

The History of U.S. Political Economy since 1865

Professor Paige Glotzer
University of Wisconsin-Madison

Location: Humanities 5257
Time: Wednesdays, 3:30-5:25 PM

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Description

Broadly conceived, political economy is the study of power. This class will investigate how individuals, institutions, and government bodies have shaped power dynamics in the United States since the end of the Civil War. Themes include the production of inequality and the relationships between business and the state. We will use various approaches that interrogate power relationships at different scales, from the body, home, and street all the way up to the global forces of empire. Along the way we will critically evaluate the boundaries of political economy of a lens for interpreting the past. To what extent is it a distinctive approach? What types of baggage does it carry? How can it illuminate issues surrounding the production of historical scholarship in today's academy?

Seminar Learning Goals:

Analyze the processes, places, and power dynamics that characterize U.S. political economy since 1865

Survey the ways political economy intersects with different academic subfields, approaches, and theories of history

Understand how studying political economy can inform discussion about what it means to produce scholarship in a professional context

Practice modes of scholarly output such as writing, presenting, and reviewing.

Grades

Attendance and Participation – 40%
Posting Reading Responses to Canvas on Time – 10%
Final Assignment – 50%

Office Hours

The purpose of office hours is to provide a regular time where you can talk about academic matters. This may include questions about the reading or assignments, graduate training, the job market, or chatting about a topic that sparked your interest during class. No appointment is necessary.

Accessibility and Accommodations

I am committed to creating a classroom where everyone can feel welcomed, included, and equipped to learn. If you have or think you may have a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical) I encourage you to speak with me directly and/or contact the McBurney Disability Resource Center to ensure your needs are being met. Possible things to consider include, but are not limited to:

Can you see and hear me 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? Has your ability to focus changed? Would you benefit from assistive technology?

The McBurney Disability Resource Center

Phone: (608) 263-2741 Address: 702 W. Johnson Street, Suite 2104

Email: mcburney@studentlife.wisc.edu

Childcare Policy

I ask that all students work with me to create a welcoming environment that is respectful of diversity, including diversity in parenting status.

1. All breastfeeding babies are welcome in class as often as is necessary
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. You do not need to inform me ahead of time if you are bringing a child to class.
3. In all cases where babies and children come to class, please sit close to the door so that if the child needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
4. Finally, I understand that the fatigue caused by parenting can be a barrier to completing coursework. While I maintain the same high expectations for all students regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

To learn more about UW-Madison's pregnant and parenting student policies and resources, see <https://doso.wiscweb.wisc.edu/wp-content/uploads/sites/273/2017/06/Pregnant-and-Parenting-Students-at-the-University-of-Wisconsin.pdf>

Childcare policy adapted from Dr. Melissa Cheyney, Oregon State University

Credit Hours Policy

Students may take this course for 1-3 credits. The credit standard for the course is met by an expectation of at least 45 hours of student engagement with the course's learning activities for each credit (1 credit = at least 45 hours; 2 credits = at least 90 hours; 3 credits = at least 135 hours). For all students, these activities will include group seminar meetings of 115 minutes per week. Other course activities and assignments will vary depending on the number of credits for which a student is enrolled.

Weekly Responses to Canvas

Beginning the first week, each student will post a 250-500-word response to the readings on a discussion thread on Canvas by 5:00 PM Tuesday night. Every week will have its own dedicated thread. The content of the responses is not graded. There is no right or wrong approach to reading responses. Examples might include thinking through themes that interested you, passages that struck you, or questions you had. If you have technical difficulties with Canvas, email me your response.

Assignments

Select one of the following assignments to complete shortly after the end of the semester. We will work out dates based on your needs. The goal of this assignment is to be useful for you. The assignment should be chosen that best furthers your short-term goals related to where you currently are in your training as well as your long-term career goals.

Paper – 10-15-page paper related to an original argument about U.S. political economy. This paper will draw from class reading material and does not require archival research.

