

History 200
Capitalism and America
Tuesdays, 3:30 PM-5:25 PM
Educational Sciences Building, Room 304
Department of History
University of Wisconsin-Madison

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Description:

For many, capitalism and the United States are inseparable. How can studying capitalism enrich our understanding of American society, politics, and culture? The Capitalism and America FIG takes an interdisciplinary approach to this question, examining capitalism as both a theory and a contested idea that heavily shaped U.S. history. How has capitalism changed over time? How has it served to justify political and economic action? How have people from different backgrounds articulated and experienced capitalism's promises and pitfalls? History 200: The History of American Capitalism will tackle these questions while students benefit from the interdisciplinary perspectives of the linking courses to investigate the ways capitalism has shaped American life and how Americans have shaped capitalism.

Learning Outcomes:

Historicize capitalism as practices, thought, and relationships that change over time

Describe the ways capitalism has been integral to the history of the United States

Investigate open-ended questions about the relationship between economic thought, power, and society

Contextualize and interpret primary sources such as business records, photographs, and government reports

Critically evaluate sources, evidence, and arguments.

Construct persuasive arguments

Communicate ideas to others clearly and concisely through oral and written exercises

Credit Hour Policy

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115

minutes per week), reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

Instructional Mode

This class is conducted face-to-face.

Grade Scale:

93-100% A	78-82%	BC
88-92% AB	70-77%	C
83-87% B	60-69%	D

Grades:

Attendance 10%

Participation 15%

50-Word Reading Responses 8%

100-Word Reading Responses 8%

150-Word Reading Responses 8%

Summary 10%

Evidence Analysis 10%

Position Paper 10%

Congressional Presentation 21%

Assignment Details:

Remember that Professor Glotzer wants everyone to reach their full potential and do as well as they can. These assignments are meant to identify and sharpen specific skills that you will find useful now and in the future.

Detailed assignment sheets are available on Canvas and handed out the first day of class. Assignment sheets include instructions, explanations of skills being assessed, grading rubrics, and tips. If you have questions, the assignment sheets might answer them. After reviewing the assignment sheets, do not hesitate to ask Professor Glotzer.

Attendance Policy:

You may have one unexcused absence during the semester that will not affect your grade. You do not need to inform Professor Glotzer ahead of time or provide a reason for the absence.

Subsequent unexcused absences may begin to affect your attendance and participation grades, which are 10% and 15% of your final grade respectively. The reason for this is that it takes a critical mass of people to make a seminar work. Each of you is an important member of our classroom community.

Absences, even your free pass absence, do not excuse you from turning in any assignments by their due date. For example, you are still responsible for handing in a reading response on time even if you miss that week's class.

Excused absences will not affect your grades. These include accommodations, religious observances, and documented athletic and extra-curricular commitments. Please communicate with Professor Glotzer in advance, including to make alternate arrangements for assignments.

It is understood that unforeseen circumstances occur. Professor Glotzer will be happy to discuss the possibility of excusing your absence. You may also contact the Dean of Students Office, who can then coordinate with us on your behalf. <https://doso.students.wisc.edu>

Please take care of yourself; your mental and physical safety and well-being are very important. Adjusting to college is difficult; know that Professor Glotzer wants you to do well. Arrangements can be made to account for difficulties you might be experiencing.

Remember that you are not obligated to disclose information about your personal life or health with Professor Glotzer in order to discuss absences.

Dependent Care Policies

Professor Glotzer asks that everyone work with her to create a welcoming environment that is respectful of diversity, including diversity in parenting, dependent, and elder care status.

Professor Glotzer understands that the fatigue caused by dependent care can be a barrier to completing coursework. While she maintains the same high expectations for all students regardless of parenting/caretaker status, she is happy to problem-solve with you in a way that makes you feel supported as you strive for balance.

Know your rights and resources: <https://doso.wiscweb.wisc.edu/wp-content/uploads/sites/273/2017/06/Pregnant-and-Parenting-Students-at-the-University-of-Wisconsin.pdf>

Disability and Accommodations:

Professor Glotzer is committed to creating a classroom where everyone can feel welcomed, included, and ready to learn. Disability will not be stigmatized in History 200 and should not be treated as something “bad” or “less than” in general. Accommodations are all about acknowledging that university and workplace settings have been created with a narrow vision of who might use them; accommodations help alter those short-sighted decisions to be more reflective of human diversity. If you have or think you may have a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical) speak directly with Professor Glotzer and/or contact the McBurney Disability Resource Center, where staff members can unlock a lot of possibilities. Things to consider include, but are not limited to:

Can you see and hear the professor and fellow classmates? Can you easily enter, leave, sit and stand with the current classroom seating arrangements? Are you able to take notes in a way that helps you learn? Do you need assistance with writing, typing, or note-taking? Can you focus? Would you benefit from assistive technology?

