes and commentary. The notes should be as lengthy as is necessary to complete the task. That said, I do not desire an exhaustive thirty-page set of single-spaced notes, nor do I wish to read such a tome. A document that balances clarity, quality, and comprehensiveness should be your goal. Don't be stupid and simply paraphrase on-line notes or material from book reviews. I'd hate to see you all fail the course and possibly dismissed from the University for displaying such rank and utter idiocy.

The notes must conform to the traditional, nested, hierarchical outline style as below, with in-text parenthetical page references (both single-page and inclusive):

- I. Main Topic/Section/argument/chapter (always a general statement)
  - a. Sub-Topic (in relation to topic I) always applies to the level preceding
    - i. Supporting Evidence/argument relating to the immediately preceding sub-topic
      1. additional information/evidence relating only to outline level “i” immediately preceding
    - ii. Supporting evidence/argument of equal weight to outline level “i” immediately preceding
    - iii. Others as required
- II. Main Topic/Section (distinct and different from topic I)
  - a. Sub-topic (in relation to topic no. I)

#### Business 226 Dinner Memo

The Business 226 Dinner memo must accomplish two tasks. The first is a synopsis or summary of the dinner speaker's presentation. The second is an overview of the history, education, employment, accomplishments, and affiliated companies of the speaker. *This will require research and appropriate documentation.* I anticipate that you will need to complete extensive internet research on the individual, including any publications they have authored, and have a solid knowledge of the history of their company (if they are the owner or principle, or organizational affiliations if not). Prepare this document with the following scenario in mind: your boss was called away moments before she would have arrived at the dinner. She has an important meeting with the speaker tomorrow (they have not met previously), who will assume that she attended the dinner. You are not preparing a transcript of the speech, so avoid the “...and she next said...” arrangement and craft a document that conveys the themes, spirit, and important details of the speech. You will need to balance the need to provide useful pertinent detail with a holistic rendering of the essence of the speech. Your task is to prepare a document that will allow her to act as though she did attend, and supply her with salient background material in addition.

Unlike other assignments, this should be single-spaced, in memo format *and must include an executive summary*. The executive summary is a three-sentence summary (or “take-away”) of the memo that appears before the main text and is both labeled and set off from the main text by a blank line. It should not simply be a repetition of the first three sentences of your memo. The memo may be no less than 693 words and no more than 738 words in length (not including notes and the executive summary) and will be due via Moodle, at 5:00 pm on the first Friday following the dinner. Bear in mind that this assignment coincides with several other assignments.

#### Review Abstract

This assignment requires that you find, read, and prepare an abstract for one (1) scholarly journal review of an assigned scholarly monograph. An abstract is a summary. A properly formatted bibliographic citation must precede the abstract. You must find, read, and cite two (2) additional reviews for which you do not need to prepare abstracts. The abstract, which is single-spaced, is a summary of the review, not a review of the book under review. Use the **T-O-W-S** approach in preparing your abstract. Each review identifies the **thesis** of the book, records the reviewer's **observations** of the book, and their assessment of its **weaknesses** and **strengths**. The abstract, then, should cover all four segments in your own delightfully clear, distinct, and meaningful prose.

The abstract should provide a reader with a working knowledge of the reviewer's assessment of the book under review. This is an exercise in conveying the meaning and intent of the writing of others *in your own words*. You cannot do this unless you have read the review carefully. Direct quotation from the review is forbidden, save for the inclusion of essential short phrases. Do so, however, with caution and deliberation. If you can do this well, as I know that you can with practice, eventually you will master a skill in some demand at many companies – the ability to write an effective synopsis.

### Self-Assessments

You will complete two formal self-assessments of your work, one due at the mid-point of the semester, and the other at the course's conclusion. These should be more than four full pages (which is the absolute minimum), and no more than forty–seven pages in length. You are to assess your performance in the course; a specific and detailed self-critique of your strengths and weaknesses as a writer, your strengths and weaknesses as a critical and analytical thinker, your participation in discussion and strengths and weaknesses therein, your level of daily preparation, and your overall and individual comprehension of the readings and lectures, among other items. You are to discuss where and why you have achieved and not achieved at the levels you desire, and where you identify a need for improvement. You must explain how you will both overcome the obstacles you have identified going forward and build on your successes to date. You should provide some sense of your understanding of the course content and rigor before this semester began, and how that has changed in the first seven weeks, and later over the entire semester. Let me know of what you are the proudest in terms of the class, and that which troubles you the most. *This is a serious assignment; it is not something to be dashed-off in the thirty minutes before class.* In writing your self-assessments you should learn something about yourself. You will be asked to re-write the assignment if it does not display a serious intent. This replicates the kind of written self-critique that is often a component of the retention and promotion processes at many companies. This assignment does carry style points, so revision and careful attention to your prose will be rewarded.

