



## History 201P/301P

# History and Policy

Loreal Tsingine and Breonna Taylor, Albuquerque Center for Peace and Justice, Albuquerque, New Mexico, July 2022

**Spring 2022-2023**  
**Thu 3:00 PM - 5:50 PM**  
**460-301**

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**(650) 520-8245**  
**Office Hours: TBD**

### **Description and Learning Outcomes:**

Can historical thinking produce more humane forms of politics in the present and alternative visions for the future?

Students will gain exposure to the discipline of history as an instrument of policy critique and formulation, as an approach to critical decision-making, and as a vehicle for re-imagining the present and future. In addition to engaging with and critiquing policy-framed historical thinking, students will pursue their own research projects with the option of creating papers, opinion essays, and/or audio/visual narratives.

Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, <http://studentaffairs.stanford.edu/oae>).

## **Assignments:**

### **Requirements and Grading:**

- Students will be expected to attend the Seminar, prepare the assigned readings, and take active part in class discussions and writing assignments.
- Writing: Students enrolled for 4 units will submit 5 Canvas discussion board posts (of roughly 300-500 words) one day before the class period for which they are assigned. (Maximum grade of 10 points each)
- Final project: Students can choose among several genres (25 points total):
  - a 750-word op-ed
  - an 8-10 page essay
  - a podcast episode (20-40 min.)
  - a video essay (10-30 min.)
    - **Due June 2** (or anytime during weeks 7 to 9)
- Class participation (including final oral presentation in class) will make up the remaining 25 points.
- Students enrolled for 5 units should contact me by week 2 to discuss an additional assignment.

## Grading Summary:

Canvas discussion posts (50 points)  
 Final project (25 points)  
 Class participation (25 points)

## Schedule

### April 6 – Introduction

### April 13 – History as Reckoning

#### Reading:

Nikole Hannah-Jones, “Origins,” in *The 1619 Project* (2021)  
 Choose one additional chapter of your choice.

Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic* (June 2014).

#### Writing:

On our Canvas discussion board, share the strongest op-ed grounded in historical thinking that you can identify—and make the case for its persuasiveness.

### April 20 – Metaphor and Mobilization: “The New Jim Crow”

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)

#### Writing:

What are the strengths and weaknesses of this work? How do we evaluate its impact on mass incarceration?

### April 27 – “Our History is the Future”

Nick Estes, *Our History is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)  
 [on Reserve at Green Library]

#### Writing:

What are the strengths and weaknesses of this work? How do we evaluate its impact on the interplay of indigenous/national/global politics?

## May 4 – No class

### Writing:

1. On our Canvas discussion board, write a critique of an op-ed grounded in historical thinking.
2. Submit to our Canvas discussion board your topic and choice of genre for your independent project.

## May 11 – Film and Narrative

[\*Bowling for Columbine\*](#) (2002)

[\*The House I Live In\*](#) (2012)

What are the strengths and weaknesses of the documentary film generally—and of these two in particular? Have these narratives changed the course of gun violence and/or the ‘war on drugs’?

## May 18 – History, Climate, Technology, Migration

Sam White, “[Top Ten Origins: Climate Change](#),” *Origins* (April 2015).

Lawrence Cappello, “[These Machines Know Too Damn Much](#),” *Origins* (April 2022).

John McCannon, “[Killing the Arctic](#),” *Origins* (October 2020).

Harsha Walia, “[There is No ‘Migrant Crisis’](#),” *The Boston Review*, November 16, 2022.

### Writing:

Please submit a draft of your final project to our Canvas discussion board.

## May 25 – Presentations

Reading and writing: Students will read and comment on their peers’ Canvas discussion board drafts.

Each will make a 10-15 minute oral presentation in class.

## **June 1 – Summing Up: The State of Historical Thinking**