

History 285D

The Circle of “We” and Policy History in the United States Since Reconstruction

Second Semester 2012-2013

Tuesday, 10 – 12

2303 Dwinelle

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“When I was a student some pranksters at an end-of-term dance released into the hall a piglet which had been smeared with grease. It squirmed between legs, evaded capture, squealed a lot. People fell over trying to grasp it, and were made to look ridiculous in the process. The past often seems to behave like that piglet.”

Julian Barnes, *Flaubert’s Parrot* (1984)

COURSE DESCRIPTION

In this graduate seminar, students will research and write a journal article length paper on a policy-oriented attempt to expand (or contract) the “circle of ‘we’” in United States history since Reconstruction. The “circle of ‘we’” refers to just who exactly is constituted by the “we” in the United States Constitution’s “We the people.” In theory, the “we” upon whom the Constitution bestows “liberty” and “justice” – the full rights and privileges of citizenship – in the quest to “form a more perfect union” is not circumscribed. In practice, of course, the “circle of ‘we’” has never been as inclusive as the pronoun implies. One of the major themes in U.S. history is the struggle of individuals representing groups of people (including, ethnoracial and religious minorities, women, gays and lesbians, the disabled, the poor, and even non-citizens residing in the U.S. or U.S. territories) to enter into the “circle of ‘we’” and, in the process, expand its boundaries and redefine its content. The papers to be written in this graduate research seminar should explore some topic that comports with the theme of “circle of ‘we’” in U.S. history and the struggle to expand (or contract) it since Reconstruction. Moreover, they should do so through the lens of policy history. Policy history calls for the weaving together of essential elements of the more established sub-fields of social/cultural (“bottom up”) and political/legal history (“top down”). As defined by one leading policy historian, “Policy history allows historians to incorporate a broader range of actors into narratives than previous generations of historians have been able to do. The tension between scholars who study elite politics and grassroots politics quickly dissipates when policy is made the center of inquiry. After all, public policies are crafted by government officials in alliance with, and in response to, other social and political actors. Federal, state, and local policies influence – and are shaped by – all types of social actors and institutions.”

COURSE WEB SITE

A course web site is available through bSpace (<http://bSpace.berkeley.edu>). There you will find a wealth of course-related information, including the syllabus, readings, course announcements, paper assignment prompts, and other supplemental materials. This site also features a threaded discussion board (in the “Forums” tab under “Course Tools”), which we might employ to carry on class-related conversations outside of scheduled class times. In addition, my personal web site – <http://history.berkeley.edu/faculty/Brilliant/> – contains a “History Help Center” section, though it is mostly geared to undergraduate history thesis writers.

GRADING

Your final grade will be based on the following components:

Due Date Assignment

weekly **Active and informed participation** – Come to class having completed the tasks assigned and ready to participate in discussion. On “workshop” designated days, you will be expected to present on your work and/or a writing partner’s work. In addition, you will be expected to respond to your classmates’ presentations, based on their written work, which will be posted on bSpace.

2/14 **4-6 page Prospectus plus preliminary bibliography of primary and secondary sources**

Optional* **Annotated Bibliography**

Optional* **Historiography Review Essay**

Optional* **Detailed Outline**

4/12 **35-45 page First Draft**

5/3 **35-45 page Final Draft**

* In between your prospectus and first draft, you might consider producing an annotated bibliography, historiography review essay (which grows out of the annotated bibliography), and detailed outline. These are essential steps in the process of going from prospectus to first draft to final draft. Should you decide to tackle one or more of them, I would be happy to discuss what you produce with you.