### **Portfolio**

You are required to maintain an on-going portfolio of your work in this course. You may be asked to provide your portfolio for review at any point during the semester with twenty-four (24) hours of notice. The final portfolio must contain the following items and conform to the following standards (others may be added as required):

1. A cover sheet for the exterior of the portfolio with the usual information in the upper right-hand corner, in 20-point font. You may include an image if you so desire.<sup>36</sup>
2. Table of Contents, paginated
3. Labeled tabs separating all sections in this order
  - a. All examinations and in-class quizzes (if any)
  - b. Mid-term and end-of-term self-assessments
  - c. Historical SWOT Analysis and all directly related assignments and drafts including “fat paragraphs” and draft final SWOT used in Lab except for items found in letter “d” below<sup>37</sup>
  - d. SWOT Oral Presentation slides and your presentation-day note cards or script<sup>38</sup>
  - e. Geography requirement (including all attempts)
  - f. All lab work in reverse chronological order, including any marked drafts and preparatory items for the Historical SWOT Analysis completed during lab not otherwise located in sections “d” and “e” above
  - g. Any materials falling under the “Points Unassigned” category, except for the self-assessments and Moodle-only quizzes
  - h. Dinner Speaker Memo, all versions

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<sup>36</sup> Don't say I don't have a touch of whimsy.

<sup>37</sup> It would behoove you to scan your initial draft with my comments before submitting it with the final draft. While I endeavor to do so, I cannot provide any assurance that I will complete the grading of the research papers before you are required to submit your portfolio. You must also include an un-marked copy of your final draft.

<sup>38</sup> If you use index cards, please photocopy the cards in order left-to-right and top-to-bottom so that you attach a photocopied full-size sheet of paper rather than the notes themselves.

- i. Your notes from the dinner
  - i. Review Abstracts for *Alternative Tracks*, all versions
  - j. Class notes, if you take hand-written notes please provide a scanned photocopy, not your originals. These should be double-sided, and if typewritten, reduced to an 8-point font with less than one (1) inch margins.
  - k. Notes for all other assigned readings (you are required to take notes on all reading assignments). If you take hand-written notes please provide a photocopy, not your originals. These should be double-sided, and if typewritten, reduced to an 8-point font with less than one (1) inch margins.
  - l. Supplemental Assignments (if any)
  - m. Original and Revised Focus2 self-assessments
  - n. Glossary of Terms<sup>39</sup> \*
4. Where there are multiple or revised versions of the same document, they should be stacked in reverse chronological order
  5. A CD or DVD with all the above materials in PDF format. Please label your disk NEATLY (with a permanent-marker pen) as follows: BUS226-[section # (01, 02, etc.)], spring 2017, Last Name, First Name.<sup>40</sup> Each individual assignment as a PDF should be named as follows: BUS226\_[section#]\_SP2017\_lastname\_name of assignment\_version (if necessary).<sup>41</sup> Please arrange the files on the disc by folder as by the tabs in the physical portfolio.<sup>42</sup>
    - a. The CD or DVD must be protected within a plastic or paper case of some sort, an envelope will not suffice. Do not use the DVD case from your copy of “Frozen.” Do not use DVD cases, period.

\* An important note regarding the glossary: You are responsible for developing your glossary independent of the efforts of others. In other words, you may not copy and paste glossary items crafted by others, you must write independently each one that you submit. This does not preclude collaboration with others in determining what terms should be included, nor from working in *ad hoc* groups to develop definitions. However, I will view the submission of **identical lists and definitions** as *prima facie* evidence of plagiarism. Do not, under any circumstances whatsoever, be tempted to “borrow” a glossary list from a student who has previously completed the class. You will fail the course, regardless of the grade earned, and will be reported to the Dean for further disciplinary action. The purpose of the glossary is to enhance *your understanding* of key terms, and force you to be individually actively engaged in the process of assimilating this new knowledge.

Failure to complete the portfolio and submit it (with all the required components) when and as required will result in a final assigned grade below “C” (2.0) regardless of the numerical course grade earned. This entirely avoidable fate has already befallen one student. Please do not add your name to this mercifully short list.

### When in Doubt

Always ask questions! If you are uncomfortable with asking a question during the class period, please visit me during office hours or inquire via email, Twitter, or Moodle message.

