



History 3720H

Dr. Pamela Voekel

The History of Capitalism in the Americas, 1870-2008

T/Th 3:30-4:45

This course explores the development of global capitalism. We will delve into the debates surrounding the origins of capitalism (Weber, Marx, Adam Smith, Alonso, Scott) as well as examine primary sources produced by capitalism's champions, reformers, and detractors. The emergence and growth of this global economic system involved social, cultural, and environmental processes as well as economic ones; we will, therefore, focus on capitalism as a cultural as well as an economic phenomenon. Topics include the connections between capitalism and religion; the nature of social movements and institutions intent on building, modifying, or destroying capitalist social and economic relationships; and, in particular, the nature of the recent radical transformation from Fordism to Post-Fordism in the Americas. Throughout the course, we will pay particular attention to how racial and gender configurations fit into the logic of capitalism.

Books and articles. All of the books are available from the campus bookstore or from the bookstores on Baxter Street. They are also on reserve at the library. There are also several articles and book chapters that are required reading; they are on electronic reserve at the library. The code word for the reserve system is my last name: Voekel. Please note that if the books are sold out at the campus bookstore, they will order them and email you when they arrive.

Karl Marx, *The Communist Manifesto*

Adam Smith, *The Wealth of Nations*

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Ana Alonso, *Thread of Blood*

James Scott, *Seeing Like a State*

Barbara Ehrenreich, *Nickel and Dimed*

Rigoberta Menchu, *I Rigoberta Menchú*

David Stoll, *Rigoberta Menchú and the Story of all Poor Guatemalans*

Cheri Register, *Packhouse Daughter. A Memoir*

Sheldon Annis, *God and Production in a Guatemalan Town*

Janisse Ray, *Ecology of a Cracker Childhood*.

In Class Guest Speakers: Dr. Bethany Moreton and Dr. Shane Hamilton.

Extra credit out-of-class lectures and films:

- **Dr. Allison Bruey on the transition to free markets in 1970s Chile (date/time/place TBA)**
- **Janisse Ray, author of *Ecology of a Cracker Childhood*, winner of the American Book Award, Thursday, Jan. 31, 2-3:15 p.m., Mahler Auditorium, Georgia Center.**
- **Jerry Wilson, Senior VP for the Coca Cola Company. Date, place, time TBA. Author of *Managing Brand You*.**
- **Michael Hardt, author with Antonio Negri of *Empire and Multitude*. (Wednesday, 20 February, 4:30, SLC, 101)**
- **Noemi Klein, at GSU, t.b.a. We will take a field trip to Atlanta to hear Klein!**
- **Films: *The Commanding Heights* and *Sixth Sun: Mayan Uprising in Chiapas***

Your grade is based on your four papers, worth twenty percent each, and your class participation, which is worth twenty percent. Class participation includes your daily quizzes, active and informed participation in class discussion, and your participation in our two writing workshops, as well as several outside of class gatherings to prepare for our debates. The quizzes will be based on the readings and on the writing advice that I will hand out periodically. If you have done the reading, you will pass the quiz. I will not hand back your quizzes, but will use them to help determine your class participation grade. The quiz may ask you to outline the reading: I will warn you in advance if this is the quiz question. All quizzes are open book. In addition to the four papers, each student will write two **short participation papers** based on the primary sources I hand out in class. Please see below for an explanation of these short participation papers.

If you miss more than two classes, your final grade will be lowered a half grade on the third absence and a full letter grade for each absence after that. Someone who misses five classes will get a D or lower in the class. I'm happy to work with you during an emergency, but barring an emergency, you should be in class. This is a discussion class and we need everyone to participate!

Rough drafts of your papers are due to your writing group in class. Late rough drafts and late final papers will lose half a grade for every day they are late. Your first rough draft is due on 24 January; the final five-page draft is then due on 30 January. Your second paper, four-pages, is due to me on 27 February. Your third paper, three-pages, is due to me on 26 March. Your last rough draft is due on 17 April; the final eight-page paper is due on 23 April.

Two Short Participation Essays: General Explanation (With thanks to Drs. Premo, and Pavilack)

Throughout the semester, students will submit two essays of two double-spaced pages in addition to the four papers that are detailed above--a total of six papers. If you fail to turn in two acceptable participation essays that meet the required criteria, your final grade will drop a full letter grade. The essays are to be turned in on Tuesdays at the beginning of class. There are fourteen possible days on which to submit participation essays. You are only expected to write two essays that meet all the criteria, and will not receive credit for writing more than two.

