History 329 The History of American Capitalism

Description
For many, capitalism and the United States are inseparable. However, capitalism is not a static, natural, or universal. Rather, History 329 examines capitalism as both historically specific theories and actions that heavily shaped U.S. over time. Students will grapple with questions such as how and why can capitalism change? How has capitalism served to justify political and economic activity? How have people from different backgrounds articulated and experienced capitalism’s promises and pitfalls? And how has capitalism shaped relationships between the United States and the world? Though there are no easy answers, the history of capitalism will enrich understandings of American society, politics, and culture.

Meeting Time: Tuesdays and Thursdays, 9:30-10:45 AM Central
Lecture Location: Humanities 1641
Instructional Modality: In-Person

Credit Hours: 4
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 learning activities.
Regular and Substantive Student-Instructor Interaction: This course engages students through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content multiple times per week.

Professor Information
Dr. Paige Glotzer
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Teaching Assistant Information
Dustin Cohan
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Professor 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.

TA Office Hours
Time: Tuesdays, 11:30-1:30 PM
Location: University Club 324

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: Either Humanities or Social Science
Level: Intermediate
L&S Credit: Counts as Liberal Arts and Science credit in L&S
Grad 50%: Counts toward 50% graduate coursework requirement
Requisite: Sophomore standing

Course Learning Outcomes
- Analyze influences that shape historical narratives and debates about capitalism
- Explain complex changes over time at different levels of scale
- Understand the roots of persistent social, economic, gender, and racial inequalities across time and space
- Use evidence effectively to make a persuasive case in writing, speech, or other formats.

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
Discussion Section Attendance - 12.5%
Discussion Section Participation - 12.5%
Lecture Attendance – 5%
Reading Quizzes - 5%
Short Essay - 15%
Midterm Exam - 20%
Observing Capitalism Assignment - 15%
Object Biography Assignment - 15%

There is no final exam.

Grade Explanation
Discussion section attendance and participation: As a four-credit class, History 329 includes a mandatory discussion section run by your TA, Dustin Cohan. These smaller meetings are where you will collaboratively engage with the material through conversation and activities. Discussion sections are not only integral for your learning; they require a tremendous amount of effort for Dustin to prepare and facilitate. It is expected for you to take them seriously. Therefore, they heavily factor into your grade.

Lecture attendance: Our class is too large to take full attendance each week. In lieu of calling out names, Professor Glotzer will set aside several minutes at the beginning of random lectures for you to answer a brief writing prompt. The contents of the prompt are ungraded but will serve to mark you present or absent. They will also help Professor Glotzer get to know you and check in on your learning.

Reading quizzes and the midterm exam: these will be open book, untimed, and entirely run on Canvas. They will not take place in the classroom. You will have windows of several days and can pause as often as needed. Quizzes will consist of multiple-choice questions while the midterm will consist of a mix of different types of questions. If you use the testing center, please contact Professor Glotzer to begin the scheduling process.

Short essay: Your short essay will consist of a 2-3-page prompt asking you to take a stance on your assigned readings. It will help you think like a historian. Specifically, you will practice analytic and argumentative skills.

Observing capitalism: You will complete an assignment in which you observe all the ways capitalism is working around you on your typical route between home and
campus. There will be different options for the mode of this assignment, including creative options.

Object biography: You will complete an assignment in which you research and/or imagine the entire life an everyday object of your choosing, including its materials, capital, labor, and journey. There will be different options for the mode of this assignment, including creative options.

**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 329 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/](https://mcburney.wisc.edu/)  
Phone: (608) 263-2741  
Address: 702 W. Johnson Street, Suite 2104  
Email: 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 always welcome in Professor Glotzer’s office hours.  
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/](https://doso.students.wisc.edu/guide/accommodations-for-life-events/pregnancy-and-parenting-students/)

**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.

**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.
Lecture Schedule

All readings are available on Canvas unless otherwise noted. It is recommended you read in the order they are listed.

Week 1 Overview and Vast Early America
January 24, 26
Reading:

Week 2 The Market Revolution
January 31, February 2
Reading:

Week 3 Slavery and Territory
February 7, February 9
Reading:

Week 4 The Rise of the Corporation
February 14, February 16
Reading:
Week 5 Capital and Labor
February 21, February 23
Reading:
- Chad Pearson, *Capital's Terrorists: Klansmen, Lawmen, and Employers in the Long Nineteenth Century* (Chapel Hill: University of North Carolina, 2022), 119-144

Week 6 Competing Ideologies: Making Sense of Capitalism in the Late Nineteenth Century
February 28, March 2
Reading: This week’s readings are not on Canvas. They are online in the American Yawp Primary Source Reader, Chapter 16. [Click here to access.]
- William Graham Sumner on Social Darwinism
- Henry George, *Poverty and Progress*
- Andrew Carnegie, *The Gospel of Wealth*
- Grover Cleveland’s Veto of the Texas Seed Bill
- The Omaha Platform of the People’s Party
- Lucy Parsons on Women and Revolutionary Socialism

Week 7 Midterm Review and Exam
March 7 – Review Session
March 9 – No lecture. Catch up on readings and work on your midterm.

Week 8
*Spring Break*

Week 9 Empire at Home
March 21, March 23
Reading:

Week 10 The US in the World
March 28, March 30
Reading and Podcast: The podcast is linked through Canvas. The link here also includes a transcript and option to download the audio file.
• “Fordlandia,” 99% Invisible, Episode 298. Link: https://99percentinvisible.org/episode/fordlandia/

Week 11 Dime Novels and Nickelodeons: Capitalist Subjectivities
April 4, April 6
Reading and Film (Both available through Canvas):
  • OPTIONAL: Charlie Chaplin, Modern Times (Universal, 1936)

Week 12 The Great Depression and the Second World War
April 11, April 13
Reading:

Week 13 The Rise and Fall of Postwar Prosperity
April 18, April 20
Reading:

Week 14 Race, Place, and Policy
April 25, 27
Reading:
Week 15 The Lives Behind Your Stuff
May 2, 4
Reading:


There is no final exam