

History 382-01

History of the Federal Government



Image: Charles Thomson's design for the Great Seal of the United States, 1782, *Reports of Committees of Congress, Record Group 360, National Archives and Records Administration, Washington, D.C.*

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Spring 2014

Seminar Meetings: Car Barn 302A, Mondays, 2.00 PM to 4.30 PM

Office: ICC 617B

Office Hours: Mondays, 10.00 AM to 12.00 PM & 12.30 PM to 1.30 PM

Virtual Office Hours Via Google+: Wednesdays, 3.30 PM to 5.00 PM

Or By Appointment

Students are encouraged to reserve meeting times through <http://www.doodle.com/zackarywgardner>

Contact: zwg@georgetown.edu

Course Description

What *was* (and is) the U.S. federal government, and what *was* (and is) its relationship to the American people? Through History 382: History of the Federal Government, students will examine the evolution of the relationship between citizen and federal government in the United States from 1776 to the 1980s. Students will read from a selection of secondary materials covering the expansion of the federal government through themes and events like the national improvement projects of the Early Republic and the emergence of lobbyists during the Gilded Age. Generally, readings will not focus upon specific government agencies, but rather the processes through which Americans experienced governance. In addition to readings in the historiography of the federal government, students will also conduct primary research on a federal agency of their choosing through a series of assignments culminating in a term paper.

Course Goals and Assignment Outlines

Through History 382: History of the Federal Government students will gain an understanding of how the relationship between the federal government and citizens of the United States has evolved since the American Revolution. Through blog posts on and seminar discussions of articles and monographs students will develop their ability to articulate sound conclusions based upon the assessment and analysis of secondary material and to contemporaneously situate the material. A multistage research and writing project will provide students with experience in working with primary documents from the National Archives and Records Administration and the Library of Congress.

While the discussion of assignments below is meant to provide the highest level of transparency regarding the instructor's expectations of the student's performance, events beyond the instructor's control may necessitate course revisions. In the event of such changes, students will be provided with adequate forewarning via in-class announcements, emails, and postings to the course website.

Participation

Course participation constitutes 40% of the student's grade and has been equally divided between in-class discussion and out-of-class blogs.

Discussions

In seminar discussions, students will analyze secondary source materials. Through secondary source evaluations students will explore the relationship between history as an understood past, history as a written expression, and history as a constructed narrative based upon primary materials. Discussions will be scored out of five based upon the following rubric:

Rating	Characteristics
5	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.
4	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts. Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.
3	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow. Does not regularly listen well as indicated by the repetition of comments or questions presented earlier.
2	Comments are frequently without substantiation or reference to the assigned material. A lack of preparation is indicated by a repetition of comments and questions or off-task activities.
1	Student has no awareness of seminar discussion. Student makes no or irrelevant comments.
0	Student fails to attend seminar without the prior consent of the instructor. Please see the discussion of accommodations below.

Blogs

At the beginning of the semester students will choose two weeks for which to prepare blog posts. These posts will include examinations of the readings, including scholarly reviews of assigned monographs, relevant current or campus event tie-ins, and discussion questions for use in the week's seminar. All students will be expected to read these blogs and respond to at least five of them. Blogs will be scored out of five points using the following rubric:

Rating	Characteristics
5	Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple historical or historiographical perspectives when appropriate. When possible, the blog includes book reviews, roundtable discussions, etc. The entry reflects in-depth engagement with the topic and an understanding of the assigned materials relationship to the overall themes of the course.
4	Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic and some understanding of the assigned materials relationship to the overall themes of the course.
3	Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.
2	Limited. The blog post is unfocused, or simply restates or summarizes previous comments, and displays minimal evidence of student engagement with the topic. A minimal attempt is made to understand how the assigned material relates to the themes of the course.
1	Unsatisfactory. The blog post demonstrates no relationship to the assigned material or themes of the course.
0	No Credit. The blog post is missing or consists of one or two disconnected sentences.

Students should use these blogs as an opportunity to guide discussions toward topics that interest them, to facilitate the integration of non-course material into the discussions, and to express concerns or to request points of clarification between weekly seminar meetings. Each seminar will be preceded by a brief discussion of the blogs and concluded with a short lecture on the following week's themes and topics.

The Term Paper

The term paper has been structured to provide students with a guided experience in the creation of an academic paper based on individual primary source research. For the term paper project, students will select a government agency to examine through an historical lens like race, class, or gender, or from the vantage point of a particular event or process like expansion, segregation, integration, imperialism, the world wars, the Great Depression, etc. Please note and remember, the essay should not be an administrative history, but an historical analysis of a government agency and its relationships with American citizens.

