



HISTORY 380 - THE HISTORY OF CAPITALISM

Spring, 2014

GRAND VIEW UNIVERSITY

DEPT. OF HISTORY

HISTORY 380

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Office Hours

Tues: 9:30-11:30
• Library, 1st Floor
Thurs: 9:30-11:30
• Jensen 111

History Department Credo

All History courses at Grand View will help you accomplish the following:

Value lifelong learning and engagement with History

To think like a historian:

- Understand causation and see the past and present as a continuum.
- Foster global awareness and empathy for the other
- Construct and critically approach narratives

Proficiency in documentation and research.

Course Objectives

Foundational Knowledge

- Understand & remember the key ideas and historical events in the development of world capitalism

Application

- Demonstrate the ability to apply historical content and method in both verbal and written settings
- Understand how the 'meta-skills' important in this class are integral components of your success in other academic endeavors.

Integration

- Make connections between historical developments related to capitalism and issues and debates within today's capitalist societies.

Human Dimension

- Understand, analyze, and describe the ways in which capitalism and capitalist development have shaped both individuals' lives and the development of societies.

Caring

- Develop a sense of identification with the past as lived experience and value having a sense of history.
- Appreciate the richness and complexity of non-US societies and value cross-cultural perspectives.

Learning How to Learn

- Develop an understanding of the skills necessary for success in this course—and an understanding of why they are necessary.
- Translate that understanding into a plan of how you intend to apply these skills in future courses or endeavors.

GV Core Outcomes: CI, QC, GA

This course includes coursework that requires students to:

CRITICAL INQUIRY

- Identify primary issues and associated complexities in the subject matter.
- Develop a question or problem and investigate the issues, sources, and evidence
- Integrate perspectives and information into a solution or argument
- Utilize synthesized solution or argument to respond to the original question or problem

QUANTITATIVE COMMUNICATION

- Explain information presented in mathematical forms (equations, graphs, diagrams, tables, and

information)

- Convert relevant information into various mathematical forms (equations, graphs, diagrams, tables, words)
- Perform accurate calculations
- Make judgments & draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
- Expressing quantitative evidence in support of an argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized numerically and/or visually).

GLOBAL AWARENESS

- Engage diverse perspectives to gain a more complex under-

standing of the human experience.

- Understand that his/her own views are not inherently privileged and value understanding the views of others
- Understand how identity and beliefs are shaped by social forces
- Interact with a diverse array of views in ways that foster understanding and self-awareness



Course Outline

Our work in this course will address the following topics:

1. What is Capitalism? What isn't Capitalism?

Defining Capitalism and seeing it as a system of cultural and political, as well as economic, values. What did Capitalism replace? What competing systems were submerged by the eruption of Capitalism in the Early Modern Era?

2. The Invention of Capitalism

How did Capitalism take hold? How did it spread globally? Why did/does Capitalism have such enduring power?

3. The Golden Age of Capitalism

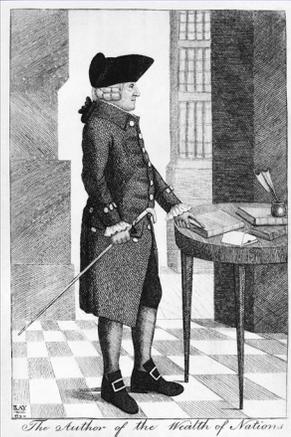
Why was Great Britain the archetypical Capitalist society? How did Capitalism become global? What were the consequences of this global hegemony?

4. Capitalism's Discontents

What critiques of Capitalism emerged, and why? Why does Marxism hold such sway in the debates over Capitalism? What is the connection between Capitalism, Imperialism, and Resistance Movements?

5. Post-Capitalism?

What is Globalization? Has it worked? What changes has Capitalism sparked, as well as undergone itself? Have recent financial crises spelled the imminent end of Capitalism? What is a "post-Capitalist" world?



A 1790 engraving of Adam Smith

"There are three kinds of lies: lies, damned lies, and statistics."