It is your responsibility to read and understand the information contained within this syllabus as it serves as the only Official Guide for the course. I reserve the unrestricted right to make changes and alterations as circumstances warrant, with due notice (where feasible).

### Final Note

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<sup>39</sup> This is a numbered and alphabetized compilation of significant individuals, institutions, companies, concepts, ideas, legislation, court cases from the lectures and readings. Each requires a short definition of two or three sentences and a brief parenthetical note that indicates the source (formal citations are unnecessary). Do not leave this assignment until the end of the semester; build your glossary throughout the semester. The glossary should exceed **257 discrete items** (at a minimum). The quality of your glossary terms and definitions will comprise a significant portion of your overall grade for the portfolio.

<sup>40</sup> For example: BUS226-01, spring 2017, Wagstaff, Quincy

<sup>41</sup> For example: BUS226\_01\_SP2017\_Wagstaff\_Lab1\_v2

<sup>42</sup> Depending on circumstances and planning currently underway, the requirement to submit this on a CD/DVD may be altered to allow for submission via alternate formats. If so, you will be informed in advance of the end of the term.

As will, I hope, become annoyingly obvious to all of you before too long; I love the study of history and derive immense personal satisfaction from teaching (that's an understatement). Furthermore, I believe, to the core of my being, that a nuanced understanding of business and economic history is an essential component of a thorough collegiate education and future success in the business world. I sincerely hope that through my enthusiasm for the subject, combined with an earnest effort on your part to see, hear, and think about the issues, personalities, tragedies, and successes of our history, we may come to the end of the semester with a mutual sense of respect for one another and for the intricacies of the history of this nation and its people. Let us keep this hope in mind as we take this intellectual journey together.

Congratulations!

You actually read the entire syllabus; now go start on the assigned readings,  
...really, I wasn't kidding.....

...are you still here?

...Aren't you already behind on the readings?<sup>43</sup>

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<sup>43</sup> It case that wasn't abundantly clear **you are already behind on the readings**, so stop playing *Titanfall* and get to work.

## ADDENDUM A

### LECTURE/READING/LAB/ASSIGNMENT SCHEDULE

(Subject to emendation and alteration as necessary)

13 weeks, 25 Lecture Sessions

ITAL = *Industrialization and the Transformation of American Life*

Four Notes of Significance:

1. I expect that you will have read, viewed, or listened to the material listed by the *beginning* of the class period noted.
2. “Suggested” readings are exactly that. You will be wiser for the experience.
3. The assigned readings do not always follow the chapter sequence of the books.
4. Several the listed articles are available for download via Moodle. The remainder can be found on JSTOR, Project Muse, or America: History and Life. You are responsible for reading the articles regardless of whether or not they are posted to Moodle. Sometimes the search is part of the assignment.

**Assignment Due Dates:** (this list is not exhaustive -- additional assignments may be added as needed.)

Pop quizzes, most Moodle quizzes and lab assignments and assessments are not included)

TBA by 9:00 am: Moodle portrait added to your portfolio

TBA by 5:00 pm: Annotated schedule (for winter and spring student-athlete/musicians/thespians only)

TBA by 5:00pm: Syllabus quiz

TBA by 5:00 pm: RSVP deadline for GISAB GIS event option no. 1

TBA by 8:00 am: Complete LinkedIn.com profile and submit connection request to Dr. Randolph

TBA at the start of class: Group Notes and Commentary for assigned scholarly article

TBA by 5:00 pm: Last Day to Complete the Geography Exam

TBA at the start of class: Review Abstract and Citations for assigned scholarly monograph

TBA by noon: First half of draft SWOT analysis (Strengths and Weaknesses)

TBA at the start of class: mid-semester Self-evaluation

TBA February by 5:00 pm: Business 226 Dinner memo

TBA by noon: Second half of draft SWOT analysis (Opportunities and Threats)

TBA by 5:00pm, Historical SWOT Analysis, final version, on paper and via e-mail attachment

TBA at the start of class: end-of-term Self-evaluation

TBA before 12:00 noon: Portfolios for section **01** [these will not be collected at the examination]

TBA before 12:00 noon: Portfolios for section **02** [these will not be collected at the examination]