LATE PAPER AND EXTENSION POLICIES

Hard copies of paper assignments are due on the date and time given in the paper assignment prompts (distributed in class and posted in bSpace). Requests for extensions, which must be cleared with me, will be granted only under the most extenuating of circumstances. These generally involve last minute family or health problems. Late papers will be penalized 1/3rd of a letter grade for every 24 hours of lateness, and no late papers will be accepted a week past their assigned due date. Plan ahead.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Week One

1/22 **Introduction: Policy History, a Pelzer Prize Winning Article, and Discussion of Your Preliminary Topic, Question (or Questions), Primary Source Base (or Bases), and Historiographical Intervention**

Assignments:

- (1) Julian Zelizer, “Clio’s Lost Tribe: Public Policy History Since 1978,” *Journal of Policy History*, 12, no. 3 (2000), 369-389.
- (2) Julian Zelizer, “Introduction: New Directions in Policy History,” *Journal of Policy History* 17, no. 1 (2005), 1-10.
- (3) Margot Canaday, “Building a Straight State: Sexuality and Social Citizenship Under the 1944 G.I. Bill,” *Journal of American History* 90, no. 3 (2003), 935-957. *This article won the annual Pelzer Prize for the best essay in American history by a graduate student. For more on the Pelzer Prize and its other winners, see: <http://www.oah.org/awards/awards.pelzer.winners.html>.*
- (4) Come prepared to discuss (for five to ten minutes) your *preliminary* research paper topic, question (or questions), historiographical intervention, and primary source base (or bases).

Week Two

1/29 **From 285 Paper to Dissertation Topic to Book (with guest appearance by former UC Berkeley Department of History graduate student and current assistant professor of history at Stanford, Jennifer Burns)**

Assignments:

- (1) Jennifer Burns, "A White Russian in FDR's Court: An Examination of Ayn Rand's Appeal in the 1940s" (History 285 Paper, 2001).
- (2) Jennifer Burns, "Godless Capitalism: Ayn Rand and the Conservative Movement," *Modern Intellectual History* 1, no. 3 (2004), 1-27.
- (3) Jennifer Burns, Introduction to *Goddess of the Market: Ayn Rand and the American Right* (New York: Oxford University Press, 2009).

Week Three

2/5 **From 285 Paper to Journal Article (with paper and article from former UC Berkeley Department of History graduate student and current assistant professor of history at Northwestern, Daniel Immerwahr)**

Assignments:

- (1) Daniel Immerwahr, "Colony and Caste: The History of an Imprecise Analogy" (History 285 paper; 2005).
- (2) Daniel Immerwahr, "Caste or Colony? Indianizing Race in the United States," *Modern Intellectual History* 4, no. 2 (2007), 275-301.

Week Four

2/12 **From 285 Paper to Conference Panel Presentation (with guest appearance by current UC Berkeley Department of History graduate student, Bobby Lee)**

Assignments:

- (1) Robert Lee, "The Price of Preemption: Yazoo, the Georgia Compact, and the Origins of Creek Removal in Georgia, 1789-1802" (History 285 paper, 2009).
- (2) Robert Lee, "Resurveying Yazoo: The Yazoo Sales and the Policy Origins of Indian Removal in Georgia" (conference panel presentation, 2011).

***** Prospectus Paper due to 3229 Dwinelle Hall on Thursday 2/14 by 4 p.m. *****

Week Five

2/19 **Prospectus Workshop**

Assignments:

- (1) Come prepared to discuss (for five minutes) your Prospectus Paper, including your topic, question (or questions), historiographical intervention, and primary source base (or bases).

Week Six

2/26 **Research – No Class (individual meetings by appointment, if desired)**

Week Seven

3/5 **Research – No Class (individual meetings by appointment, if desired)**

Week Eight

3/12 Research – No Class (individual meetings by appointment, if desired)

Week Nine

3/19 Research-in-Progress Workshop

Week Ten

4/2 Writing First Draft – No Class (individual meetings by appointment, if desired)

Week Eleven

4/9 Writing First Draft – No Class (individual meetings by appointment, if desired)

****** First Draft due to 3229 Dwinelle on Friday 4/12 by 4 pm ******

Week Twelve

4/16 First Draft Workshop #1

Week Thirteen

4/23 First Draft Workshop #2

Week Fourteen

4/30 Writing Final Draft – No Class

****** Final Draft due to 3229 Dwinelle on Friday 5/3 by 4 pm ******

Week Fifteen

5/7 Final Draft Presentations and Celebration