The two short participation essays must follow the criteria outlined below (“Minimum Essay Criteria”) in order to receive credit. Each submitted essay that merits the credit will receive full credit. If it does not meet ALL the criteria, it will receive zero credit. There is no partial credit. You may not rewrite essays that receive zeros; however, you have thirteen other chances to receive full credit by meeting all the essay criteria. These essays are based on the primary sources I hand out in class.

This means that you MUST keep all the papers I return to you, with my markings on them. This has the advantage of spreading your workload more evenly over the semester, but it does mean you are responsible for keeping up with the returned papers. If there is a discrepancy between my record-keeping and your recollection of how many papers you’ve turned in or what credit you’ve received, you will want that portfolio in order to correct any mistake I’ve made. Without it, my record stands.

Short Participation Essay Topics and Styles

Your participation essays are to be formal, academic pieces of persuasive expository writing, based on close analysis of the readings assigned for that week. If a movie viewing is due that week, the movie counts as a “reading.”

This means the essays ARE NOT informal response/reflection/”I liked this book because . . .” diary entries. A good rule of thumb is that anything you turn in on the first draft will not meet the criteria; no one writes persuasive essays without serious revision.

Up front, your essay should pose an interesting historical problem, question, or argument, which you then work through with evidence from the reading. Try to persuade your reader of the rightness of your position, not just because you say so, but because you can prove it to us. In other words, all of your essays should have a clear, strong thesis statement and be supported by analysis and evidence.

What is a thesis? We will use this definition: “It’s a viewpoint, a contention. A good thesis . . . is above all arguable—that is, not everybody would agree with it . . . Whatever your position, it should involved some conviction, preferably bold, that even skeptics will approach with curiosity . . . Remember, your thesis is not your subject. It’s your take on your subject.”¹

If this is not already familiar territory for you, do not take this advanced history class. I encourage you to seek help with your writing during my office hours, and to refer to the recommended writing guides (see above).

Essay Policies

No late participation essays will be accepted, nor will any make-ups be granted. There are fourteen chances to fulfill the two participation essay requirements; plan ahead and get some credits in before conflicts arise.

For the purposes of this class plagiarism DOES NOT include collaboration on your work, both written and otherwise. Please DO talk to each other, read each other’s drafts, and make suggestions. I especially encourage you to discuss the questions you want to address in an essay before writing them. If an idea in your paper comes from a colleague in the class, it must be so footnoted; obviously, you wouldn’t write an entire paper around someone else’s idea, but you could well integrate, synthesize, or respond to these ideas—indeed that’s exactly what you’re doing with the ideas of the authors themselves.

Minimum Essay Criteria

In order to receive full credit, an essay must have ALL of the following features:

1. Your name on the first page.
2. The date the essay is submitted on the first page.
3. Page numbers on all pages or beginning on the second page.
4. A staple in the upper left-hand corner, holding the pages together.
5. A creative, specific title that accurately alerts the reader to the essay’s contents.
6. No fewer than five footnoted references to the week’s readings.
7. No errors in grammar, spelling, punctuation, or attribution (footnoting and quoting). Use *Chicago Manual of Style* documentary-note style (also known as humanities style) explained with examples at <http://www.libs.uga.edu/ref/chicago.html>.
8. No use of the first person pronouns “I” or “me.”
9. An identifiable thesis in the opening paragraph, appropriate to a persuasive expository essay.
10. Clear evidentiary paragraphs that support the thesis, each making a single identifiable point.
11. A concluding paragraph which cements your argument without introducing new evidence.

12. Two to three pages of argumentation (i.e., do not try to fill up space with random fluff; everything in the essay should contribute to the overall argument).

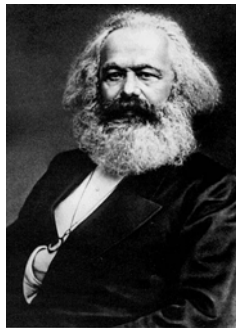
If you receive a zero on a participation paper, I will return it to you marked with the number of the item missing from the above list.

Remember, there is no partial credit. Do not lose the chance to get credit for a brilliant essay by forgetting to staple it. These are rules of courtesy to your reader, and you will never be an effective communicator if you cannot internalize the imperative of authorial good manners.

Week One: Introduction to the Course. The Great Debate: What is Capitalism and how did it Start?

Tuesday, 8 January. What is Capitalism?

