



# History 201 The History of American Inequality

## Description

It is impossible to avoid inequality in today's world. From pressing political debates to the latest viral posts to everyday lived experiences, everyone is enmeshed in ideas, events, processes, and places shaped by inequality. One of the benefits of studying history is asking questions about what might have brought the United States to its present moment. History 201 The History of American Inequality takes a long view to explore the origins, evolution, and interweaving of inequalities in American life, from big impersonal international systems to mundane and ordinary local spaces. Along the way, students will practice using an expansive historian's toolkit to frame, research, and communicate a story about an aspect of the history of American inequality that they consider significant for fellow students and the general public to understand.

**Meeting Time:** Wednesday, 8:50-10:45 AM Central

**Location:** Zoom. The Zoom link is provided in Canvas.

**Instructional Modality:** Online

**Credit Hours:** 3

**Credit Hour Policy:** One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other student work as described in the syllabus.

**Regular and Substantive Student-Instructor Interaction:** This course, on a regularly scheduled basis, engages students through direct instruction, providing feedback on student work, providing information about course content, and facilitating a group discussion of course content.

## Professor Information

Dr. Paige Glotzer

Assistant Professor of History, University of Wisconsin-Madison

Email: [pglotzer@wisc.edu](mailto:pglotzer@wisc.edu)

Mailbox: Humanities 4024

Office: Humanities 4116

## Office Hours

Time: Tuesdays, 1:00-3:00 PM

Locations: Humanities 4116 or Zoom. The Zoom link can be found in Canvas.

Professor Glotzer holds office hours simultaneously in-person and on Zoom. You may choose either modality to drop in.

**Office Hours Explanation:** The purpose of office hours is to provide a regular time where you can talk about any topic related to class. This may include questions about the reading or assignments, concerns about your grades, or chatting about a topic that sparked your interest during lecture. No appointment is necessary. I can also help with techniques for better succeeding in class. For example, come to discuss tips for how to take notes or study.

### **Course Designations, Attributes, and Requisites**

Breadth: Humanities

Level: Intermediate

Gen Ed: Communication Part B

L&S Credit: Counts as Liberal Arts and Science credit in L&S

Grad 50%: Counts toward 50% graduate coursework requirement

Honors Optional

Requisite: Satisfied Communications A requirement. Not open to students with credit for Hist Sci211

### **Course Learning Outcomes**

- Ask historical questions about inequality through engagement with primary sources, secondary literature, as well as broader ethical, theoretical, and political questions.
- Identify the purposes, limitations, authorities, and parameters of various search engines, including those available through the library.
- Determine the perspective, credibility, and utility of source materials.
- Develop and present a research-based argument supported by evidence
- Tailor communication to different audiences by adjusting the framing, format, and presentation of material.

### **Grade Scale**

93-100% A    78-82% BC    0-59% F

88-92% AB    70-77% C

83-87% B    60-69% D

Grades are not curved.

### **Grades**

Attendance and Participation 15%

Short Writing Assignments 20%

Research Topic Selection and Annotated Bibliography 1-2 pages 3%  
History for the Public Idea Proposal 1 page 2%  
History for the Public Assignment 20%  
History for the Public Presentation 3%  
Teach Your Topic Presentation 5%  
Essay Components Handed in on Time 2%  
8-10 Page Essay 30%

### **Graded Work**

Grade rubrics are provided on Canvas

#### *Short Writing Assignments*

These assignments will familiarize you with the skills for historical research and writing and give you the chance to practice prior to deploying them in your essay, project, and presentations. They consist of the following:

Question Practice, 1 page  
Primary Source Analysis, 1 page  
Searching for Sources Practice, 1 page  
Secondary Source Analysis, 2-3 pages

#### *Research Topic Selection and Annotated Bibliography*

You will select a topic related to the history of American inequality to develop into an essay, teach-your-topic presentation, and history for the public project. This topic should be about change over time and be feasible with digital primary and secondary sources. You will submit your topic and bibliography so that Professor Glotzer can ensure you are laying a solid foundation for your work. Selecting a topic will incorporate skills from on your question and primary source practice. Creating an annotated bibliography will incorporate skills from your practice search for sources and secondary source analysis.

