

Wealth and Poverty in America, 1865-Present
26:510:533
Fall 2019

Class Meeting Times: Mondays, 5:30-8:10

Class Location: Conklin 447

Professor: Dr. Beryl Satter

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My Office: 336 Conklin Hall. Phone: (973) 353-3900

Office Hours: Mondays, 4:00-5:00 and by appointment

History Department Office: 323 Conklin Hall.

History Department Phone: 973-353-5410, ext. 2

Americans have long debated the meaning of wealth and poverty, questioning whether such conditions are natural (and acceptable), or the product of exploitative practices, corruption, or biased governmental policy (and potentially alterable). We will read monographs that address these and other questions surrounding the meaning of wealth and poverty in supposedly middle-class America, focusing mostly on the post-Civil War period. Topics addressed include the exclusion of free women from waged work in the antebellum era; the destruction of “the commons”; varieties of American Populism; mid-twentieth-century poor people’s movements; the gender and racial politics of the New Deal welfare state; the businessmen’s assault on the limited social safety net created by the New Deal; the urbanization and racialization of poverty in the 1960s, and public and private sector responses; deindustrialization; the rise of austerity politics; 1960s and ‘70s feminist attempts to reconfigure work and family; investment bankers and shareholder value in the late 20th and early 21st century; the anti-democratic crusades of free market/ public choice business leaders and economists; the contemporary “Fissured Workplace”; and the idea of racial capitalism.

Books to buy

-Jeanne Boydston, *Home and Work*

-Steven Stoll, *Ramp Hollow: The Ordeal of Appalachia*

- Charles Postel, *The Populist Vision*

-Michael Kazin, *The Populist Persuasion* (2017 Revised Edition)

-Frances Fox Piven and Richard A. Cloward, *Poor People’s Movements: Why They Succeed, How They Fail*

-Mary Poole, *Segregated Origins of the New Deal*

- Robert Halpern, *Rebuilding the Inner City*

-Annelise Orleck, *Storming Caesar’s Palace*

-Kirsten Swinth, *Feminism’s Forgotten Fight: The Unfinished Struggle for Work and Family*

-Kim Phillips-Fein, *Fear City*

- Karen Ho, *Liquidated: An Ethnography of Wall Street*

- Nancy MacLean, *Democracy in Chains: The Deep History of the Radical Right’s Stealth Plan for America*

These books are available for purchase at the Rutgers University bookstore. Contact information for the bookstore:

-phone: 973-353-5377

-fax: 973-353-1623

-email: sm409@bncollege.com

-website: newark-rutgers.bncollege.com

-address: Hahne's Building 42 Halsey Street Newark, NJ 07102

Assigned books are also on reserve at Dana Library.

I've also assigned occasional additional short readings (articles or sections of books). These are on Blackboard (under "Course Documents"), or in JSTOR or other online databases. They are marked with an asterisk * on the syllabus.

Course requirements

1) Class Participation (will be taken into account in borderline situations and can raise or lower final grade)

-To encourage class participation, every student must bring at least one question about the week's reading (or readings) to class *every week*. You must email me your question or questions on class readings by noon of the day that we will be discussing those readings. We will go around the table at the start of each class so that each person can verbally present one question. Present questions that engage with the book's key arguments and help us wrestle with the book's insights (avoid narrow questions about specific facts or any questions that elicit "yes or no" answers). I will work with you to strengthen your questions, so please expect emails from me with suggestions on how to rethink or rephrase your class questions. I will consider the quality of your questions when the final grade is tabulated, taking improvement over time into account.

2) Two short papers (5-7 pages, typed and double-spaced, approximately 250 words per page) that review and analyze the reading for one week of the course.

-The first book review is due by Oct. 21; the second is due by Dec. 9.

-The reviews are due on the day that the book you review is discussed in class.

-The first review focuses exclusively on the book you are reviewing, along with any additional readings assigned for that class session (if any). The second review (after Oct. 21) compares the main book you are reviewing to at least one of the books we covered in the first half of the class (till Oct. 21).

** -You must email me *several* questions about the book you have reviewed by noon of the day we are reading that book. These questions should arise from your book review. Your questions, along with the questions that the rest of the class will present verbally, will help form the basis of class discussion.

-Each review (along with typed questions about the book) is worth 25% of your grade.

