

POLI 391 American Political Thought
Fall 2017
2-3:15 Monday/Wednesday
CCC 234
Prof. Blakeman

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This course is a general introduction to the study of American political thought. It covers some of the main political and constitutional ideas that have influenced the development of American politics for over 400 years.

The course centers on reading original texts on American political ideas, from Puritan writings in the 1600s and the Constitution and Federalist Papers in the 1700s to the letters and speeches of Presidents and political activists in the 20th century. One of the goals of the course is to be able to link various strands of American political ideas into a meaningful outline on how American political ideas have developed over the course of several centuries. Students must be able to critically read, analyze, discern, and write about the ideas, arguments and political and constitutional principles encountered in the readings.

Text rental: Keith Whittington, American Political Thought, (Oxford Univ Press, 2016)

Interdisciplinary Studies—General Education Program

Poli 391 fulfills the Interdisciplinary studies requirement of the General Education Program. The course blends historical inquiry and the humanities into our study of American political ideas. We will study the development of our ideas about politics through historical eras and will focus on the historical evolution of our ideas, understandings, and discourses about politics. The course pursues a humanities perspective by centering our study on the critical reading and analysis of original sources of American political thought. Some of those sources include the writings of the Puritans, the Framers of the Constitution, presidential speeches, Supreme Court cases, and other writings by the most prominent political thinkers in U.S. history.

Learning outcomes:

- 1. Students will learn how to read, analyze, critique, and discuss original sources on American Political Thought.**
- 2. Students will understand the basic elements of the historical evolution of American Political Thought.**
- 3. Students will be able to compare, contrast, and explain how American political thought has changed through various historical eras in American political and constitutional history.**

Grading:

Participation	25%	Final exam	25%
Midterm exam	25%	Final paper	25%

Grade distribution:

A	94-100%	A-	90-93%		
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76%	C-	70-73%
D+	66-69%	D	60-65%	F	<60%

Exams: there are two exams in this course: a mid-term exam and a final exam. Both exams will be administered through D2L. For the mid-term you will answer 2 essay questions, and for the final you will answer 2 essay questions. You will have 3 hours in which to take the mid-term once the exam is opened. You will have 4 hours to take the final once the exam is opened in D2L. Both exams are open-book, and you may use other course materials.

Mid-Term Exam Date: Opens Wednesday, October 25, 8 am. Closes Saturday, October 28, 12 noon.

Final Exam Date: Opens Tuesday December 19, 8am. Closes Friday December 22, 12 noon.

Paper assignment: There will be one writing exercise due at the end of the semester and worth 25% of your grade. The writing assignment will be distributed to the class later. The grading rubric will be distributed with the assignment, and in general grades will be based on grammar and spelling, style, critical analysis, argumentation, organization, and so forth. Minimum word count is 2500 words, approx. 10 pages. The paper must be uploaded to the D2L dropbox for the course.

The final paper will be due in D2L on Monday, December 18 at 5pm.

Class Decorum: academic success hinges upon a classroom environment that supports learning. To that end, I ask that all classroom disruptions be kept to a minimum.

No Screens: You may NOT use any device with a screen during class, unless you have my explicit permission to do so or you have permission from the Learning Resources Office.

Statement on Academic Integrity: I take very seriously the issue of academic integrity—the idea that academic honesty is a vital part of higher education. For the UWSP policy on academic integrity—what it is, and violations of it—I refer you to pages 5 and 6 of the Community Rights and Responsibilities Document given to all UWSP students. Academic misconduct in this course may result in sanctions, which may include (but are not limited to): a 0 on a specific assignment; a failing grade in the course; removal from the course.

Student Privacy: Federal law protects your privacy as a college student, which means your academic records generally cannot be released without your permission. Therefore, I cannot discuss your grades and classroom performance with your roommate, friends, and even parents.

Communication: I will use UWSP e-mail as the main means of communicating with the class. I expect you to monitor your university e-mail account frequently.

Reading Schedule: below is the schedule for the topics we will cover. The specific readings are listed at the end of the syllabus and are organized by each chapter in the book.

September

6 Course intro
11/13 Introductory lectures
18/20/25 Then and Now: Puritans and Contemporary thinkers
27 The Founding

October

2/4/9 Founding
11/16 Early National Era
18/23 Jacksonian Era/Pre-civil War
25/30 Civil War and Reconstruction

Wednesday, October 25, 8am: Mid Term Exam Opens
Saturday, October 28, 12 noon: Mid Term Exam Closes

November

1/6/8 The Gilded Age
13/15 The Progressive Era
20/27/29 The New Deal Era and The Great Society

Wednesday, November 22: NO Class Thanksgiving Holiday

December

4/6/11/13 The Great Society and the Recent Era

December 17 (Sunday): Final Paper due in D2L, 5pm.

