

**HISTORY 2807F**  
**Entrepreneurship in the United States and Canada since 1800**  
**Fall 2024**

**Instructor: Professor Keith Fleming**

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**Office: Department of History, Lawson Hall Room 1208**

**Office Hours: Wednesdays, 10:30 a.m. – 12:30 p.m.**

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This is a **draft** outline. Please see the course sit on OWL Brightspace for a final version.

**Course Description:**

History 2807F is a study of entrepreneurs and entrepreneurship in the United States and Canada in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Entrepreneurs are best understood as those who take the risks to create material wealth in the economic realm. This course will examine how economic, social, and political conditions in the United States and Canada encouraged a culture of entrepreneurship, and in turn were shaped by the activities of successive generations of creative entrepreneurs. Various theories of entrepreneurship will be examined along with their practical application by entrepreneurs in a wide array of business endeavors, including corporate finance, marketing, mass production manufacturing, corporate trusts, and transportation. Entrepreneurs' revolutionary approaches to business organizational structures, and information technologies will also be discussed. A select group of women entrepreneurs are also studied.

A central emphasis of the course will be to study the careers of leading entrepreneurs, including but not limited to Andrew Carnegie, Jonas Chickering, Samuel Colt, Jay Cooke, Michael Dell, James B. Duke, Pierre Du Pont, William C. Durant, George Eastman, Timothy Eaton, Thomas Edison, Marshall Field, Henry Ford, Henry Frick, Bill Gates, A.P. Giannini, Jay Gould, Edward H. Harriman, H.J. Heinz, James J. Hill, Lee Iacocca, Henry Kaiser, Ray Kroc, Estée Lauder, Francis Cabot Lowell, Charles E. Merrill, Cyrus H. McCormick, J.P. Morgan, John H. Patterson, George Pullman, John D. Rockefeller, Howard Schultz, I.M. Singer, Samuel Slater, Alfred P. Sloan, Donald Smith, A.T. Stewart, Gustavus Swift, Cornelius Vanderbilt, William Cornelius VanHorne, Madam C.J. Walker, Sam Walton, George Westinghouse, and Robert Woodruff.

There will be one two-hour lecture each week, as well as a one-hour tutorial when the weekly assigned readings are discussed.

**Course Syllabus:**

As Learning Outcomes, students will be able to

- identify the major events, concepts, and personalities associated with the development of entrepreneurialism in North America since 1800
- provide accurate factual information about a wide range of people, groups, events, and documents discussed in readings and explain their significance

- strengthen skills of oral and written communication
- analyze secondary sources, including their sources, methods, arguments, strengths, limitations, potential implications and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- effectively integrate a wide thematic variety of secondary sources in a research essay
- situate contemporary business issues in a broader historical context, identifying ways these issue have been informed by the history of entrepreneurship described in this course

Each student will submit via the course site on OWL Brightspace (see **Assignment link**) a **research essay proposal** (one to two pages in length) outlining the topic, thesis, and main sources to be utilized no later than **Monday 7 October 2024 at 11:55 p.m.** Essays will not be accepted or assigned a grade if they are submitted on a topic other than what was approved by the instructor.

Each student will write a **research essay** (10-12 typewritten pages in length) on the life and principal business innovations of a leading American or Canadian entrepreneur. Students will select their entrepreneur from a list of approved topics provided by the course instructor. In addition to focusing on the entrepreneur’s most significant business innovations, essays must discuss the principal societal, economic, and political influences which affected the entrepreneur’s decision-making. A detailed description of the essay assignment will be posted on the course site on OWL Brightspace (see **Assignment link**). An electronic copy of the completed research essay must be submitted via the course site on OWL Brightspace no later than **Friday 15 November 2024 at 11:55 p.m.** In addition, the essay must be submitted by the due date and time to Turnitin.com via the course site on OWL Brightspace. Any accommodations for this assignment will require supporting documentation.

Students will submit each week a **written response** (maximum 400 words per weekly response) to a question **based on the lecture** for that week. The lecture response questions will be posted on the “**Assignments**” section of the course site on OWL Brightspace by 8 p.m. on the day of the lecture. Students will have twenty-four hours to submit their written answers via the course site on OWL Brightspace. Responses must also be submitted to Turnitin.com via the course site on OWL Brightspace. Late submissions (defined as after 8 p.m. the day following the posting of the lecture question) will not be accepted or graded. Although eleven lecture response questions will be assigned, only the student’s ten best grades will be counted.

### **Course Materials:**

All course readings are available in digital format at the Western Libraries “Course Readings” site for History 2807F (<https://ares.lib.uwo.ca/ares/>) or on the “Resources” section of the course site on OWL Brightspace.

### **Methods of Evaluation:**

Research Essay proposal (due Monday October 7 <sup>th</sup> )	5%
Research Essay (due Friday November 15 <sup>th</sup> )	30%
Tutorial Participation	20%
Lecture response questions (10 x 2% each)	20%

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for department procedures and requirements involving make-up tests and exams.

A **late penalty** of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against the research essay proposal and the research essay if submitted after the due date.

**Students must pass all elements of the course (research essay proposal; research essay; tutorial participation; lecture response questions; and final examination) in order to achieve a passing grade in the course.**

Students are expected to attend and participate actively in all tutorial discussions, thereby demonstrating their comprehension of the assigned readings. Sample discussion questions will be posted on the course site on OWL Brightspace before each class to assist students in preparing to participate meaningfully in the tutorial. All students will be assigned a participation grade on a 10-point scale following each tutorial. Failure to attend a tutorial will result in a score of “0” for that class. Merely attending a tutorial without participating in the discussion will result in a score of “2” for that class. The assignment of a participation grade from “3” to “10” will be determined by the quality of the student’s contributions to discussion during any given tutorial.