**Lab Assignment Due Dates:** all submitted via Moodle drop-box by 12 noon except as noted <sup>44</sup>

<i>Date</i>	<i>Assignment</i>
Week 1	Lab No. 1 <i>CMS</i> style citations
Week 3	<i>Annual Report</i> Data Analysis Project
Week 4	Melillo article footnote analysis
Week 5	“Questions and One-Sheet” work – <b>bring two copies to Lab</b>
Week 6	“10 Search Terms” list <b>and bring a copy to Lab</b>
Week 7	“50 Articles” newspaper assignment
Week 8	“10 Most Important Industries Served” list, <b>and bring a copy to Lab</b>
Week 10	“Claims and Authority Document” – <b>and bring two copies to Lab</b>
Week 11	Full draft of SWOT analysis – <b>bring two copies to Lab</b>

**Lab Online Surveys and Quizzes:** via Moodle link by 9am or in-lab as noted (additional quizzes may be added as necessary)

<i>Date</i>	<i>Assignment</i>
Week 1	“Research Habits Survey” on Moodle
Week 3	Modern SWOT Reading quiz, in Lab
Week 4	CMS Quiz

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<sup>44</sup> Please note that the due dates for the lab assignments generally fall on Tuesdays, but not always.

### Week 1:

Monday – Introduction, best practices, expectations, the normal formalities, and dramatic readings  
Strunk & White, *The Elements of Style*, sections I and II<sup>45</sup>

Wednesday – Global Trade, Capitalism, and the Nature of History

The *Syllabus* for the course – in its entirety

Edward M. Melillo, “The First Green Revolution: Debt Peonage and the Making of the Nitrogen Fertilizer Trade, 1840 – 1930,” *American Historical Review* 117, no. 4 (October 2012): 1028 – 1060.

Sven Beckert, “Emancipation and Empire: Reconstructing the Worldwide Web of Cotton production in the Age of the American Civil War,” *American Historical Review* 109, no. 5 (December 2004): 1405 – 1438.

Please read the Moodle links: “**Sanctioned Crime, Capitalism, and Economic Growth**,” “**‘Open Source’ Technology and the Industrial Revolution**,” and “**Is Corruption Inevitable?**”

Friday – Lab session: Armacost Library CILL room 309A: “Our Friend, the *Chicago Manual of Style*”

Please complete the **Research Habits** survey

Peruse the Moodle link: “**Purdue OWL Chicago Manual of Style**”

Peruse the Moodle link: “**Business 226 course guide from Armacost Library**” paying close attention to the “Chicago style guides available online” and all materials under the tab for Dr. Randolph

### Week 2:

Monday – The Antebellum Years, Civil War, and Reconstruction (in economic terms)

Porter, chapter 1, pages 1 – 42

Strunk & White, *The Elements of Style*, sections III and IV

Please read the Moodle links: “**John Gordon Steele on Financing the Civil War**,” “**Bonds, Cotton, and Funding the Civil War**,” “**The Birth of the Greenback – financing the Civil War**,” “**Ransom on the economics of the Civil War**,” “**Reflecting on the Civil War**,” “**Lincoln and Compensated Emancipation**,” and “**Emancipation and Capitalism**.”

Please read the Moodle link: “The Constitution of the United States”

Thomas C. Cochran, “Did the Civil War Retard Industrialization?” *Mississippi Valley Historical Review* 48, no. 2 (September 1961): 197 – 210.

Wednesday – The Emergence of Big Business no. 1

Cherny, (that’s C-h-e-r-n-y) introduction and chapter 1, pages 1 – 45

ITAL, preface and introduction and chapter 1, pages I – 16 and chapter 7, pages 80 – 91

Strunk & White, *The Elements of Style*, section V

Peruse the Moodle links: “**‘The Exchange’ on the telegraph information revolution**,” “**Big Data in the Age of the Telegraph**,” “**Spatial Rendering of Population Growth and Shifts in the US**,” and “**200 years of Immigration to the United States**.”

Suggested reading: John S. Binder, “The Transportation Revolution and Antebellum Sectional Disagreement,” *Social Science History* 35, no. 1 (Spring 2011): 20 – 57.

Friday – Lab session: Armacost room 309A, “Introduction to the SWOT Analysis” and “Asking Questions”

Peruse the Moodle link: “**Sample Modern SWOT analyses**”

Review the “**Historical SWOT Analysis ‘Seed Packet no. 1’**” materials pertinent to your assigned company and year

### Week 3:

Monday – The Emergence of Big Business no. 2

Porter, chapter 2, pages 43 – 78

Alfred D. Chandler, Jr., “The Railroads: Pioneers in Modern Corporate Management,” *The Business History Review* 39, no. 1 (Spring 1965): 16 – 40.

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<sup>45</sup> You are already behind on the reading; let this be the last time.