Thursday, 10 January. In Letters of Blood and Fire: Karl Marx's Reading of Capitalist Social Relations. Read: *The Manifesto of the Communist Party*, entire (pp. 1-34 of the Penguin edition; i.e.—stop reading before section three “Socialist and Communist Literature.” If you can't get the Penguin edition for today, read one of the many editions that have been placed on reserve at the library or download it from an online source. Be sure to get started on next week's readings soon: we have a huge agenda next week!



Week Two: Celebrity Death Match: Weber and Marx on the Origins of Capitalism

Tuesday, 15 January. Marx on the Origins of Capitalism. Read: “The So-Called Primitive Accumulation,” from Marx's *Capital*. This section of *Capital* has been scanned and is available from electronic reserve. The secret code is my last name: Voekel.

Thursday, 17 January. God and Mammon: The Weber Thesis on the Origins of Capitalism. Read: Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. This is a short book; pay particular attention to chapters one, two, and five.



Adam Smith himself.

Week Three: A System of Perfect Liberty? Adam Smith in the Ring.

Tuesday, 22 January: On Markets and Men: Adam Smith. Read: *The Wealth of Nations*, Book I, chpts. I-ix; Book II, chpts. ii; and Book III, chpt. iv.

Thursday, 24 January. Writing Workshop and Review for The Great Debate: The Origins of Capitalism. Please note that you may also have to meet outside of class with your small group to prepare for the debate. Your first draft of your five-page paper on the transition to capitalism is due today to your writing group. Please bring three copies of your rough draft to class.

Week Four: The Great Debate and the State in Capitalist Development

Tuesday, 29 January. The Great Debate: The Origins of Capitalism. Please note that I may ask you to get together with your group outside of class to prepare for this debate.

Wednesday, 30 January. Your first paper is due to me by 5 p.m. Please slip the paper under my door, 301c Leconte.



Georgia Pine Forest

Thursday, 31 January. Transitions to Capitalism: State Building and Its Discontents. Read: James Scott, “Nature and Space,” pp. 11-52 of *Seeing Like a State*. Read at least to page 39 of Janisse Ray, *Ecology of a Cracker Childhood*. Ray will be on campus this week to discuss her book, which recently won the American Book Award. Her talk is right before this class. Ray is sort of a Post-Fordist peasant radical, so her book works with our next unit on peasant radicals—trust me!

Week Five: A Sack of Potatoes? Rural Radicals in Georgia and Mexico.

Tuesday, 5 February. Tree Huggers of South Georgia Unite! Read: Janisse Ray, *Ecology of a Cracker Childhood*, pp. 39-167.

Thursday, 7 February. A Theory of Peasant Radicalism. Read: James Scott, “Hegemony and Consciousness,” which is on electronic reserve. Re-read the chapters in Adam Smith, *The Wealth of Nations* that we read for 22 January. How do Scott and Smith differ on the question of human nature? On how they carve up society into social groups?

Week Six: Case Study: Agrarian Radicals move toward Revolution: Mexico, 1870-1910.

Tuesday, 12 February. State Building: The Rise of the Experts. Read: Ray Craib, chapter from *Cartographic Mexico*, which is on electronic reserve for this class.

Thursday, 14 February. Gender Disorder on the Border. Why don't Marx, Scott, Weber, and Smith think about Gender? Read, Ana Alonso, *Thread of Blood: Gender and Revolution*, intro and chapters 1-2. If you have little background in modern Mexican history, you should also read the chapters from *The Course of Mexican History* that are on electronic reserve under the heading "The Course of Mexican History."



Week Seven: Agrarian Radicals II.

Tuesday, 19 February. Read: Ana Alonso, *Thread of Blood*, chapters 3-4.

Thursday, 21 February. Read: Ana Alonso, *Thread of Blood*, chapters 5-6.

Week Eight: The Modernization of Patriarchy and the Rise of the Popular Front in Latin America and the U.S.

Tuesday, 26 February. Take a look at the various Diego Rivera and Frida Kahlo paintings available online. <http://fbuch.com/murals.htm> and <http://www.riveramural.com> and www.artcyclopedia.com/artists/kahlo_frida.html

Wednesday, 27 February. Your four-page paper is due to my office by 5 p.m., 301c Leconte.

Thursday, 28 February. Populist Politics in Latin America. Read: Stephen C. Schlesinger, *Bitter Fruit*, Chapters 3-5, pps. 37-79. These chapters are on electronic reserve.