Synthetic Academic Review Essay – Imagine an academic journal has invited you to write an extended essay on three of the books we have read this semester. Pick a journal so that you have a specific audience in mind and write following that journal's submission guidelines for essays. Consult other review essays in that journal to gain a better sense of format and content. When you turn in your essay, be sure to include the name of the journal you selected.

Grant Application – Identify a grant or fellowship to which to plan to apply over the summer or fall. Write a grant application and provide any required supporting material other than letters of recommendation such as CV, writing sample, and budget.

Prospectus Draft – The criteria for this should be worked out with your advisor as prospectuses can take many forms. (Your advisor might even have old prospectuses to show you.) Key components usually include a description of the project, scholarly contribution, historiographical overview, survey of your sources, a research plan with actual archives listed, a timeline for completing the dissertation, and short chapter summaries. Remember that everyone knows the project and timeline will evolve, but it is a helpful exercise.

Dissertation Chapter Draft – This should be a complete draft with citations. Include a short summary of no more than one page of how the chapter relates to the larger project to help me contextualize the draft.

Academic Article Draft – Pick a peer-reviewed journal and draft an article according to its audience and submission guidelines. The goal of this should, in fact, be submitting an article for publication.

Abstract, Conference Paper, and In-Class Practice Presentation – Imagine you are putting together a conference proposal. Prepare a 250-word abstract. Then write the paper for a conference. This is often 7-10 pages for a 15 to 20-minute panel presentation. This can be a mock conference paper using reading material for the class or an actual conference paper based

on your research. You will then present this in class in a mock panel presentation complete with a Q&A session. Keep in mind that this is a shorter assignment but also has an earlier deadline given the need to have this ready during the semester in order to present it in class. This can be good practice, especially for those inexperienced with conference presentations or for those of you with actual upcoming conferences. While in the real world the abstract would be due long before the paper, for this assignment the abstract and paper are due the day of the conference presentation.

Other – To be worked out in consultation with me. If you are interested in pursuing jobs other than traditional tenure track jobs, this might be an opportunity to think about what kind of skills you most need to sharpen or what credentials you want to have.

Assigned Readings

The following will be required reading. Do the readings for week one prior to the beginning of the semester. All reading marked with * (an asterisk) will be available as text-searchable files on Canvas. All books will be on reserve at the library. If you need assistance obtaining readings, please let me know. I often have extra copies to loan.

Week 1 (Reading response due on Canvas thread by 5:00 on Tuesday, January 22)
January 23

* Beckert, Burgin, et. al., “Interchange: The History of Capitalism,” *Journal of American History* Vol. 101 No. 2 (2014): 503–536.

* Jonathan Levy, “Appreciating Assets: New Directions in the History of Political Economy,” *American Historical Review* Vol. 22 No. 5 (December, 2017): 1490-1499.

* Kenneth Lipartito, “Reassembling the Economic: New Departures in Historical Materialism,” *American Historical Review* Vol. 121 No, 1 (February, 2016): 101-139.

* Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995,) 1-30.

Week 2 – January 30

Education, Segregation, and Urban Geography

Walter Stern, *Race and Education in New Orleans: Creating the Segregated City, 1764-1960* (Baton Rouge: Louisiana State University Press, 2018.)

* Lani Guinier, “From Racial Liberalism to Racial Literacy: *Brown v. Board of Education* and the Interest-Divergence Dilemma,” *Journal of American History* (June, 2004): 92-118.

* Andrew Highsmith and Ansley T. Erickson, “Segregation as Splitting, Segregation as Joining: Schools, Housing, and the Many Modes of Jim Crow,” *American Journal of Education* Vol. 121 No. 4 (August, 2015): 565-595.

Week 3 – February 6

Theory

*Karl Marx, “Introduction to the Grundrisse,” *Marx: Later Political Writing*, Terrell Carver, editor. (Cambridge: Cambridge University Press, 1996) p128-157.

*Adam Smith, *The Wealth of Nations* Book IV “Of the System of Political Economy,” Chapters I, VIII, and IX

*Michel Foucault, “18 January, 1978,” *Security, Territory, and Population: Lectures at the Collège de France* (New York: Picador, 2004.) p29-54.