3) Final exam, in form of take-home review essay on the course readings. Exam due date to-be-announced. Final exam is worth 50% of your grade. Past exam questions are posted on Blackboard under "Previous Exams." If you come up with a theme you'd like to write about – that is, if you'd like to write your own exam question -- please show me the question by no later than Dec. 1. If I OK your question – if it is broad enough to engage the major themes of at least half of the books we've read for the course -- I will add it to the list of potential exam questions.

Grading:

First Review: 25%

Second Review: 25%

Final Exam: 50%

Questions and Class Participation: can raise or lower final grade in borderline situations.

Additional Important Information:

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. See <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>.

For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for

Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu.
Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

Plagiarism and Cheating

The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu>.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– *The Rutgers University Academic Integrity Policy*

The History department requires that the following honor pledge is written and signed on examinations and major course assignments submitted for grading: “*On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).*”

Syllabus

Monday Sept. 9

Introduction: Conceptual Foundations

- *Patrick Wolfe, "Labor, Land, and Difference: Elementary Structures of Race," *American Historical Review* 106:3 (June 2001): 866–905.

-*James L. Huston, "The American Revolutionaries, the Political Economy of Aristocracy, and the American Conception of the Distribution of Wealth, 1765-1900," *American Historical Review* 98:4 (Oct. 1993), 1079-1105.

-*Gail Bederman, "'Civilization,' the Decline of Middle-Class Manliness, and Ida B. Well's Antilynching Campaign (1892-94)," *Radical History Review* 1992:52 (Winter 1992), 5-30.

-*Also read the following very short pieces: Richard Marius, "Book Reviews," Mary Lynn Rampolla, "Book Reviews and Critiques," and piece on avoiding plagiarism on Blackboard (under "Course Documents")

Mon. Sept. 16

Women, Work, and the Sexual and Racial Division of Reproductive Labor

-Jeanne Boydston, *Home and Work*

-*Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor," *Signs* 18:1 (Autumn 1992): 1-43.

Mon. Sept. 23

Capitalism and the Commons

-Steven Stoll, *Ramp Hollow: The Ordeal of Appalachia*

Mon. Sept. 30

The Late Nineteenth Century Populist Movement/ The People's Party

-Charles Postel, *The Populist Vision*

Mon. Oct. 7

The Politics and Rhetoric of 20th Century American Populism

-Michael Kazin, *The Populist Persuasion*

Mon. Oct. 14

A Sociology of Poor People's Movements

Frances Fox Piven and Richard A. Cloward, *Poor People's Movements: Why They Succeed, How They Fail*

Mon. Oct. 21

The New Deal and its Enemies

-Mary Poole, *Segregated Origins of the New Deal*

-*Kim Phillips-Fein, *Invisible Hands: The Businessmen's Crusade Against the New Deal*, pp. 1-113 (on Blackboard).

Mon Oct. 28

Fate of the Cities: "Self-Help" and the Deindustrialization of America

-Robert Halpern, *Rebuilding the Inner City*

-*Bluestone and Bennett, *Deindustrialization of America*, pp. 3-81, 111-112, 133-160, 180-190 (on Blackboard)

Mon. Nov. 4

Women's Activism and the War on Poverty

-Annelise Orleck, *Storming Caesar's Palace*

Mon. Nov. 11

Feminism versus the "Family Wage"

-Kirsten Swinth, *Feminism's Forgotten Fight: The Unfinished Struggle for Work and Family*

Mon. Nov. 18

New York City's Bankruptcy and Early Austerity Politics

-Kim Phillips-Fein, *Fear City*

Mon. Nov. 25

Wall Street, Investment Bankers and "Shareholder Value"

-Karen Ho, *Liquidated: An Ethnography of Wall Street*

Mon. Dec. 2

The Elite War on Democracy

-Nancy MacLean, *Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America*

Mon. Dec. 9

Hope?

-*David Weil, *The Fissured Workplace: Why Work Became So Bad for So Many and What Can be Done to Improve it*, pp. 1-75, 101-108, 179-81, 243-289

-*Gargi Bhattacharyya, *Rethinking Racial Capitalism*, pp. ix-xi, 1-38, 63-69, 103, 151-184

FINAL EXAM DUE DATE TO BE ANNOUNCED