

**SYLLABUS**  
**POLITICAL SCIENCE 406:**  
***AMERICAN POLITICAL THOUGHT***

Fall, 2010  
M-W-F 9:00-9:50  
Faner 2525

**Instructor:**

Roudy Hildreth  
3169 Faner Hall  
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**Office Hours:**

Mon. & Wed. 1:00-4:00 PM  
and by appointment

**TA**

Bihter Tomen  
3161 Faner Hall

Tues. 1:00-2:00

Course Website: <https://online.siu.edu>

*The whole history of progress of human liberty shows that all concessions yet made to her august claims have been born of earnest struggle. If there is no struggle there is no progress.*

*Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning, they want the ocean without the awful roar of its many waters.*

*This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will.*

Frederick Douglass (1857)

**Course Description**

This course is an advanced introduction to American political thought. It is designed for political science majors, political science graduate students, and advanced students in related disciplines.

The course is generally historical in orientation, examining major figures in American Political Thought. We will spend a great deal of time on the founding era to understand both what the founding ideals were and then how these ideals were used, challenged, amended throughout American history. While the course is historical in orientation, it is emphatically our history. Therefore, the intention of the class is also to illuminate our present political situation in America by giving some historical depth to and gaining some distance on our own ways of thinking. The hope is to get clearer on the sources and character of our own characteristic ways of thinking about politics.

In surveying American political thought by way of significant texts in social and political theory, we

will also consider three overlapping yet oppositional themes. The **first theme** is democracy. While we take for granted that we live in a "democracy," the nation's founders originally viewed democracy as an object of derision. Thus, we will trace the evolution in the meaning of the concept as an ideal and form of government through the course of American history. The **second theme** focuses on the concept of equal citizenship. To examine equality, we will investigate the struggles of various groups and actors to achieve the status of "full citizenship" and in the words of Martin Luther King, "to fulfill the promise of American democracy." The **third theme** is race. The question of race has haunted the United States to the present day. We will examine how various historical thinkers and contemporary theorists make sense of the concept of race in relation to democracy.

A fundamental premise of the course is that we learn about "democracy" in large part by being engaged practically as citizens. Therefore this course will be structured on democratic principles. The primary areas for collective decision-making will be the methods of instruction (lecture, discussion, small-groups, activities) and grading procedures (self-grade, peer-grade, instructor-grade, or combination). Another important part of democratic practice is on-going evaluation. We will regularly take time to critically evaluate how the course is working (or not), make suggestions, and work together for improvement. It is important to note that course is not entirely democratic-- certain elements are open to negotiation, others are not. My primary responsibility in this course is create conditions in which students learn to master the course content as well as think, speak and write critically about the theoretical and practical dimensions of American political thought.

### **Learning Objectives**

This course has the following goals. On completion of the course, students should have:

1. Gained an intensive knowledge and understanding of founding documents, intellectual origins, and political ideals of the American republic.
2. Gained knowledge of the basic presuppositions underlying the ideas of politics, political order and government of the United States;
3. Gained an understanding of how the founding ideals functioned throughout American political history in political struggles and ideological debates.
4. Developed a high faculty for speaking and writing about fundamental questions in American political thought.
5. Reflected on your role as a citizen. It is not enough just to learn about politics, but to be prepared to use this knowledge to engage in the democratic process as citizens.

### **General Classroom Expectations and Policies**

1. Students will be active learners. People learn more when they are actively engaged in the learning process. While lectures will be used to clarify important points from class materials, much of our time together will be spent engaged in active learning (e.g., small group discussion, peer teaching, problem-solving, reflective writing).
2. We will work together as a *cooperative learning community*. The general rules that govern such a community are as follows: (a) class activities are a cooperative effort; (b) everyone can contribute, this is not a competitive environment, the goal is to collectively build knowledge, not make better points than your peers; (d) members practice active listening (paraphrase, encourage, allow everyone to speak, interrupt with care); (e) do not withdraw from or ignore

conflict, this is a learning opportunity, at the same time disagreement does not mean competence is in question—be respectful; and (f) keep your sense of humor. In the spirit of our cooperative learning community, students are encouraged to work together on research (with the understanding that students must write their own papers, or sections of papers in their own words).

3. **Diversity and Collegiality:** This course draws undergraduate students from a variety of disciplines. In addition, every class is influenced by the fact that students come from widely diverse backgrounds (i.e. gender, race, ethnicity, religion, social class, sexual orientation, geography, culture, etc.) and hold different views. Because a key to optimally learning and successful teaching is to hear, analyze and draw from a diversity of views, I expect collegial and respectful dialogue across disciplinary, cultural, and personal boundaries.
4. **Accommodations for Students with Disabilities:** Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. All discussions will remain confidential. For more information, contact Disabled Student Services [DSSsiu@siu.edu](mailto:DSSsiu@siu.edu) or go to the DSS homepage (<http://www.siu.edu/~dss>).
5. **Academic Dishonesty:** Academic dishonesty is completely unacceptable. Any student who engages in academic dishonesty will receive an F in the course and be reported to the Chair of the Political Science Department for further disciplinary action outlined in the University Code of Student Conduct. Academic dishonesty is defined as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” It is the student’s responsibility not to plagiarize on an assignment, and ignorance of what constitutes plagiarism will not be considered a valid excuse for this behavior. Students should familiarize themselves with the definitions of academic misconduct in the Southern Illinois University-Carbondale’s Student Conduct Code (Section II, Article A). **All papers will be submitted to turnitin.com.**