In instances when absence from tutorial is unavoidable, students are expected, when possible, to inform the instructor in advance of their pending absence.

Non-illness absences from tutorials are unacceptable. Any student attending fewer than **eight** of the **ten** scheduled tutorials for non-illness reasons will be assigned a failing grade for tutorial participation.

## **Course Schedule and Readings:**

### **WEEK #1**

#### **Introduction to History 2807F**

**Lecture: Defining Entrepreneurship (I)**

*No Tutorials This Week*

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### **WEEK #2**

**Lecture: Defining Entrepreneurship (II)**

**Lecture: Extending the Entrepreneurial Reach: Steamships, the Telegraph, and Railroads**

#### **Tutorial Readings for Week #2:**

Geoffrey Jones and R. Daniel Wadhvani, “Entrepreneurship,” in Geoffrey Jones and Jonathan Zeitlin (eds.), *The Oxford Handbook of Business History* (Oxford University Press, 2009), pp. 501-509.

Gary J. Kornblith, “The Craftsman as Industrialist: Jonas Chickering and the Transformation of American Piano Making,” in *Business History Review* (Vol. 59, No. 3, Autumn 1985), pp. 349-368.

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### **WEEK #3**

**Lecture: Entrepreneurial Innovations in Financial Institutions**

**Tutorial Readings for Week #3:**

John F. Stover, "Pullman, George Mortimer," in *American National Biography Online*.

<http://www.anb.org/articles/10/10-01353.html>

"Making a difference in the way the world worked": James J. Hill and the Transcontinental Railroads," in Burton W. Folsom, *The Myth of the Robber Barons* (Young America's Foundation, 1991), pp. 16-39.

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**WEEK #4**

**National Day for Truth and Reconciliation -- no lecture today**

**Tutorial Reading for Week #4: TBD**

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**WEEK #5**

**Lecture: Entrepreneurial Manufacturers and the Development of Mass Production Strategies**

**Tutorial Reading for Week #5:**

Richard S. Tedlow, "Henry Ford: the Profits and the Price of Primitivism" in *Giants of Enterprise: Seven Business Innovators and the Empires they Built* (HarperBusiness, 2003), pp. 119-177.

\* **RESEARCH ESSAY PROPOSAL DUE MONDAY OCTOBER 7<sup>th</sup> @ 11:55 p.m.**

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**WEEK #6**

**Lecture: Entrepreneurialism in Organizational Structures**

**Tutorial Reading for Week #6: TBD**

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**WEEK #7**

**Lecture: Entrepreneurship and the Rise of Corporate Trusts (I)**

**Tutorial Readings for Week #7**

"Timothy Eaton," *Dictionary of Canadian Biography, Vol XIII*

Richard Matern and Joe Martin, "Eaton's From the Great Depression to the Challenge from Simpsons-Sears," in Joe Martin, ed., *Relentless Change: A Casebook for the Study of Canadian Business History* (University of Toronto Press, 2020), pp. 140-160.

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**WEEK #8**

**Lecture: Entrepreneurship and the Rise of Corporate Trusts (II)**

**Lecture: Marketing Entrepreneurs (I)**

**Tutorial Reading for Week #8:**

Nancy F. Koehn, "Howard Schultz and Starbucks Coffee Company" in *Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell* (Harvard Business Review Press, 2001), pp. 201-256.

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**WEEK #9**

**Lecture: Marketing Entrepreneurs (II)**

*No Tutorials This Week*

\* \* **RESEARCH ESSAY DUE FRIDAY NOVEMBER 15<sup>TH</sup> @ 11:55 p.m.** \* \*

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**WEEK #10**

**Lecture: Entrepreneurial Women**

**Tutorial Reading for Week #10:**

Nancy F. Koehn, “Estée Lauder” in *Brand New: How Entrepreneurs Earned Consumers’ Trust from Wedgwood to Dell* (Harvard Business Review Press, 2001), pp. 137-199.

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**WEEK #11**

**Lecture: Entrepreneurs in Wartime**

**Tutorial Reading for Week #11:**

Nancy F. Koehn, “Michael Dell” in *Brand New: How Entrepreneurs Earned Consumers’ Trust from Wedgwood to Dell* (Harvard Business Review Press, 2001), pp. 257-305.

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**WEEK #12**

**Lecture: Entrepreneurs in Communications and Information Technology**

**Tutorial Reading for Week #12:**

Blaine McCormick and Burton W. Folsom Jr., “A Survey of Business Historians on America's Greatest Entrepreneurs,” in *Business History Review*, (Vol. 77, No. 4, Winter 2003), pp. 703-716.

Blaine McCormick & Burton W. Folsom, (2020) “The greatest entrepreneurs and businesspeople in American history: A replication of the 2001 ranking,” in *Cogent Business & Management* (Vol. 7, No. 1, 2020), pp. 1-10.

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**Additional Statements:**

**Communication policies:** The best way to contact me is via email ([kfleming@uwo.ca](mailto:kfleming@uwo.ca)). I also will hold office hours in Lawson Hall 1208 on [day and time TBD] when you can stop by to discuss course related matters.

**Use of electronic devices:** No electronic devices will be allowed during the final examination. No use of audio or video recording devices is permitted in lectures or tutorials.

**Use of generative artificial intelligence (AI):** The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification.

Please review the Department of History's shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.