History 442-001: Beer and Brewing in America

INSTRUCTOR: Joshua Driscoll
EMAIL: jid@uwm.edu
DAY/TIME: M/W 3:30-4:45 PM
LOCATION – Holton Hall G90
OFFICE HOURS: F 11:00-12:00 in Holton 381 or by appointment
CATALOGUE DESCRIPTION: 3 cr. U. Prereq: None. Jr. standing; satisfaction of OWC-A GER

COURSE DESCRIPTION:

Beer has been at the center of many movements in American history. Beer and brewing have been caught up in vast social upheavals including immigration, technological revolutions, urbanization and industrialization, changing family and gender roles, moral reform campaigns, evolving views on race and class, and changing ideas about place and connectivity. Beer has been a nutritionally vital home-brewed food staple, an anchor for community socialization, and a symbol of social identity. This course will use the history of beer and brewing as a means to chart many of the dramatic changes in American society. We will begin with the first maize beer brewed by Native Americans of the Southwest and continue through the introduction of barley and wheat beer by the first European settlers. We will discuss beer and brewing in Colonial America and trace its regionally diverse development in the United States. We will explore why beer became big business and how Milwaukee became the most important brewing city in the world. We will discuss the legacy of prohibition and the major changes to the brewing industry in the past few decades. This course considers the historic role of beer in defining identities and practices across America.

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES:

This class is designed to help you build UW System shared learning goals:
• knowledge of human cultures and the physical and natural world
• skills in critical and creative analysis and synthesis
• skills in written and oral communication

This course qualifies for the L&S Breadth Requirement in the Humanities because it prepares students to achieve the following outcomes:

• Students will be able to explain the relationship between theories (aesthetic, philosophical, cultural, and critical theories) about the production, distribution, and consumption of beer and the written and material culture related to that industry, such as texts, artwork (labels, advertising), the built environment, and other cultural products.

• Students will be able to analyze and interpret texts, artwork, and other cultural products related to beer throughout American history. Particular attention will be paid toward understanding the links between the study of the historical past and the structure of
contemporary society. Student understanding will be assessed by weekly quizzes and a Brewery Paper, in which students will demonstrate their ability to analyze a modern beer related institution (that they will visit) in light of its ties to historic practices.

- Students will be able to identify underlying assumptions and alternative explanations of texts, artworks, and other cultural products relating to American beer history. Students will be able to describe different perspectives on the complex relationship of beer advertising and consumption to identity categories like class, gender, and ethnicity.

- Students will be able to formulate and explore humanistic questions and use appropriate research tools. Weekly quizzes will include a component requiring student construction of thoughtful open-ended discussion questions. These questions will facilitate class discussion and encourage proper methods of analysis. Student mastery will be evaluated through a major term paper, requiring a critical thesis, clear argument, and supporting sources about a major topic in American brewing history.

REQUIRED TEXTBOOK:

All other readings will be posted on Canvas and must be completed before class on the day indicated (see schedule below).

EVALUATION AND GRADING:

**Undergraduate Students**
- Preparation, attendance, assignments: 250 potential points
- Brewery paper: 100 potential points
- Final paper: 250 potential points
- Examination 1: 200 potential points
- Final examination: 200 potential points

**Graduate Students**
- Preparation, attendance, assignments: 150 potential points
- Brewery paper: 50 potential points
- Presentation: 150 potential points
- Final paper: 350 potential points
- Examination 1: 150 potential points
- Final examination: 150 potential points

**GRADUATE V. UNDERGRADUATE EVALUATION:**
In general, students taking this class for graduate credit will be held to a much higher standard of expectations in ALL subjectively-graded components of the course. In particular, the quality of written work by graduate students must (in order to merit a grade of “A”) be at the level expected in peer-review scholarly journals with respect to style, substance, syntax, grammar, force of argument, use of evidence, and coherence of presentation. In addition, and as explained below,
graduate students are expected to write a final paper of greater length and one which utilizes a greater number of sources than that expected of undergraduate students, and they also have an extra assignment, namely, a professional presentation to be delivered to the class.

GRADE SCALE
Final grades will be based on the percentage of total possible points earned throughout the semester. Grades will be assigned according to the following scale:

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<td>93-100%</td>
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<td>92-90%</td>
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<td>70-72%</td>
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<td>87-89%</td>
<td>B+</td>
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<td>77-79%</td>
<td>C+</td>
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GENERAL POLICIES:
Penalty for late assignments: One percentage point per day. If you are unable to turn in an assignment on time because of special circumstances, you must talk to me in person at least two days before the due date. Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated. The following web page provides more information about your rights and responsibilities as a student: [www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Please make an appointment at the Accessibility Resource Center as soon as possible if you require any special accommodations in order to complete the requirements for this course: [https://uwm.edu/arc/services-and-accommodations/](https://uwm.edu/arc/services-and-accommodations/).

WORKLOAD STATEMENT: This class meets once a week for a total of 3 hours x 16 weeks = 48 hours of in-class time. Undergraduates should expect to spend 6 hours per week (some weeks less, some more) over the course of the 16 week semester on required readings, quizzes, assignments and exam preparation for a total of 96 hours. Expect to spend approximately 48 hrs reading, 6 hrs on quizzes, 16 hrs studying for exams, 8 hrs on the brewery paper, and 18 hrs on the final paper and its preparatory assignments. Graduate Students are also expected to spend approximately 6 hours per week outside of class, but should be substantially more focused on developing their final paper and its accompanying in-class presentation. Expect to spend approximately 40 hrs reading, 6 hrs on quizzes, 10 hrs studying for exams, 6 hrs on the brewery paper, 26 hrs on the final paper and its preparatory assignments, and 8 hrs on the final Power Point presentation.