#### *History for the Public Proposal, Assignment, and Presentation*

Doing history can take many forms. While some professional historians write essays and books for publication, others work in journalism, industry, education, and non-profit sectors, just to name a few. Historians might make games, collaborate with lawmakers, teach young children, curate museum exhibits, train professionals, or conduct community outreach. Take your research topic and think about a creative format that conveys it to the public audience of your choice. Propose this approach to Professor Glotzer to receive feedback. You may use an example in this description as inspiration or come up with a different idea. The assignment itself will be a write-up of a plan for how to implement your idea for communicating your research to the public. It entails identifying the public, format of work, and any programming that will accompany the output. You will also include a prototype of the work such as a diagram, sketch, mock-up of a program, video, audio, or outline. You will also briefly present your assignment to the class so we can all experience the variety of ways to do history and celebrate our collective creativity.

### *Teach Your Topic Presentation*

Research, writing, and teaching mutually strengthen each other. You will role-play as a guest professor in class and teach a five-minute lesson on your research topic to your classmates. You are stepping into the role as foremost expert on your topic and have to convey to your classmates the necessary context, change over time, and important takeaways. Remember that oral communication shares the same need as written communication to be clear, well-supported, and organized. Students will get a chance to ask you questions as they would during any college lecture.

### *Essay and Essay Components*

You will hand in one 8-10-page essay at the end of the semester. We will spend the semester building this essay gradually. Components, such as an introduction and outline will be due before the final draft so that you can make revisions based on feedback. Essay components are *not* graded for content, just for completion.

### **The History Lab**

The History Lab is a resource center for undergraduate students studying, researching, and writing about the past. Through individual tutoring, the Lab focuses on honing students' abilities to form topics, conduct research, develop arguments and thesis statements, cite evidence, and write effectively. The Lab is equipped also to support challenges faced by English-language learners.

Website: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

### **Digital Considerations**

The following guidelines will facilitate creating a welcoming, engaging seminar community.

- 1) Keep your camera on when possible
- 2) Mute yourself if you are not speaking
- 3) Be generous and understanding when we experience technical difficulties.
- 4) Be generous and understanding when members of our class have more limited bandwidth or differential access to technology.
- 5) Provide feedback on what is or is not working. All of our voices are needed to make our class successful.

### **Digital Instructional Tools**

Canvas will be our class hub. All meetings will be conducted on Zoom. Links to our Canvas and Zoom will be sent when available.

Consult with the UW Department of Information Technology (DoIT) for the best options to access technology, including loaned hardware, management of slow internet, as well as the locations of campus computer labs and printers. One link to get started is DoIT's [technology guidelines and recommendations](#)

## **Diversity & Inclusion Statement**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

## **Accommodations for Students with Disabilities**

Professor Glotzer is committed to creating a class where everyone can feel welcomed, included, and ready to learn. Disability will not be stigmatized in History 221 and should not be treated as something “bad” or “less than” in general. Accommodations are all about acknowledging that default university and workplace settings might 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. 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 possibilities.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Contact: The McBurney Disability Resource Center

Website: <https://mcburney.wisc.edu/>

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

Email: [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)

## **Dependent Care Policy**

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

1. All breastfeeding babies are welcome in class as often as is necessary.
2. Children are welcome on camera.
3. You do not need to inform me ahead of time if you are bringing a child to class. We can think of them as junior scholars auditing to determine if they want to study history.
4. Finally, I understand that the fatigue caused by caretaking can be a barrier to completing coursework. While I maintain the same high expectations for all students

regardless of caretaking status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for balance.