Ross Cotroneo, "Selling Land on the Montana Plains, 1905 – 1915: Northern Pacific Railway's Land-Grant Sales Policies," *Montana: The Magazine of Western History* 37, no. 2 (Spring 1987): 40 – 49.

Read the Moodle links: "**Transcontinental Railroad Development**," "**Expansion of the Western Railroad**," and "**Pre-automobile travel times in the United States through 1930**."

Wednesday – The Emergence of Big Business no. 3

ITAL chapter 8 pages 92 – 97

Porter, chapter 2, pages 78 – 92

Alfred D. Chandler, Jr., "The Beginnings of the Modern Industrial Corporation," *Proceedings of the American Philosophical Society* 130, no. 4 (December 1986): 382 – 389.

William G. Roy and Philip Bonacich, "Interlocking Directorates and Communities of Interest Among American Railroad Companies, 1905," *American Sociological Review* 53, no. 3 (June 1988): 368 – 379.

Suggested reading: Robin A. Preager, "Using Stock Price Data to Measure the Effects of Regulation: The Interstate Commerce Act and the Railroad Industry," *Rand Journal of Economics* 20, no. 2 (Summer 1989): 280 – 290.

Friday – Lab session: Armacost room 309A, "Reading closely and with care"

Re-read the "**Historical SWOT Analysis 'Seed Packet'**" materials pertinent to your assigned company and year

Peruse the Moodle link: "**Purdue OWL on Quoting, Paraphrasing, and Summarizing**"

#### **Week 4:**

Monday – **Class Discussion** of *Alternative Tracks*

Berk, parts I and II, pages 1 – 152

ITAL, chapters 3 – 4, pages 31 – 55

Please read the Moodle Links: "**Mr. Jay Gould's Programme.' A Contemporary Opinion of Gould's Wabash Bankruptcy**" Parts 1 and 2

Wednesday – **Class Discussion** of *Alternative Tracks*, continued

Berk, part III, pages 153 – 188

Bradley Hansen, "The People's Welfare and the Origins of Corporate Reorganization: The Wabash Receivership Reconsidered," *Business History Review* 74, no. 3 (Autumn 2000): 377 – 405.

Friday – Lab session: Armacost room 309A, "**Strengths and weaknesses**"

Print and bring two copies each of your "Questions One-Sheet" work

#### **Week 5:**

Monday – Labor in the Industrial Age

ITAL, chapter 2, pages 17 – 31

Cherny, chapter 2, pages 46 – 93

Please read the Moodle links: "**Life at Pullman**," and "**Per Capita Income in the United States, 1880 – 1910**," and "**Jacob Riis and Urban Poverty**"

Please watch the Moodle clip: "**An excerpt from Charlie Chaplin's 'Modern Times'**"

Wednesday – Labor and its Discontents: Railways as a case study

Eric Arnesen, "'Like Banquo's Ghost, It Will Not Down': The Race Question and the American Railroad Brotherhoods," *American Historical Review* 99, no. 5 (December 1994): 1601 – 1633.

Maurine Weiner Greenwald, "Women Workers and World War I: the American Railroad Industry, A Case Study," *Journal of Social History* 9, no. 2 (Winter 1975): 154 – 177.

Paul Michel Taillon, "'What We Want is Good, Sober Men:' Masculinity, Respectability, and Temperance in the Railroad Brotherhoods, c. 1870 – 1910," *Journal of Social History* 36, no. 2 (Winter 2002): 319 – 338.

W. Thomas White, "Railroad Labor Protests, 1898 – 1917: From Community to Class in the Pacific Northwest," *Pacific Northwest Quarterly* 75, no. 1 (January 1984): 13 – 21.

Friday – Lab session: Electronic archival resources – trade journals and historical newspapers  
Peruse the "New York Times through 1922," "Wall Street Journal Historical," "Chronicling America," "Statistical Abstracts links" located within the BUS 226 Subject Guide for Dr. Randolph

### Week 6:

Monday – Agrarian Discontent, causes (settlement, profit, debt)

ITAL, chapter 5, pages 56 – 66

Please read the Moodle links: "The \_Omaha Bee\_ October 1894," "The \_Omaha Bee\_ June 1895," "Wheat Prices, 1895, Cash and Futures," "A Primer on Futures Trading and Markets," "Railroads, Space, and Rates," "Union Pacific Shipping from Nebraska, Forwarded/Received," "Union Pacific shipping from Nebraska East/West," and "Western Railroads and Eastern Capital"

Suggested reading: C. Knick Harley, "Western Settlement and the Price of Wheat 1872 – 1913," *Journal of Economic History* 38, no. 4 (December 1978): 865 – 878.