The McBurney Disability Resource Center
Phone: (608) 263-2741 Address: 702 W. Johnson Street, Suite 2104
Website: <https://mcburney.wisc.edu/>
Email: mcburney@studentlife.wisc.edu

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

Additional Resources:

The History Lab, a special writing center run by historians to help with history assignments: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

English As a Second Language Courses: <https://esl.wisc.edu/international-students/>

24-Hour Mental Health Crisis Hotline: <https://www.uhs.wisc.edu/mental-health/crisis/>

University Trans Health Guide: <https://www.uhs.wisc.edu/front/trans-health/>

University Substance Abuse and Recovery: <https://www.uhs.wisc.edu/mental-health/aoda/>

Survivor Services for UW-Madison student victims/survivors of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking (Note they can contact professors on your behalf for accommodations): <https://www.uhs.wisc.edu/survivor/>

Required Reading:

- Michael Zakim and Gary Kornblith, eds. *Capitalism Takes Command: The Social Transformation of Nineteenth-Century America*. Chicago: University of Chicago Press, 2012
- Thomas G. Andrews. *Killing for Coal: America's Deadliest Labor War*. Cambridge: Harvard University Press, 2010.
- Margaret O'Mara. *The Code: Silicon Valley and the Remaking of America*. New York: Penguin, 2019.
- Devin Fergus. *Land of the Fee: Hidden Costs and the Decline of the American Middle Class*. Oxford: Oxford University Press, 2018.

How to Access Readings:

Hard Copies:

1) The four books listed above are available from the bookstore. You may also find any purchase any edition online.

2) All books are on reserve at College Library. This means you can check them out for a short period of time.

Digital Copies and All Additional Readings on the Syllabus:

1) Free ebooks of *Capitalism Takes Command* and *Killing for Coal* are available through the library website. <https://www.library.wisc.edu/>

- a) Type the title into the search bar
- b) Click the title in the results
- c) Click the link in the “Online Access” box

2) Any assigned reading in addition to the four books is available on Canvas.

3) See Canvas for extra copies of the four books

(Turn to the next page for the semester reading and assignment schedule)

Schedule

Readings, Assignments, Due Dates

Week 1 – September 10

Reading:

Julia Ott and William Milberg, “Capitalism Studies: A Manifesto,” *Public Seminar*, April 17, 2014.

Week 2 – September 17 - Dr. Marcia Chatelain visits

50-Word Response Due on Canvas by Noon

Reading:

Marcia Chatelain, “The Miracle of the Golden Arches: Race and Fast Food in Los Angeles,” *Pacific Historical Review* 85 No. 3 (2016): 325-353.

Week 3 - Sept 24

50-Word Response Due on Canvas by Noon

Reading:

Capitalism Takes Command, Introduction, Chapters 1-2

Week 4 - Oct 1

50-Word Response Due on Canvas by Noon

Reading:

Capitalism Takes Command, Chapters 3-5

Week 5 - Oct 8

Summary Due on Canvas by Noon

Reading:

Capitalism Takes Command, Chapter 10

Megan Ming Francis, “Ida B. Wells and the Economics of Racial Violence,” *Items*, Jan. 24, 2017

Week 6 - Oct 15

100-Word Response

Reading:

Killing for Coal, Introduction, Chapters 1-2

Week 7 - Oct 22

100-Word Response

Reading:

Killing for Coal, Chapters 3-5

Week 8 - Oct 29

Evidence Analysis due on Canvas by Noon

Reading:

Killing for Coal, Chapters 6-7, Epilogue

Week 9 - Nov 5

150-Word Response due on Canvas by Noon

Reading:

The Code, Act One, Pages 95-136

Week 10 - Nov 12

150-Word Response due on Canvas by Noon

Reading:

The Code, Pages 137-174, Act Three

Week 11 - Nov 19

Position Paper due on Canvas by Noon

Reading:

The Code, Act Four, Departure

Week 12 - Nov 26th – No class

Week 13 – Dec 3

Topic for Congressional Presentation due on Canvas by Noon

Reading:

Land of the Fee, Introduction, Chapters 1-2

Week 14 – Dec 10

Congressional Presentations

Reading:

Land of the Fee, Chapters 3-4, Conclusion