To learn more about UW-Madison's pregnant and parenting student policies and resources, see <https://doso.students.wisc.edu/guide/accommodations-for-life-events/pregnancy-and-parenting-students/>

### **Academic Integrity Statement**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **Schedule**

All assigned material is available free online. All assignments are due by 8:49 AM CT on Wednesdays unless otherwise noted

#### Week 1 What is the History of Inequality?

January 25

Reading: None

#### Week 2 Comparing Narratives

February 1

Reading: US History textbook excerpts; Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Boston: Beacon Press, 2014), 78-94; Kim Nielson, *A Disability History of the United States* (Boston: Beacon Press, 2012), 56-73.

*Due: Short Writing Assignment - Questions Practice*

#### Week 3 Ideas and Experiences of Citizenship

February 8

Reading: Eric Foner, "Who Is an American? The Imagined Community in American History," *The Centennial Review* 41, No. 3 (Fall, 1997): 425-438.

*Due: Short Writing Assignment - Primary Source Analysis*

#### Week 4 Slavery

February 15

Reading: Virginia Laws on Slavery. Link: <http://www.virtualjamestown.org/laws1.html>

*Due: Short Writing Assignment - Searching for Sources Practice*

Week 5 Urbanization

February 22

Reading: Roy Rosenzweig and Elizabeth Blackmar, *The Park and the People: A History of Central Park* (Ithaca: Cornell University Press, 1992), 121-149.

*Due: Short Writing Assignment - Secondary Source Analysis*

Week 6 Science and Medicine

March 1

Reading: Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (Berkeley: University of California Press, 2016), 28-56.

Listening: [Contra\\* Podcast](#), May 27, 2020 with guest Ayah Nuriddin (Transcript available)

*Due: Research Topic Selection and Annotated Bibliography*

Week 7 Childhood

March 8

Reading: Marcia Chatelain, *South Side Girls: Growing Up in the Great Migration* (Durham: Duke University Press, 2015), 19-58.

*Nothing due this week.*

Week 8

Spring Break

Week 9 Housing

March 22

Reading: Paige Glotzer, *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890-1960* (New York: Columbia University Press, 2020), 46-82.

*Due: History for the Public Idea Proposal*

Week 10 Immigration

March 29

Readings: “*iPresente!* (Present!): Documenting Latinx History in Wisconsin Through a Collaborative Digital Edition,” National Historical Publications and Records Commission-Mellon Grant Application

Stacey Marion and Dustin Cohan, "From Veracruz to Wisconsin: Circular Migration in the Era of Border Militarization," (Feb. 9, 2021) Link:  
<https://storymaps.arcgis.com/stories/67e04bf9d4da49a3ac3555d3ddd63ec7>

*Due: Essay Component – Outline*

#### Week 11 Markets and Policy

April 5

Readings: Gary Gerstle, *The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era* (New York: Oxford University Press, 2022), 48-69.

*Due: Teach Your Topic Presentations – In-class presentations.*

#### Week 12 Incarceration

April 12

Reading: Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Post-War American History," *Journal of American History* (December, 2010): 716-734.

*Due: Teach Your Topic Presentations – In-class presentations.*

#### Week 13 Sports

April 19

Reading: Ashley Brown, *Serving Herself: The Life and Times of Althea Gibson* (New York: Oxford, 2022), 1-18.

Listening: Any episode of [Burn it All Down](#) (Transcripts of episodes are available.)

*Due: Essay Component – Introduction and a body paragraph*

#### Week 14 Technology

April 26

Reading: Louis Hyman, *Temp: The Real Story of What Happened to Your Salary, Benefits, and Job Security* (New York: Penguin Books, 2018), 210-254.

*Due: History for the Public Presentations – In-class presentations.*

#### Week 15 Tying Things Together

May 3

Reading: None

*Due: History for the Public Presentations – In-class presentations.*

***Final Essays due on Canvas May 5<sup>th</sup> at 11:59 PM Central***