Wednesday – Agrarian Discontent, manifestations (Greenbacks, Crosses of Gold, all the fun stuff)

ITAL, chapter 8, pages 98–102

Cherny, chapter 3, conclusion and Appendix, pages 94 – 145

Robert Higgs, "Railroad Rates and the Populist Uprising," *Agricultural History* 44 no. 3 (July 1970): 291–298.

Please watch the Moodle clip "Excerpt from William Jennings Bryant's 'Cross of Gold Speech'"

Please read the Moodle link: "Frank Baum and the Land of Oz"

Friday – Lab sessions will be used for the mid-term examinations.

### Week 7:

Monday – Progressivism no. 1, the State, Citizens, and Businesses

ITAL, chapter 8, pages 102 – 105

Bruner, chapters 1 – 10, pages 1 – 76

Wednesday – **Class Discussion** of *The Panic of 1907*

Bruner, chapters 11 – Lessons and appendices, pages 77 – 194

Please read the Moodle link: "From NPR's 'Planet Money' a quick description of deposits and banking"

Please watch the Moodle clip: "The Bank run scene from 'It's a Wonderful Life'"

Suggested reading: Elmus Wicker, *Banking Panics of the Gilded Age* (New York; Cambridge University Press, 2000), 1 – 15, 83 – 113.

Friday – Lab Session, Armacost 309A, "Historical economic resources"

Peruse the Moodle link: "Federal Reserve, population, industrial, and agricultural censuses"

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**Week 8:** Monday – **Class Discussion** of *The Panic of 1907* redux

Please re-read the Moodle link: "From NPR's 'Planet Money' a quick description of deposits and banking"

Please re-watch the Moodle clip: "The Bank run scene from 'It's a Wonderful Life'"

Wednesday – Progressive Politics

ITAL, chapter 6, pages 67 – 79; and chapter 9, pages 106 – 120

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<sup>46</sup> Don't do anything stupid, criminal, immoral, unethical, senseless, or shameful. That picture (and the stunt that it depicts) was amusing when you posted it on *Instagram*, it won't be so humorous when you are asked to explain it during a job interview. And you will be asked about it, rest assured.

Ott, chapters 1 – 4, pages 1 – 100

Please watch the Moodle clip: “**1905 Presidential Inauguration**”

Friday – Lab session: Armacost room 309A, Open Lab work day

**Week 9:**

Monday – **Class Discussion** of Ott’s *When Wall Street Met Main Street*

Ott, chapters 5 – epilogue, pages 101 – 225

Wednesday – Consumption, Politics, and Modernity in the “Jazz Age” no. 1

Porter, chapter 3, pages 93 – 128

Please peruse the Moodle link: “**Marx (Karl, not Groucho) on Base and Superstructure.**”

Please watch the Moodle clip: “**Groucho (not Karl) - Whatever it is, I’m against it.**”

Friday – Lab session: Armacost room 309A, “Claims and Authorities”

Print and bring two copies each of your ‘Claims and Authorities’ statements and all notes for your SWOT analysis.

**Week 10:**

Monday – Politics, and Modernity in “the Jazz Age,” no. 2

Please peruse the Moodle link: “**Post-Capitalism, a Short Essay.**”

Wednesday – **Class Discussion** of Leach, *Land of Desire*

Leach, chapters 1 – 7, pages 1 – 224

Please peruse the Moodle links: “**Are We Rational Decision-Makers?**” “**We are Irrational Economic Beings**” and “**From the Archives: Material on ‘Window Dressing’**”

Friday – Lab session: Armacost room 309A, **Oral Presentation Workshop and Rubric Development**

**Week 11:**

Monday – **Class Discussion** of Leach, *Land of Desire* redux

Leach, chapters 8 – conclusion, pages 224 – 391

Peruse the Moodle link: “**Board Games and Shopping**”

Wednesday – The 1920s and the back story to October 1929

Klein, chapters 1 – 10, pages 1 – 206

Leland Crabbe, “The International Gold Standard and U.S. Monetary Policy from World War I to the New Deal,” *Federal Reserve Bulletin* 75 no. 6 (June 1989): 423 – 440.