Week 4 - February 13

Neoliberalism Week (Because Of Course There’s a Neoliberalism Week)

Angus Burgin, *The Great Persuasion: Reinventing Free Markets since the Depression* (Cambridge: Harvard University Press, 2015.)

* Daniel Rodgers, “The Uses and Abuses of Neoliberalism,” *Dissent* (Winter, 2018.)

* N.D.B. Connolly, “A White Story,” *Dissent* (January 22, 2018.)

* Julia Ott, “Words Can’t Do the Work for Us,” *Dissent* (January 22, 2018.)

Week 5 – February 20

Reconstruction

Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Belknap Press, 2003.)

*Amanda Laury Kleintop, “Life, Liberty, and Property in Slaves: White Mississippians Seek ‘Just Compensation’ for their Freed Slaves in 1865.” *Slavery & Abolition*, 39, no. 2 (June 2018): 383-404.

Week 6 - February 27

Imperialism, Colonialism, and Historical Knowledge

Rebecca Tinio McKenna, *American Imperial Pastoral: The Architecture of U.S. Colonialism in the Philippines* (Chicago: University of Chicago Press, 2017.)

Week 7 – March 6

The U.S. and the Caribbean

Peter Hudson, *Bankers and Empire: How Wall Street Colonized the Caribbean* (Chicago: University of Chicago Press, 2018.)

* Lara Putnam, “Borderlands and Border Crossers: Migrants and Boundaries in the Greater Caribbean, 1840-1940,” *Small Axe* Vol. 43 (March, 2014): 8-21.

* Emily Rosenberg, “Ordering Others: U.S. Financial Advisers in the Early Twentieth Century,” in *Haunted By Empire: Geographies of Intimacy in North American History*, Ann Laura Stoler, ed.

Week 8 – March 13

Citizenship, Identity, and the State

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton: Princeton University Press, 2009.)

* Nirmala Erevelles, “The Color of Violence: Reflecting on Gender, Race, and Disability in Wartime,” in Kim Q. Hall, ed., *Feminist Disability Studies* (Bloomington: Indiana University Press, 2011.)

Week 9 – March 20

Spring Break – No Class

Week 10 – March 27

The Cold War and Development

Andrew Friedman, *Covert Capital: Landscapes of Denial and the Making of U.S. Empire in the Suburbs of Northern Virginia* (Berkeley: University of California Press, 2013.)

*Margaret Pugh O’Mara, “Uncovering the City in the Suburb: Cold War Politics, Scientific Elites, and High Tech Spaces,” *The New Suburban History* Kevin Kruse and Thomas Sugrue, eds. (Chicago, University of Chicago Press, 2006.)

Week 11 – April 3

Consumption

Lizabeth Cohen, *A Consumer’s Republic: The Politics of Mass Consumption in Postwar America* (New York: Knopf, 2003.)

Week 12 – April 10

Work, Religion, and Conservatism

Bethany Moreton, *To Serve God and Wal-Mart: The Making of Christian Free Enterprise* (Cambridge: Harvard University Press, 2010.)

*Shane Hamilton, “Supermarkets, Free Markets, and the Problem of Buyer Power in the Postwar United States,” *What’s Good for Business* Kim Phillips-Fein and Julian Zelizer, eds (New York: Oxford University Press, 2012.)

Week 13 – April 17

California, Development, and Race

Robert Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton: Princeton University Press, 2005.)

Week 14 – April 24

White Supremacy, Violence, and Writing American History

Kathleen Belew, *Bring the War Home: The White Power Movement and Paramilitary America* (Cambridge: Harvard University Press, 2018.)

* Barbara J. Fields, “Of Rogues and Geldings,” *American Historical Review* Vol. 108 No. 5 (December, 2003): 1397-1405.

Week 15 – May 1

Fees as Finance

Devin Fergus, *Land of the Fee: The Hidden Costs and Decline of the American Middle Class* (New York: Oxford University Press, 2018.)

*Andrew Kahrl, “Investing in Distress: Tax Delinquency and Predatory Buying in Urban America,” *Critical Sociology* 43.2 (2015): 199-219