December 19-22: Final Exam is Open in D2L. You will have 4 hours in which to take the exam once it is opened.



American Political Thought

Selected Readings, Fall 2016

1. Introduction to American Political Thought

pp. 1-13

Then and Now:

2. The Colonial Era, before 1776

Introduction, pp. 13-20.

Read the following selections:

Mayflower Compact (1620) 40-41

John Winthrop, *A Modell of Christian Charity* (1630) 58-61

Roger Williams, *The Bloody Tenent* (1644) 21-24

John Winthrop, *Little Speech on Liberty* (1645) 26-28

Cotton Mather, *A Christian at his Calling* (1701) 62-64

3. The Modern Era, 1980-Present

Introduction, pp. 635-639.

Ronald Reagan, *First Inaugural Address* (1981) 640-642

Richard A. Epstein, *Skepticism and Freedom* (2003) 646-647

Michael Walzer, "What Does It Mean to be an 'American'?" (1990) 656-659

Wendell Berry, *Citizenship Papers* (2003) 662-664

Richard A. Posner, *The Economics of Justice* (1981) 679-680

National Conference of Catholic Bishops, *Economic Justice for All* (1986) 681-682

Bill Clinton, *Remarks to the International Business Community* (1994) 683-684

4. The Founding Era, 1776-1791

pp. 81-86

Read the following selections:

William Livingston, "Of Party Divisions" (1753) 47-48

Benjamin Franklin, "The Way to Wealth" (1758) 64-65

Slave Petition to the Massachusetts Governor (1774)

Thomas Paine, *Common Sense* (1776) 33-38

Thomas Jefferson, *Declaration of Independence* (1776) 77-78

John Adams, "Thoughts on Government" (1776) 87-89

Abigail Adams and John Adams, *Correspondence on Women's Rights* (1776) 132-133

Thomas Jefferson, *A Bill Establishing Religious Freedom* (1777) 92-93

Articles of Confederation (1777)

Documents on Shays' Rebellion **in D2L**

Letters from James Madison

Letters from Thomas Jefferson

James Madison, "Vices of the Political System of the United States" (1787) 142-145

Constitution of the United States and Bill of Rights (1787)

Alexander Hamilton, *Federalist Papers* (1787) Numbers 1, 9, 70, 78; pages 94-99

John Jay, *Federalist Papers* (1787), Number 2; pages 129-130

James Madison, *Federalist Papers* (1787) Numbers 10, 39, 51; pages 100-110

Brutus Essays (1787) Essay #1; pages 111-115

Letter from a Federal Farmer (1787) Letters #1, #2; pages 119-120

Correspondence of Thomas Jefferson and James Madison (1787) 123-125

Thomas Jefferson, *Notes on the State of Virginia* (1787) 134-138; 146-148.
Benjamin Banneker and Thomas Jefferson, *Correspondence on Slavery* (1791)138-140

5. The Early National Era, 1791-1828

pp. 159-163.

Read the following selections:

Alexander Hamilton, *First Report on Public Credit* (1790) 206-209
Alexander Hamilton, *Report on Manufactures* (1791) 210-216
George Washington, "Farewell Address" (1796) 183-186; 221-223.
Thomas Jefferson, *Kentucky Resolutions* (1798) 165-167
Thomas Jefferson, "First Inaugural Address" (1801) 186-187
John Marshall, *Marbury v. Madison* (1803) 171-173
Lyman Beecher, *Practicality of Suppressing Vice* (1803) 174-175
James Kent and David Buel, Jr., *Debate at New York Constitutional Convention* (1821) 178-181
John Marshall, *McCulloch v. Maryland* (1819) 191-196
John Taylor, *Tyranny Unmasked* (1821) 217-219
James Monroe, *Seventh Annual Message* (1823) 227-228

6. Jacksonian Era, 1829-1860

pp. 231-235

Read the following selections:

Andrew Jackson, *Speech on Indian Removal* (1830) 298-300
Theodore Frelinghuysen, *Speech on Indian Removal* (1830) **IN D2L**
Stephen F. Austin *Speech on Texas* (1830) **IN D2L**
William Lloyd Garrison, *Declaration of Principles for The Liberator* (1831) 266-268
Andrew Jackson, *Veto of the Bank Bill* (1832) 285-287
Henry Clay, *Speech on the American System* (1832) 288-290
Albert Gallatin, *Free Trade Memorial* (1831) **IN D2L**
William Leggett, "True Functions of Government" (1834) 291-292
Samuel F.B. Morse, *Imminent Dangers to the Free Institutions of the United States* (1835) 254-256
John L. O' Sullivan, "Manifest Destiny" (1839) 304-306
Ralph Waldo Emerson, "Politics" (1844) 257-261
Robert Winthrop *The Oregon Question and Manifest Destiny* **IN D2L**
Elizabeth Cady Stanton, "Seneca Falls Declaration of Sentiments" (1848) 269-270
Henry David Thoreau, "Civil Disobedience" (1849) 238-242
John C. Calhoun, *A Disquisition on Government* (1850) 243-249
Frederick Douglass, "What to the Slave is the Fourth of July?" (1852) 272-275
George Fitzhugh, *Cannibals All!, or, Slaves Without Masters* (1857) 276-278

7. Secession, Civil War, and Reconstruction, 1861-1876

pp. 309-313

Read the following selections:

Jefferson Davis, *Farewell to the Senate* (1860) 322-24
Charles Sumner, *The Barbarism of Slavery* (1860) 331-333
Abraham Lincoln selections:
 Cooper Union Address, **IN D2L**
 Speech on the Dred Scott Decision **IN D2L**
 House Divided Speech **IN D2L**
 Speech at Peoria **IN D2L**
 First Inaugural Address (1861) 314-317
 First Annual Message (1861) 348-349
 Fourth of July Message to Congress (1861) 353-356
 Gettysburg Address (1863) 337
 Letter to James C. Conkling (1863) 357-358
 Second Inaugural Address (1865) 325-326
Robert E. Lee, *Farewell to the Troops*, (1865) **IN D2L**
President Andrew Johnson, *Veto of the Freedman Bureau Bill* (1866) **IN D2L**
Reconstruction Amendments to the U.S. Constitution, 338-339
Thaddeus Stevens, *Speech on the Reconstruction Acts* (1867) 318-320
Susan B. Anthony, "Is It a Crime for a Citizen of the United States to Vote?" (1873) 343-346
Russell Conwell, "Acres of Diamonds" (1870) 350-351

8. The Gilded Age, 1877-1900

pp. 363-366

Read the following sections:

William Graham Sumner, *What Social Classes Owe to Each Other* (1883) 399-404
Henry W. Grady, "The New South" (1886) 375-377
Andrew Carnegie, "The Gospel of Wealth" (1889) 405-407
Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893) 379-381
Henry Cabot Lodge, Speech to the Senate on Literacy Tests (1896) 382-383
Grover Cleveland, Literacy Test Veto (1897) 384-385
Booker T. Washington, Atlanta Exposition Address (1895) 390-392
Charlotte Perkins Gilman, *Women and Economics* (1898) 395-397
Thorstein Veblen, *The Theory of the Leisure Class* (1899) 411-412
Elihu Root, Speech at Canton, Ohio (1900) 420-421
Sitting Bull, Reflections from Prison **IN D2L**
Knights of Labor, Preamble and Declaration **IN D2L**

9. The Progressive Era, 1901-1932

pp. 425-431

Read the following selections:

W.E.B. Du Bois, *The Souls of Black Folk* (1903) 456-461
W.E.B. Du Bois, The Talented Tenth, (1903) **IN D2L**
Booker T. Washington, Cast Down Your Bucket Speech/Speech at the Atlanta Exposition
(<http://historymatters.gmu.edu/d/88/>)

Eugene Debs, "Unionism and Socialism" (1904) 466-469
Herbert Croly, *The Promise of American Life* (1909) 474-480
Theodore Roosevelt, *The New Nationalism* (1910) 432-435
Woodrow Wilson, *The New Freedom* (1913) 436-439
Jane Addams, "If Men Were Seeking the Franchise" (1913) 462-464
Theodore Roosevelt, "Social Values and National Existence" (1915) 485-486
Woodrow Wilson, Address to the Senate on the Terms of Peace (1917) 487-490
Robert LaFollette, Speech Against the War, **IN D2L**
Herbert Hoover, *American Individualism* (1922) 481-483

10. The New Deal Era, 1933-1950

pp. 499-504

Read the following selections:

Herbert Hoover, Rugged Individualism Speech (1928) 5005-507
Franklin D. Roosevelt, Commonwealth Club Address (1932) 508-512
Franklin D. Roosevelt, The Forgotten Man Speech, **IN D2L**
Rexford G. Tugwell, "The Principle of Planning and the Institution of Laissez Faire" (1932) 536-538
Adolf A. Berle, Jr., "A High Road for Business" (1933) 539-540
Huey P. Long, "Every Man a King" (1935) 541-543
Ralph J. Bunche, "A Critical Analysis of the Tactics and Programs of Minority Groups" (1935) 531-532
Thurman Arnold, *The Symbols of Government* (1935) 523-525
Earl Browder, *What is Communism?* (1936) 544-545
George F. Kennan, "The Sources of Soviet Conduct" (1947) 547-550
Harry S. Truman, Address before a Joint Session of Congress (1947) 551-553
Congressional Hearings on the Structure of the United Nations, **IN D2L**
Reinhold Niebuhr, *The Children of Light and the Children of Darkness* (1949) 554-557
Robert A. Taft, *A Foreign Policy for Americans* (1951) 558-559