Friday – Lab Session: Armacost room 309A, “Peer Critique – use it, embrace it, love it”

Print (double-sided) and bring two copies of your full draft SWOT analysis

**Week 12:**

Monday – The October 1929 Stock Market Crash

Klein, chapters 11 – 12, pages 207 – 252

John H. Raskob, “Everybody Ought to be Rich,” *Ladies’ Home Journal* XLVI, no. 8 (August 1929): various pages. Also, look over the advertisements included. [Moodle]

Please re-read or watch again the Moodle links, “**From NPR’s ‘Planet Money’ a quick description of deposits and banking,**” and “**The Bank Run Scene from ‘It’s a Wonderful Life’**”

Wednesday – Herbert Hoover, the failure of voluntarism, and the election of Franklin Roosevelt

Klein, chapter 13, pages 253 – end

Christina D. Romer, “The Great Crash and the Onset of the Great Depression,” *Quarterly Journal of Economics* 105, no. 3 (August 1990): 597 – 624.

Friday – No Lab Session, do not attend (maybe consider studying?)

**Week 13:** <sup>47</sup>

Monday – Fungible and Reconstitution Day

Peruse the Moodle links, “**Library of Congress Farm Security Administration Images, 1935 – 1945,**” and “**A Case Study in Great Depression-era Bank Failure.**”

Wednesday – The Great Depression and the New Deal: an introduction; plus, wrap-up, catch-up, friendly sarcasm, heartfelt accusations, and desperate recriminations

ITAL, epilogue pages 121 – 128

Peruse the Moodle links, “**The Bank Holiday of 1933, records from the National Archives**”, “**President Franklin Delano Roosevelt’s first ‘Fireside Chat,’**” “**Audio of President Franklin Delano Roosevelt’s first ‘Fireside Chat,’**” “**President Franklin Delano Roosevelt’s second ‘Fireside Chat,’**” and “**Library of Congress Farm Security Administration Images, 1935 – 1945**”

Ben S. Bernanke, “The Macroeconomics of the Great Depression: A Comparative Approach,” *Journal of Money, Credit, and Banking* 27, no. 1 (February 1995): 1 – 28.

Friday – Lab session: Armacost room 309A, “Evaluations three”

**Final Examination:**

The exam is designed to take 150 minutes to complete, but you may use the entire 180 minutes.

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<sup>47</sup> The oral presentations will take place between during the last regular week of semester and outside of normal class hours.

## ADDENDUM B

### Writing Tips: How to keep Dr. Randolph happy when he grades your written assignments<sup>48</sup>

1. An essay must contain an introduction, which contains a topic or thesis sentence. A topic or thesis is a concise statement of the claim or argument you will make in the essay.
2. Each essay must end with a conclusion. The conclusion contains a restatement of your thesis and a brief recapitulation of how you proved your thesis.
3. The first mention of an individual or organization must include any title and their full name. Use “**President Franklin D. Roosevelt**” the first time or “**the United States**” or “**General Electric**.” Use a shorter version for subsequent references, for example; “**Roosevelt**” or “**America**,” or “**GE**.”
4. Paragraphs should contain but one thought and should be, in essence, a miniature essay. Each paragraph should contain a topic sentence, a body and a concluding sentence. A proper paragraph in business or scholarly writing rarely contains fewer than three sentences.
5. In all writing, clarity, simplicity, and brevity are praised above all other virtues. Never say in two words what you can say with one; never use a ten-dollar word where a ten-cent one will do.<sup>49</sup> If you are describing a fire, “fire” will do, you need not use “conflagration.”
6. Foot/endnotes: Only the first mention of a source is cited in full. Shorten subsequent references as per the rule in the *Chicago Manual of Style*.
7. In formal writing avoid the use of contractions in most circumstances: use “**does not**” rather than “**doesn’t**.”
8. When proof-reading, read your papers out-loud and backwards. Doing so will force you to listen to its cadence, and detaches each sentence from its context. You are more likely to find grammatical errors in this fashion.
9. Do not dangle quotations; they should appear as part of a sentence. **The author states that “despite years of observation she still finds nothing redeeming in Dr. Randolph’s personality or character; his dog is a different matter, she is a complete sweetie.”**
10. Do not string quoted material together. In general, a sentence with substantial quoted material should not follow a sentence containing substantial quoted material. There are circumstances where it is necessary to break this rule. Do so with caution.
11. In the writing you will complete for this class there is no need for quotations more than 40 words in length. However, if you insist, please abide by the following rule: quoted material in excess of 40 words is formatted single-spaced; double indented, and footnoted but does not require quotation marks.
12. When a sentence concludes with quoted material, the final punctuation falls within the end quotation (see no. 9 above). Any footnote superscript number follows the concluding punctuation *and* the end quotation marks.
13. Avoid the use of “I.” Scholarly writing often benefits from the air of cool detachment that avoiding the first person accentuates.
14. Do not spell out calendar years; numerals are sufficient.
15. Avoid parenthetical statements. If a thought is worthwhile, please give it its own sentence or an expository footnote.
16. Avoid the use of clichés or colloquial phrases. Formal writing should neither sound like nor resemble oral communication. While this rule is not dogma, tread these waters with caution.
17. In general, maintain the same tense in a sentence and throughout a paragraph.
18. A noun or adjective that begins with a vowel is preceded by “an” not “a.” **I spoke with a large man today. I spoke with an interesting woman today.**
19. “Very” is a most dangerous word; use it sparingly, if at all. It has lost its meaning in common discourse.
20. “Felt” is a specific type of cloth, generally consisting of matted wool fibers. Avoid using it when you intend to convey some version of “believed” or “thought.”
21. “Their” and “there” are not interchangeable. Please look to their definitions in the dictionary that I placed over there. “They’re” is something altogether different.
22. “It’s” is the contraction of “it is.” It is not the possessive of “it.” The possessive in this case is formed without the apostrophe, hence, “its.” It’s not a good omen for a day when I cannot relieve a milk jug of its contents.
23. A meteorite may impact the Moon, and a tooth can be impacted. Aside from those two examples, I find little need to use the word “impacted.” It is ugly when misused.
24. There are few words in the English language that possess exact synonyms; that is to say they have identical meanings. Use the thesaurus in word processing programs with great care. Make certain that you understand the meaning of each word you use. Words are powerful and rarely replaceable.