Through the research and writing process students will gain not only an understanding of the government agency of their choice, but also how that agency's history has been preserved and organized at some of the largest federal archival repositories, the National Archives and Records Administration Facilities I and II and the Library of Congress. Being able to utilize resources held at these facilities is an integral part of being an historian, especially an historian of the United States. Finding materials, though, is only one part of what an historian does. Through the writing process, students will gain an understanding of and experience with turning the detritus of history—fading memos, stained letters, and suspect diaries—into historical writing replete with thesis, historiography, and footnotes.

Although the writing project is collectively worth 60% of the student's grade, the project has been divided into smaller assignments reflective of the research and writing process. These assignments are archival training (10%), annotated bibliography (10%), primary source discussion (10%), essay abstract and outline (10%), and the term paper (20%).

Archive Training

Students will take advantage of Georgetown University's location and attend voluntary field trips to the Library of Congress and National Archives. Students who are unable to attend the voluntary sessions must still provide evidence that they attended on their own an introduction to these federal archive repositories. As the archives require an orientation to all newly registered researchers, students who present their researcher identification cards in class by **February 24, 2014**, will receive full credit for the archive research portion of the assignments list.

Research Process

Annotated Bibliography

Having been introduced to these repositories, students will create an annotated bibliography of material on the federal agency they have chosen to research. The annotated bibliography should be approximately five pages in length and should capture the principle historiographical discussions concerning the chosen agency.

Primary Document Identification

Students will then create a brief five page report on the primary document collections they are researching. These reports should note what the collections contain and how these materials will be used in the essay.

Essay Abstract and Outline

After a further month of research, students will produce an abstract—a brief statement of what the essay is about and why it is important—and a detailed, section-by-section outline of the final essay.

Term Paper

Finally, during the exam period students will submit the term paper, which should be between 20 and 25 pages in length.



Photo: Robert C. McEwen Customs House, Ogdensburg, New York, c. 1928-1936, US Customs and Border Patrol Historic Collections, http://www.cbp.gov/xp/cgov/about/history/did_you_know/dyk_photo_story.xml

Course Assignments and Grading System

Assignment	Due Date		Percentile	Notes and Penalties
Seminar Discussions	NA		20%	Student grades for seminar discussions includes both attendance and participation. Students may miss one seminar without penalty. After that students will be penalized for any unexcused absences.
Blog Posts	Two Assigned Blogs: 72 Hours before assigned seminar discussion	Five Responses to Blogs: 72 to 24 hours before relevant seminar discussion	20%	See discussion above. Failure to complete blogs or blog responses by the deadlines indicated will result in an F (0.00) for that blog.
Annotated Bibliography of Secondary Sources	February 10, 2014		10%	See discussion above and below.
Archive Research Training	February 24, 2014		10%	See discussion above and below.
Identification of Primary Source Material	March 3, 2014		10%	See discussion above and below.
Essay Abstract and Outline	March 24, 2014		10%	See discussion above and below.
Term Paper	May 5, 2014 by 4.00 PM		20%	See discussion above and below.

Submissions and Late Penalties

Where applicable, assignments will be submitted in person by students at the commencement of seminar. Small assignments—the annotated bibliography, identification of primary sources, essay abstract and outline—must be handed in on the due dates in order to maintain adequate progress on the term paper. **For this reason, these assignments will be penalized 2/3s of a letter grade per day late.** Late term papers will be penalized one letter grade (an A—95—will become a B—85) for the first three days late. **After the first three days, the paper will be considered as an uncompleted assignment.**

Failure to complete all of the assignments will result in an F (0.00) for the course.

If for any reason you do not feel that you will be able to complete an assignment by the assigned deadline, please consult with the course instructor either via electronic mail or in person during office hours or by appointment. While most excuses not directly covered by the University's accommodation policies will not be considered, some reasons beyond the students control may be considered valid justifications for an extension. The nature of the coursework, though, makes the granting of extensions unlikely for reasons not covered by the University's accommodation policies.

Letter grades in this course have the following numerical equivalents: A=4.00 (94-100); A-=3.67 (90-93); B+=3.33 (87-89); B=3.00 (84-86); B-=2.67 (80-83); C+=2.33 (77-79); C=2.00 (74-76); C-=1.67 (70-73); D+=1.33 (67-69); D=1.00 (60-66); F (work turned in but unsatisfactory)=0.50 (59 and below); F (work not turned in at all)=0.00.