Week Nine: Fordism in the Americas: The U.S.A. A Brief Introduction.

Tuesday, 4 March. Connecting the Americas: A Tale Of Two Families: Rural Minnesota. Read: Cheri Register, *Packinghouse Daughter. A Memoir.* Pp. 1-45. Guest lecturer on labor in post-WWII America TBA.

Thursday, 6 March. Read: Cheri Register, *Packinghouse Daughter*, pp. 45-117.



Spring Break, 6-10 March. Get Started on I Rigoberta Menchu.

Week Ten: Capitalist Transitions: From Fordism to Post-Fordism in the Third World.

Tuesday, March 18. Connecting the Americas: A Tale of Two Families II. Terror and Violence: Rural Guatemala. Read: Rigoberta Menchu, *I Rigoberta Menchu*, first half. Also read the general introduction to Guatemalan history, which is the brief article handed out before Spring Break.

Thursday, 20 March. Connecting the Americas: The Tale of Two Families Continues. Read: *I Rigoberta Menchu*, second half. You might want to review your notes from our Marx discussion earlier in the semester.



Week Eleven: Capitalist Transitions: From Fordism to Post-Fordism (or Neoliberalism) in the Americas: What? Why? How? Who? When?

Tuesday, 25 March. Stoll(en) History? The Great Debate. Read: David Stoll, *Rigoberta Menchu and the Story of All Poor Guatemalans*.

Wednesday, 26 March. Your second short, three-page paper is due to my office, 301c Leconte, by 5 p.m.

Thursday, 27 March. God in Guatemala: The Protestant Ethic and the Spirit of Capitalism? Read: Sheldon Annis, *God and Production in a Guatemalan Town*, first half. You should review your notes from our Max Weber discussion earlier in the semester.

Week Twelve: The Rise of Free Market Fundamentalism and the Feminization of Men in the Service Economy?

Tuesday, 1 April. Read: Sheldon Annis, *God and Production in a Guatemalan Town*, second half.

Thursday, 3 April. **Guest Speaker Dr. Bethany Moreton, author of *Everyday Values: Wal-Mart and the Making of Christian Free Enterprise*.** Read: Bethany Moreton, “The Soul of Neo-Liberalism,” and “Walmart: The Face of Twentieth-Century Capitalism” which are on electronic reserve. The code word for electronic reserve is my last name: Voekel. You might also want to check out www.sife.org the Students in Free Enterprise website and review your Adam Smith notes from earlier in the semester.



Week Thirteen: Wal-Mart World: Undoing Fordism.

Tuesday, 8 April. Read: Barbara Ehrenreich, "Selling in Minnesota," from her *Nickel and Dimed* and Bethany Moreton, "Make Payroll, not War," which is on electronic reserve.

JBU "Students in Free Enterprise" Advance to National Competition



Thursday, 10 April. Film: The Global Assembly Line.

Week Fourteen: Agrarian Masculinity on the Move: Truckers Embrace Post-Fordism



Tuesday, 15 April. Guest Speaker **Dr. Shane Hamilton, author of *Trucking Country*.** Read: Shane Hamilton, chapter from "Trucking Country," which is on electronic reserve.

Thursday, 17 April. Review Session on the Transition from Fordism to Post-Fordism and Writing Workshop. Please note that your third paper is due today to your writing group. You must bring three copies of your seven-page paper to class. The final eight-page draft is due to me next Wednesday, 23 April, 5 p.m., my office: 301c Leconte.

Week Fifteen: Missionaries of the Free Market Gospel and the Rise of the Multitude?

Tuesday, 22 April. Read: Naomi Klein, “The Other Doctor Shock: Milton Friedman and the Search for a Laissez-Faire Laboratory,” and “States of Shock: The Bloody Birth of the Counterrevolution.” I will hand out these two chapters from Klein’s *The Shock Doctrine. The Rise of Disaster Capitalism* in class. Milton Friedman, selections on reserve and electronic reserve (please read both articles!!). Extra credit films: *The Commanding Heights* and *Sixth Sun: Mayan Uprising in Chiapas*. Please note that I will suggest that you to read these articles and see these films earlier in the semester to prepare for Dr. Allison Bruey’s lecture on the transition to free markets in 1970s Chile and Klein’s lecture at Georgia State.

Wednesday, 23 April. Final Paper due to my office by 5 p.m.

Thursday, 24 April. Closing Ceremony. Read Michael Hardt, short selections from *Multitude* handed out earlier in class to prepare for his campus talk.