## **Course Requirements**

1. *Attendance and Class Participation:* As an experience and experiment in democracy and education, participation is an extremely important component of this course. My policy is that students are allowed 3 absences regardless of whether they are excused or unexcused (so use them wisely). Each absence after the three allowed will result in a 1 letter grade deduction from their quantitative participation grade. Since our class time is valuable, students are also expected to come to class on time and prepared to begin promptly. Students, moreover, are expected to have read the assignments closely and carefully, and to engage in discussion and debate.
2. *Brief Papers* (six total): Approximately every two weeks, students will be asked to write a “brief thought paper” (2-3 pages for undergraduates, 3-4 pages for graduates) taking a critical position in relation to questions on a unit of texts.
3. *Intensive Writing Assignments.* You have two options for this assignment:
  - a. *Research Paper.* A research paper (15-18 pages for undergraduates, 20-25 pages for graduate students) in which you critically examine a social movement, historical

event, idea, or contemporary problem in American political life. The topic will be completely up to you (as long as it relates to American political thought, broadly conceived). This large project will be broken down into smaller steps: Students will tentatively identify their topics on **August 31**, submit a research proposal on **September 14** (2 to 3 page sketch of their research project with a tentative thesis and an annotated bibliography), a research prospectus on **October 5** (6-8 page essay with a refined thesis, literature review, and outline of argument), a rough draft on **November 14** and a final draft on **December 12**. We will be working in peer-review teams to help refine, edit and polish each other's papers.

- b. *Action Research* (AR): Given that this is an election year, students may want to be (or already are) involved in political campaigns or in political organizing. Students can chose to do an action research project on their experiences and the candidate / organization they are working for. Students are expected to volunteer for at least 3 hours per week (30 hours total) until the election. Or, if you are working for an organization not involved in the election you are expected to work 30 hours over the course of the semester. Students are required to finalize their placement on **August 31**, submit a proposal outlining the nature of their work, time commitment, research questions on **September 14**. During the semester, students will write 2-3 page weekly reflections on their work. This not just a journal recording what you did, but a "thoughtbook" reflecting your critical evaluation of your experiences in relation to the course. Finally students will write a 6-8 page critical analysis of their campaign/organization's conceptions of democracy and citizenship. The first draft is due **November 14** and the final due **Wednesday, December 12**.

### Evaluation

Class Participation	15%
Intensive Writing Assignments:	55%
Research Paper	
Proposal	5%
Prospectus	10%
Final draft	30%
Peer-editing	10%
Action Research	
Weekly Thought Book	35%
Critical Analysis	20%
Brief Papers	30%
	Six Papers, 5% each

### Letter gradations

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	below 59

### Late Papers

I take paper deadlines very seriously. Unless noted, papers are due at the beginning of class. Papers handed in after the deadline will be deducted 1/2 letter grade, and then an additional

letter grade for **each day** (24 hours) it is late. Late papers will not be accepted after three days (72 hours). If there is a problem completing an assignment on time, please contact me well in advance of the due date.

### **Contact Information**

The best way to contact me is in person, during office hours. The next best way to contact me is via email: [roudy@siu.edu](mailto:roudy@siu.edu). You can also contact me at (o)618-453-3169 or (c)618-967-5457.

### **Required Texts**

Buy new or used, but purchase ONLY these publishers and editions.

- Addams, Jane. *Twenty Years at Hull-House* (Signet Classics), ISBN: 9780451527394.
- Du Bois, W. E. B. *The Souls of Black Folk* (Dover), ISBN-10: 0486280411.
- Hamilton, Alexander, James Madison, and John Jay *The Federalist Papers* (Signet Classics) ISBN-10: 0451528816
- Ketcham, Ralph. *The Anti-Federalist Papers and the Constitutional Convention Debates* (Signet), ISBN-10: 0451528840
- Olson, Joel. *Abolition Of White Democracy* (Univ Of Minnesota Press, 2004), ISBN-10: 0816642788, ISBN-13: 978-0816642786

**Optional** (we will have all of the readings on-line, but it is a good book to have)

- Martin Luther King, James M. Washington (Ed.). *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* (Harper) Reprint edition ISBN-10: 0060646918

All books are available at the SIU Bookstore in the Student Union and at 710 Bookstore

There will also be a number of reserve readings available on the class's D2L site. They will be marked with a @ on the syllabus.