11. Civil Rights and the Great Society, 1951-1980

pp. 563-568

Read the following selections:

Hans J. Morgenthau, *In Defense of the National Interest* (1952) 624-626
John Kenneth Galbraith, *American Capitalism* (1952) 618-619
James Burnham, *Containment or Liberation?* (1953) 627-629

American Friends (Quakers) Service Committee, Speak Truth to Power, **IN D2L**
Young Americans for Freedom, The Sharon Statement (1960) 584
Students for a Democratic Society, The Port Huron Statement (1962) 585-589
Milton Friedman, *Capitalism and Freedom* (1962) 569-570
Martin Luther King, Jr., Letter from a Birmingham City Jail (1963) 597-601
Martin Luther King, Jr., I Have a Dream Speech, (1963) 602-604
Barry Goldwater, Acceptance Speech for the Republican Nomination for President (1964) 571-574
Lyndon B. Johnson, Remarks at the University of Michigan (1964) 590-592
Malcolm X, The Ballot or the Bullet (1964) 605-609
J. William Fulbright, *The Arrogance of Power* (1966) 630-631
Kate Millet, *Sexual Politics* (1969) 613-615
John Rawls, *A Theory of Justice* (1971) 579-582
George J. Stigler, *The Theory of Economic Regulation* (1971) 620-621

12. Recent Politics, 1981-Present

Ronald Reagan, First Inaugural Address (1981)
Richard A. Epstein, *Skepticism and Freedom* (2003)
David Graeber, "Direct Action, Anarchism, Direct Democracy" (2009)

B. Citizenship and Community

Richard John Neuhaus, "What the Fundamentalists Want" (1985)
Michael Walzer, "What Does It Mean to be an 'American'?" (1990)
Irving Kristol, "The Neoconservative Persuasion" (2003)
Wendell Berry, *Citizenship Papers* (2003)

C. Equality and Status

Thomas Sowell, *Civil Rights: Rhetoric or Reality?* (1984)
Thurgood Marshall, Bicentennial Speech (1987)
Cornel West, *Race Matters* (1994)

D. Political Economy

Richard A. Posner, *The Economics of Justice* (1981)
National Conference of Catholic Bishops, *Economic Justice for All* (1986)
Bill Clinton, Remarks to the International Business Community (1994)
Michael Albert, "Beyond Class Rule is Parecon" (2012)

E. America and the World

Jean J. Kirkpatrick, "Dictatorships and Double Standards" (1979)
Samuel P. Huntington, "The Clash of Civilizations?" (1993)
Noam Chomsky, *Understanding Power* (2002)
President George W. Bush, Address to the General Assembly of the United Nations, **IN D2L**

Participation Rubric

Your participation grade in this class will be based on the following rubric. Students are expected to participate regularly in class discussions. Participation is to be based on *quality and quantity*. If you don't come to class, you obviously cannot participate. Given that you will be graded on your participation in a somewhat spontaneous atmosphere of seminar discussion, the following general rules apply for participation grades.

NOTE: I will frequently refer to the text during class. You are expected to have your textbook with you for reference.

A grade shows that the student:

- frequent participation in class discussions;
- shows a real familiarity with the assigned readings;
- demonstrates a critical and analytical reading of the material;
- shows an ability to go beyond mere description of the readings by, among other things, raising questions about how and why a specific piece was written and the message that it conveys;
- understands the readings well enough to prompts further class discussion;
- is able to make connections between and among assigned readings and to larger political and philosophical issues, and American political constitutional development.

B grade shows that the student:

- usually participates in class discussions;
- shows a basic familiarity with the assigned readings;
- can describe the readings and make connections between reading selections.

C grade shows that the student:

- infrequently participates in class discussions;
- shows minimal familiarity with the assigned readings;
- shows only basic understanding of the readings;
- participation is not well-informed, based on the assigned readings, and tends to describe the readings without providing individual analysis.

D/F shows that the student is deficient for the following reasons:

- participation is infrequent due to student absence;
- student is not prepared and has not done the reading prior to class;
- student cannot engage in discussion of the readings;
- student shows hostility, indifference, or inability to engage with other students in the class.