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<sup>48</sup> “Addendum B” is adapted from a document created by Dr. Jerome Mushkat, now emeritus from the Department of History at the University of Akron and the finest classroom instructor I have ever had the privilege to observe in action.

<sup>49</sup> ...with apologies to William Strunk...

## Addendum C: Examination and Writing Tips

### HOW TO ANSWER AN IDENTIFICATION QUESTION

The examinations may contain a number of identification questions. Such questions will include but are not restricted to the names of historical figures and groups, legislation, and geographic locations. They will include items from both lecture and the assigned readings.

In general, a successful answer to an ID question will address the following: WHO, WHAT, WHEN, WHERE, WHY (historical significance). However, not all are necessarily applicable to every ID item.

Some specifics:

WHO: should supply the full name of the individual or organization.

WHAT: should describe the item.

WHEN: should be as accurate as possible. In general, this requires the decade(s) for larger items and the specific year for particular events. Chronology is essential to understanding history.

WHERE: the more specific the better. Rarely will “United States” be sufficient.

WHY: is the most important part of your answer. It indicates your understanding of the historical significance of the item. You must preface your estimation of the item’s significance with a statement such as: “This is historically significant because . . .” or “This is important because . . .”

You must answer an ID question in paragraph form. A simple list of facts will receive a grade of “0”. In general, you can determine the significance of an identification question by asking what its result was, looking in particular for long-term consequences.

### TEN RULES TO WRITING AN EFFECTIVE EXAMINATION ESSAY

1. Do not panic. If you have studied properly, you will know the answer. There are no trick questions.
2. Read the entire examination. Mark the questions you are most comfortable answering. Answer them first.
3. Time management is crucial. Do not take 30 minutes to answer a question worth only 10 points of 100.
4. Take a moment to think through and list all the points that pertain to the question. Writing a brief outline is often useful.
5. Confine your answer to the points raised in the question. You do not receive credit for facts, themes, or other information that, while correct, do not answer the question at hand.
6. Always frame your answer in narrative form. A list of facts without structure is not an essay and therefore even if the facts you provide are correct you will receive no credit for that particular essay or identification.
7. Every essay must include an introductory paragraph that contains your thesis statement (what you are going to prove). Follow the introduction with as many paragraphs of body as you have major points to make. A concluding paragraph follows where you restate your thesis and major points with a closing comment.
8. Write clearly and with brevity.
9. After completing an answer, reread it to make certain that you have answered every point raised in the question.
10. You must back every statement with specific evidence. There are two key words to keep in mind: **Specificity** and **Explanation**. Do not simply list facts or provide a one-sentence definition.

A well-written essay demonstrates that you understand the question and possess an adequate knowledge of the subject. It indicates that you can think clearly and write with clarity. Any student, who attends lecture diligently, takes effective notes in lecture and on the assigned readings, and who follows the suggestions on writing contained in this syllabus has nothing to fear from any essay question.