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<th>3 hours in class * 16 weeks</th>
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<tr>
<td>6 hours outside of class * 16 weeks</td>
<td>96 hours</td>
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PREPARATION, ATTENDANCE, ASSIGNMENTS: In preparation for class, students are expected to complete each week’s reading prior to the day indicated on the syllabus. To ensure this, 12 short reading quizzes, accessible on Canvas, will be assigned starting WK2 and
continuing through WK14. For Undergraduates these quizzes are worth 120pts (10pts each). For Graduate Students quizzes will total 60pts (5pts each) Attendance (based on an in-class sign-in sheet) counts for 100pts for Undergraduates and 60pts for Graduate Students. Assignments include a 10pt paper prospectus and a 20pt paper proposal for a total of 30pts for both Undergraduate and Graduate Students.

**BREWERY PAPER:** No later than end of WK 7 you will turn in a short paper, worth 100pts for Undergraduates and 50pts for Graduate Students. It will be 600 to 800 words long and will draw upon class readings and a brewery, tavern, or beer garden visit you will take, on your own, prior to writing the paper. For students under the legal drinking age, site visits should be arranged at locations that do not require the student to be of legal drinking age. You will identify how the location differentiates itself (marketing, mission, size, clients). How does this identity compare with historically similar examples? Use specific examples from your readings and class lecture. For example, if you go to a beer garden, how is it similar and different from 19th century examples in Milwaukee?

**FINAL PAPER:** No later than WK 5, all students must submit a one-page typewritten prospectus outlining plans for a major paper. Each prospectus should include a paragraph outlining your research question and a list of the sources you plan to use. At that point, you and I will agree on whether the proposal is a proper topic. It can only be changed later with my consent. No later than WK 9, all students must submit an outline of their final paper with a tentative bibliography attached. No later than WK 14, students will turn in their major paper (2,000-2,500 words for Undergraduates and 3,500-4,000 words for Graduate Students). It will be worth 250pts for Undergraduates (25% of your grade) and 350pts for Graduate Students (35% of your grade). It will draw upon outside material, grounded in our readings. The major paper should be clearly focused, with an identifiable argument, and strong supporting evidence. It should include background information about the topic, clearly state an answer to the research question, and make liberal use of sources to develop the argument. It must not duplicate material in textbook or in readings. All papers must conform to conventional standards of style and grammar for preparing college essays. Papers should be typed, Times New Roman font, double spaced, and paginated. At least 8 sources for Undergraduates and 16 sources for Graduates in addition to the readings must be cited in the text using a standard historical format. A Works Cited must be included but does not count toward the required word count.

**PRESENTATION (GRADUATE STUDENTS ONLY):** Each graduate student will prepare a 15 minute professional presentation based on their final paper worth 150pts. This short PowerPoint lecture will be delivered to the class during Week 15. The student will be graded on both content and presentation. Make sure to practice your presentation prior to class! This assignment is designed to prepare students to present at an academic conference.
SCHEDULE:

WKS 1-4 Introduction and Early American Brewing

WK 1: An Overview: What is beer? How is it made? How have researchers addressed the topic of alcohol? How is the production and consumption of beer entangled with wider American culture?


WK 2: Earliest American Brewing: Why did some Native American groups have indigenous beer traditions while other did not? What was beer like in early American colonies? What role did it play for different groups of settlers?


WK 3: Colonial Times to Mid-19th Century: How did ideas about gender and ethnicity shape beer consumption in Colonial America? How was beer entangled with the American Revolution? Why did different styles of beer develop in different regions? What was the relationship between technological innovation and beer brewing?


**WKS 4-7 Mid-19th Century to Prohibition**

**WK 4: The Rise of Milwaukee’s Brewing Industry:** How did German immigrants and lager brewing forever change the beer landscape? Why was lager once considered to be non-intoxicating and a vital piece of temperance strategy? Who were the major players involved in making Milwaukee the beer brewing capital of the world?


**WK 5: The Rise of Industrial Brewing Across America:** How did population movements and technological innovation change brewing across America? Why was beer so important during the Civil War? What was corporate competition and the growth of big business like? How did brewing connect America to the wider world?


**WK 6: Drinking Places:** Why does place matter? Taverns, Homes, Saloons, Tied Houses, Hotels, Brothels, and Beer Gardens. How do material culture studies complement textual sources?


**WK 7: Drinking Identities:** Are you what you drink? Are you what others tell you to drink? Gender, Ethnicity, Class, Age, and Political Affiliation.

WK 8: Wrap-up and Review

EXAM 1

WKS 9-11 Prohibition Impetus and Effects

WK 9: The Temperance Movement: How were religion, gender, education (science and pseudo-science), purity of food, political philosophy, taxes, war, and anti-immigrant sentiment wrapped up in banning alcohol?


WK 10: Prohibition: What was prohibition like? What was the state of homebrewing and bootlegging? What products did breweries produce during prohibition? How did prohibition differ by state and region?


WK 11: Post-Prohibition: How did the brewing industry develop after prohibition? What economic, legal, and cultural factors shaped the post-prohibition brewing landscape?


**WK 12: Lager Land:** Why did the big breweries get bigger, while the small ones disappeared? How does the marketing of beer reflect and even shape wider American attitudes?


**WK 13: The Origins of the Modern Craft Beer Movement:** Who were the first new generation of craft brewers? How did homebrewing revitalize American beer culture? How did the legal legacy of prohibition effect new breweries?


**WK 14: The Brewing Present:** Why are there so many craft breweries? How has globalization influenced the American beer market and how has the American craft beer market expanded overseas? How is beer drinking entangled with modern American culture? Who brews craft beer and who drinks it? Who is underrepresented in modern beer culture?


**WK 15: The Brewing Future:** Given what we have learned about America’s beer history, how might we expect beer culture to develop?


Final Exam