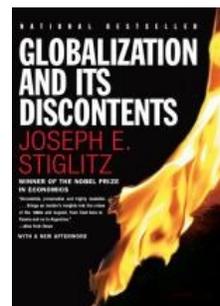
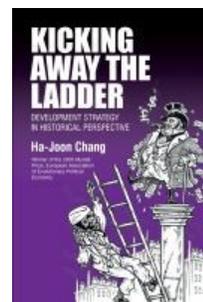
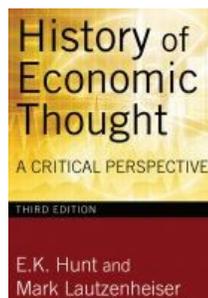
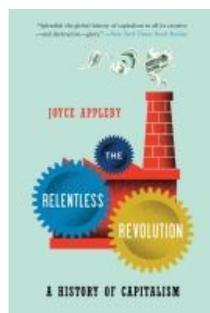
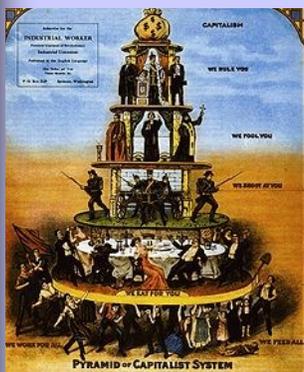
—Mark Twain

Course Readings

The following books are required for this course; all are available in the GVV bookstore:

- Joyce O. Appleby, *The Relentless Revolution: A History of Capitalism* (Norton, 2010).
- E.K. Hunt and Mark Lautzenheiser, *History of Economic Thought: A Critical Perspective*, 3rd ed. (M.E. Sharpe, 2011).
- Ha-Joon Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).
- Joseph E. Stiglitz, *Globalization and Its Discontents* (Norton, 2002).

Other assigned readings will be available on our Blackboard course site.



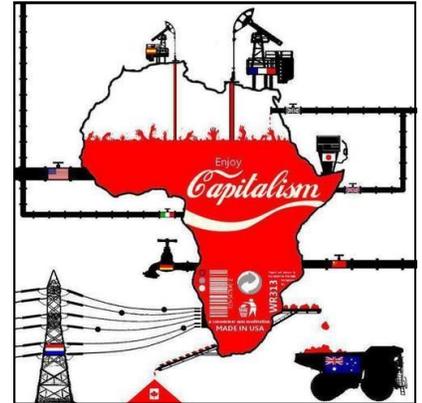
Class Format

I see this course as a blend of lecture and seminar formats—a “semi-lecture.”

Our readings will provide much of the content for our class meetings, and I will also take some time to expand on particular themes or issues via “mini-lectures” in class. We will spend the rest of our time in discussion with one another.

In order for this format to be successful, everyone will need to come to class prepared and ready to engage with the material and one another. By keeping up with the reading assignments, you will not only contribute to your own academic success, but also help our class time be more productive and interesting.

Above all, this class should be fun, interesting, and provocative. You will be challenged to re-examine many of your assumptions about the world, and about historical study. An open mind and willingness to engage deeply with difficult ideas and concepts are must-haves for this course.



Evaluation & Assessment

I will use the following assignments and criteria to evaluate your performance in this course:

1. Evidence and Source Evaluations (“What Are These Numbers Saying?”): One of Mark Twain’s best observations had to do with quantitative evidence of the type we’ll encounter this semester: *“There are three kinds of lies: lies, damned lies, and statistics.”*

Often, this is true; numbers can be used to either reveal or obfuscate, and it is our job to be quantitatively literate enough to tell which is which. Throughout the semester, then, we will engage in close analysis of various pieces of evidence and source material. One of the trickiest aspects of economic history is using quantitative evidence bolster an argument, as well as to interpret that sort of evidence as you evaluate others’ arguments. Accordingly, we will work to improve our understanding of the use (or abuse) of quantitative evidence by completing regular evaluations of evidence germane to the particular topic we are discussing in class.

For example, when we discuss the transition from feudalism to capitalism, we will use price curve data to assess whether that transition occurred as historians commonly describe. When we encounter Marx’s critique of capitalism, we’ll look at his quantitative arguments and compare them to those of David Ricardo, with the goal of ascertaining who exactly is more accurate. When we analyze globalization in the present day, we will use import/export numbers to assess trade imbalances and draw conclusions about “winners” and “losers” in the new global economy—and then assess why that is the case. You do not need to be a statistical savant or math major to effectively analyze quantitative material; this course aims to develop the type of competencies and habits of mind necessary to effectively work with quantitative data, guided by the belief that effective quantitative communication skills are an integral part of a liberal arts education.

There will be at least one of these assignments every other week this semester. The evidence/data will be posted on Blackboard along with the prompt for you to use in assessing and summarizing the material.





Evaluation & Assessment

2. Précis Papers: A précis is a concise, but thorough, summary of a particular text and its material. Throughout the semester, you may write a précis of any reading assignment marked with an asterisk (*) in the course schedule, so long as you submit TEN by the end of the semester. To receive credit, you must submit your paper the day we cover that reading in class. A quality précis summarizes its particular text, and then provides a brief explanation and analysis of its material. It does so in a maximum of two pages (typed, double-spaced, standard fonts and margins). As you continue your academic career, it will serve you well to be able to summarize and analyze somewhat complex material in a brief and accessible manner without “dumbing it down.” These papers are designed to help you develop that skill.