For information on disputing a grade, please consult with the professor and follow the instructions provided by the Department of History at <http://history.georgetown.edu/undergraduate/grading-policy/>.

Honor Code

Students are expected to abide by the Georgetown University Honor System. Anyone found to be guilty of cheating or plagiarism will receive an “F” (0.00) for the assignment in question. For more information on the honor code, please review:

<http://gervaseprograms.georgetown.edu/honor/system/>.

Accommodations

Students with accommodations should present a copy of the letter provided to them by the Academic Resource Center within the first two weeks of the course to the course instructor. Students unsure of their accommodation status should contact the Academic Resource Center.

Students with disabilities are encouraged to contact the Academic Resource Center (arc@georgetown.edu) for further information about accommodations available to them. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act and University policies.

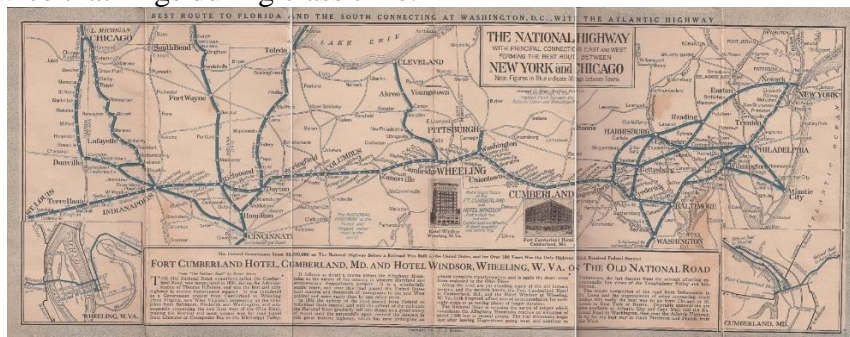
Students who are unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify the course instructor in writing at the beginning of the semester of religious observances that conflict with their course schedule as detailed in this syllabus.

Students suffering from extreme illnesses, family crises, and other problems of a personal nature should consult the responsible Dean or Assistant Dean. The latter under certain circumstances will contact the student’s instructors with proposed accommodation plans.

Classroom Technology

The use of personal electronic devices is a privilege granted to students. Non-distractive use of tablet computers and personal laptops shall be permitted. Students found to be consistently using personal electronic devices for non-course related activities, such as Facebook, Twitter, e-mail, and instant messaging, will be denied classroom technology privileges.

All mobile electronic devices must be silenced at the beginning of class and cellular devices including smartphones should be either turned off or placed on Airplane Mode. The course instructor reserves the right to answer any cellular device that rings during class time.



Map: *The National Road, "Road Map of the National Highway", 1929*, <http://www.cumberlandroadproject.com>

Course Reading List

The course relies on several monographs and multiple supplementary materials. Supplementary materials will be made available to students through Blackboard. The following texts are available for purchase through the university bookstore and other retailers. Students may also acquire the texts from the Georgetown University Library and from participating libraries in the Washington Regional Library Consortium (WRLC).

1. Balogh, Brian. *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. Edling, Max. *A Revolution in Favor of Government: Origins of the Constitution and the Making of the American State*. New York: Oxford University Press, 2003.
3. **Only one of the following, see instructor for details:**
 - a. Bensel, Richard Franklin. *Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877*. New York: Cambridge University Press, 1991.
 - b. McCurry, Stephanie. *Confederate Reckoning: Power and Politics in the Civil War South*. Cambridge, MA: Harvard University Press, 2012.
4. White, Richard. *Railroaded: The Transcontinentals and the Making of Modern America*. New York: W. W. Norton & Company, 2011.
5. Cahill, Cathleen. *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933*. Chapel Hill: University of North Carolina Press, 2011.
6. Capozzola, Christopher. *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. New York: Oxford University Press, 2008.
7. Whisnant, Anne Mitchell. *Super-Scenic Motorway: A Blue Ridge Parkway History*. Chapel Hill: University of North Carolina Press, 2006.
8. **Only one of the following, see instructor for details:**
 - a. Sparrow, James T. *Warfare State: World War II Americans and the Age of Big Government*. New York: Oxford University Press, 2011.
 - b. Heefner, Gretchen. *The Missile Next Door: The Minuteman in the American Heartland*. Cambridge, Massachusetts: Harvard University Press, 2012.
9. Horwitz, Robert B. *America's Right: Anti-Establishment Conservatism from Goldwater to the Tea Party*. New York: Polity, 2013.



Photo: US Marshal Station, Seward, Alaska, c. 1912, Library of Congress

Course Schedule

Blue text indicates readings available through the course BlackBoard website.

Introduction: Understanding the Terms of Governance

Wednesday, January 8, 2014

Colonial Cradle: Government in British North America before the Revolution

Monday, January 13, 2014

1. Greene, Jack P. "Colonial History and National History: Reflections on a Continuing Problem," in the *William and Mary Quarterly*, 3.64.2 (April 2007).
2. [Introduction, Chapters VII through IX](#) from Griffin, Patrick, *American Leviathan: Empire, Nation, and the Revolutionary Frontier*, New York: Hill & Wang, 2007.
3. Balogh, Brian. "Introduction: Why Look Back?" and "How Americans Lost Sight of the State: Adapting Republican Virtue to Liberal Self-Interest" in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.

Research Trip I: Library of Congress

Tuesday, January 14, 2014

Meet at 8.45 AM at the Thomas Jefferson Building of the Library of Congress

NO CLASS: Martin Luther King Day

Monday, January 20, 2014

Post-Colonial Government in the American Woods

Monday, January 27, 2014

1. Edling, Max. *A Revolution in Favor of Government: Origins of the Constitution and the Making of the American State*. New York: Oxford University Press, 2003.

Research Trip II: National Archives and Records Administration, Washington, D.C.

Wednesday, January 29, 2014

Meet at 8.45 AM at the Pennsylvania Avenue Entrance to the National Archives and Records Association, Washington, DC, Facility (NARA I)

Postal Americans: Creating Citizenship during the Early Republic

Monday, February 3, 2014

1. Balogh, Brian. "'To Strengthen and Perpetuate that Union': Republican Political Economy" in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. [Chapters I through IV](#) from John, Richard R., *Spreading the New: The American Postal System from Franklin to Morse*. Cambridge, Massachusetts: Harvard University Press, 1995.
3. [Larson, John Lauritz. "Wisdom Enough to Improve Them: Government, Liberty, and Inland Waterways in the Rising American Empire,"](#) in *Launching the Extended Republic*, ed. Ronald Hoffman and Peter J. Albert. Charlottesville: University Press of Virginia for the U. S. Capitol Historical Society, 1996.

Antebellum: An Assessment of the Federal Government on the Eve of Dissolution

Annotated Bibliography Due in Class

Monday, February 10, 2014

1. Balogh, Brian. "Outside the Boundaries" and "The Uncontested State" in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. Rao, Gautham. "The Federal Posse Comitatus Doctrine: Slavery, Compulsion, and Statecraft in Mid-Nineteenth Century America," *Law and History Review*, 26.1, January, 2008.

NO CLASS: Presidents Day

Monday, February 17, 2014

A House Divided: Government and the Civil War

Evidence of Archive Training Due in Class

Monday, February 24, 2014

1. Balogh, Brian. "Restoring 'Spontaneous Action and Self-Regulation'" in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. **Sign-up to read either:**
 - a. Bensel, Richard Franklin. *Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877*. New York: Cambridge University Press, 1991.
 - b. McCurry, Stephanie. *Confederate Reckoning: Power and Politics in the Civil War South*. Cambridge, MA: Harvard University Press, 2012.

Lobbyists, Corruption, and the Gilded Age

Primary Source Materials Identification Due in Class

Monday, March 3, 2014

1. Balogh, Brian. "Judicial Exceptions to Gilded Age *Laissez-Fair*" in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. White, Richard. *Railroaded: The Transcontinentals and the Making of Modern America*. New York: W. W. Norton & Company, 2011. Focus particularly on Chapters III: Friends, VI: Men in Octopus Suits and VIII: Looking Backward.
3. Review the website <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/project.php?id=997>

NO CLASS: Spring Break

Monday, March 10, 2014

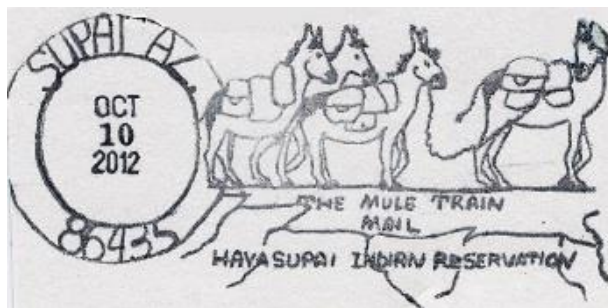


Image: Special Postal Cancellation Mark Commemorating Ongoing Use of Mules by US Postal Service in Supai, Arizona