3. Course Blog: This semester, we’ll publish a course blog: GVHistory380.blogspot.com. All of us will post, comment, and shape this published record of our time together. You will be responsible for regular posts, as well as interactions in the comments sections. The blog will be a place for us to continue discussions we begin in class, as well as bring in material and links from our own research and out-of-class reading. I hope that the blog will serve as a great resource over the course of the semester for you.

4. Policy Brief: This semester, you will be asked to create an economic policy brief that explicates the historical background of a contemporary economic issue, and advocates a particular position. More details will be forthcoming, but in general, your project will be expected to:

- ⇒ thoroughly analyzes and makes a clear argument about an issue related to the historical development of global capitalism.
- ⇒ uses a wide range of relevant source material, particularly our course readings, and demonstrates proficiency in research and argumentation.
- ⇒ deploys both qualitative and quantitative evidence.
- ⇒ demonstrates higher-level thinking and meaningful engagement with the topic.

5. Final Reflective Essay: At the end of the semester, you will be asked to write an essay that reflects on both the course material as well as your own learning. A detailed set of expectations will be forthcoming as we approach the end of the semester.

6. Portfolio: Your Evidence and Source Evaluation assignments, Final Reflective Essay, and your Policy Brief will all be placed in your electronic portfolio, as an archive of your work and development in this course. **Credit will not be given for assignments not placed in the portfolio.**

Assignment Values

- Précis Papers: 15 points each (150 points total)
- Evidence Evaluations: 50 points each (300 points total)
- Contributions to the Course Blog: 150 points
- Final Exam: 100 points + 50 points for Reflective Essay
- Policy Brief: 200 points
- Attendance, Engagement, Participation: 200 points

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

**Total Points
Possible: 1150**

Blackboard and E-Mail

Much of the work for this course will be done via GUV's campus network resources. Assignments will be posted on the Blackboard course page only; there will be no paper copies distributed in class. I will require the electronic submission of assignments via Blackboard (I'll demonstrate this in class), and you will receive my feedback and evaluation that way as well. Announcements and other matters outside the classroom will be conducted via GV email. Please check your account regularly; you are responsible for any material distributed in this manner. You will be asked to place your research trail assignments and term project in your electronic portfolio, and I will post my evaluation and feedback there as well. but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. Please let me know if you need any assistance or support with these resources. They are meant to make life easier, not more complicated.



A Few Notes Regarding Technology (Campus-Wide Policy):

- It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site ([myView](#) > [Campus Life](#) > [Technology Resources](#) > [myView Mail](#) > [myView Mail Forwarding](#)).
- The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on [myView](#) > [myTools](#) > [Academic Profile](#) > [Grades by Term](#).



Netiquette:

"Netiquette" refers to the standards for appropriate interaction in an online environment. You are expected to display proper netiquette in their communications with me and with other students. This includes using proper written English, being polite by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify me right away in a private manner.

Grand View's Official
Policies on:

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Class Requirements:

- I expect you to be in class, on time, and prepared. Please have the reading for each class completed before that day's session (consult the course schedule, below). Attendance will be taken regularly, and excessive absences will have a detrimental effect upon your grade.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here.
- I expect myself to treat you with respect and courtesy, and I expect you to reciprocate with both me and your classmates. To that end, I have some specific requirements. All cell phones need to be turned off (not “vibrate,” but off) prior to entering class. I reserve the right to answer any phone that goes off during class time. Latecomers should enter quietly and take the seat nearest the door, so as not to distract the rest of the class.
- I understand that emergencies or unforeseen circumstances can arise. I will make allowances for them if need be, and will work with you to help make up any material you might have missed should there be a legitimate problem that keeps you from class. Missed exams or assignments may only be made up if the absence is **excused** (illness, grievous loss, other emergencies, or an official university activity may be excused with proper documentation).

Academic Accommodations

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.

Academic Integrity

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction between student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This is reflected in the Grand View University Code of Integrity, which states: ***As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff.***

Other Grand View Stuff You Should Know:

Appeal of Final Course Grade or Faculty Member’s Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as well as the US Department of Education have standards in the definition of what counts as a credit hour (see [GV Catalog for a full definition](#)) so that students receive the full educational experience we claim. This course will involve face-to-face class time and outside learning activities to fulfill credits awarded.