A Governing Government: Empire and the Progressive Era

Monday, March 17, 2014

1. Balogh, Brian. “‘A Special Form of Associative Action’: New Liberalism and the National Integration of Public and Private” & “Conclusion: Sighting the Twentieth-Century State” in *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.
2. Cahill, Cathleen. *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933*. Chapel Hill: University of North Carolina Press, 2011.
3. [Part II: Police, Prisons, and Law Enforcement](#), [Part VIII: Environmental Management](#), & [Part IX: The Elusive Character of American Global Power](#) from *Colonial Crucible: Empire in the Making of the Modern American State*. Ed. Alfred W. McCoy & Francisco A. Scarano. Madison: University of Wisconsin Press, 2009.

World War I and the Test of the Progressive State

Essay Abstract and Outline Due in Class

Virtual Office Hours Cancelled

Monday, March 24, 2014

1. [Chapters III & VI](#) from Skowronek, Stephen. *Building A New American State: The Expansion of National Administrative Capacities, 1877-1920*. New York: Cambridge University Press, 1982.
2. Capozzola, Christopher. *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. New York: Oxford University Press, 2008.

The New Deal: Total Government for the Great Depression and Beyond

Monday, March 31, 2014

Guest Speakers: [Dr. Lu Ann Jones, Historian, National Park Service](#)
[Vanessa Smiley, Interpretation Specialist, National Park Service](#)
[Samantha Christine, Interpretive Ranger, National Park Service](#)

1. Whisnant, Anne Mitchell. *Super-Scenic Motorway: A Blue Ridge Parkway History*. Chapel Hill: University of North Carolina Press, 2006.
2. Whisnant, Anne Mitchell, Marla R. Miller, Gary B. Nash, and David Thelan. *Imperiled Promise: The State of History in the National Park Service*. Bloomington, Indiana: Organization of American Historians, 2011.

The Military Industrial Complex: Government and War

Virtual Office Hours Cancelled

Monday, April 7, 2014

Sign-up to read either:

1. Sparrow, James T. *Warfare State: World War II Americans and the Age of Big Government*. New York: Oxford University Press, 2011.
2. Heefner, Gretchen. *The Missile Next Door: The Minuteman in the American Heartland*. Cambridge, Massachusetts: Harvard University Press, 2012.

The Great Society and the Welfare State: Freeways, Photos, and the War on Poverty
Monday, April 14, 2014

Guest Speaker: *Sean Fearn, Museum Director, Drug Enforcement Administration*

1. **Chapters I, V, X, XIII, XVII** from *Launching the War on Poverty: An Oral History*. Michael L. Gillette, Editor. New York: Twayne Publishers, 1996.
2. **Following Selections from** *The War on Poverty: A New Grassroots History, 1964-1980*. Annelise Orleck & Lisa Gayle Hazirjian, Editors. Athens, Georgia: University of Georgia Press, 2011:
 - a. Guian A. McKee, “‘This Government Is with Us’: Lyndon Johnson and the Grassroots Wars on Poverty”
 - b. Robert Bauman, “Gender, Civil Rights Activism, and the War on Poverty in Los Angeles”
 - c. Daniel M. Cobb, “The War on Poverty in Mississippi and Oklahoma: Beyond Black and White”
 - d. Annelise Orleck, “Conclusion: The War on the War on Poverty and American Politics since the 1960s”
3. Taylor, Alan. “Documerica: Images of America in Crisis in the 1970s,” *Atlantic Monthly*, November 16, 2011. Available at <http://www.theatlantic.com/infocus/2011/11/documerica-images-of-america-in-crisis-in-the-1970s/100190/>

NO CLASS: Easter Monday
Monday, April 21, 2014

Monday, April 28, 2014

Big Government and the Revolt of the Right

1. Horwitz, Robert B. *America’s Right: Anti-Establishment Conservatism from Goldwater to the Tea Party*. New York: Polity, 2013.



Photo: The second largest building owned by the federal government and the largest building administered by the General Service Administration, The Ronald Reagan Building and International Trade Center from Pennsylvania Avenue, Washington, DC, c. 2010s, from <http://www.itcdc.com/Gallery/Architecture.aspx>.