### **Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.d~s.siu.edu](http://www.d~s.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

## POLS 406 Course Schedule

Week	Date	Topic	Reading	Assignments
1	M 8/20	Introduction / Background		
	W 8/22	What is American Political Theory?	@Judith Shklar, "Redeeming American Political Theory" @Joel Olson, Selections from Chapter 1, A Political Theory of Race, pp. 1-8.	<b>Thinking About Learning</b>
	F 8/24	The American Revolution	@Sam Adams, "The Rights of Colonists" @Thomas Paine, <i>Common Sense</i> (selections)	<b>Decision: RP or AR?</b>
2	M 8/27		@Declaration of Independence @Declaration of Independence (first draft) @Declaration of Independence (handwritten copy) @Gary Wills, <i>Inventing America</i>	
	W 8/29		Background reading: John Locke, Second Treatise of Government, Chapters 2, 3, 6, 8, and 9*  @Thomas Jefferson, On Slavery @ Exchanges between Jefferson and Banneker @Henry Louis Gates, "Mister Jefferson and The Trials of Phillis Wheatley" @Langston Hughes, "Freedom's Plow"	
	F 8/31		Hildreth at conference, come to class to hand in assignments	<b>Research Paper Topic / AR project contract</b>
3	M 9/3	<b>NO CLASS</b>	<b>Happy Labor Day!</b>	
	W 9/5		How do we reconcile liberty, slavery, and revolution?	<b>Brief Paper #1</b>
	F 9/7	The Constitution	@ Forrest McDonald, The Problem Ketchum, <i>The Anti-Federalist Papers</i> , Introduction, 1-20.; The Articles of Confederation, 357-364(skim);	
4	M 9/10		<i>The Anti-Federalist Papers</i> : Madison to Washington, 31-34; The Virginia Plan, 35-39 (skim); Debates on Representation 39-41; Electing Representatives 49-65;	
	W 9/12		Debate on State Equality, 93-109; Majority Rule, 109-113; Qualifications for Suffrage / Slavery 145-165	
	F 9/14		No Reading: Reflection Groups	<b>Research Proposal</b>

5	M 9/17  W 9/19  F 9/21		Opposition to the Constitution, 166-171; Signing the Constitution, 172-180; The Constitution, 365-376  Introduction/ Bill of Rights <i>The Federalist Papers</i> : Introduction, vii-xxxi, <i>The Anti-Federalist Papers</i> : Introduction, xx-xxv; Speech of James Wilson, pp.181-187 (this is the major early Federalist statement which many Ant-federalist arguments try to counter); John DeWitt I, pp. 188-194 (skim to get a sense of the tone of early discourse,); John DeWitt II, p. 194-199; @ Thomas Jefferson to James Madison, March 15, 1789 <b>*Should include TJ's December and Madi's letters Oct 17  next time</b> <i>The Federalist Papers</i> : #1, #84  Energy v. Tyranny <i>The Anti-Federalist Papers</i> : Patrick Henry, pp. 199-220; Centinel I, pp. 232-242 (response to Fed #10 and #51) Brutus, I, 281-293; <i>The Federalist Papers</i> : #9, #10, #23, #48, #51	
6	M 9/24  W 9/26  F 9/28		Representation: <i>The Anti-Federalist Papers</i> : Cato V-VI, pp. 336-344; Brutus IV & XVI, pp. 345-357 <i>The Federalist Papers</i> : #39, #54, #55  Judiciary <i>The Anti-Federalist Papers</i> : Brutus, XI & XV, 345-357; <i>The Federalist Papers</i> : #78, #85  No Reading: The great ratification debate	<b>Brief Paper # 2</b>

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7	M 10/1  W 10/3  F 10/5	Slavery and Abolitionism	<p>@William Lloyd Garrison, Letter in The Liberator          @ Henry Highland Garnet' "Call to Rebellion"          @Henry David Thoreau, "On Resistance to Civil Government"</p> <p>Frederick Douglass          @”Speech at the Anti-Slavery Association"          @“The Meaning of the July Fourth for the Negro”          @”The Race Problem"</p> <p>@ John C. Calhoun, A Disquisition on Government          @George Fitzhugh, Cannibals All!</p>	
8	M 10/8  W 10/10  F 10/12	<b>NO CLASS</b>	<p><b>Fall Break</b></p> <p>No Reading: Reflection Groups</p> <p>Abraham Lincoln:          @ Fragments on Race          @First Inaugural          @Proclamation Suspending the Writ of Habeas Corpus          @Emancipation Proclamation          @Gettysburg Address          @Second Inaugural</p>	<b>Research Prospectus Due</b>
9	M 10/15  W 10/17  F 10/19	Progressive Responses	<p>No reading: Thinking about the politics of abolition</p> <p><b>W.E.B. DuBois, <i>The Souls of Black Folk</i>, pp. 1-24</b></p> <p><i>The Souls of Black Folk</i>, pp. 25-68          @W.E.B Du Bois, "The Talented Tenth"          @ Booker T. Washington, "Speech at Atlanta Exposition"</p>	<b>Brief Paper #3</b>
10	M 10/22  W 10/24  F 10/26		<p><i>The Souls of Black Folk</i>, pp. 83-125; 141-163.</p> <p>Jane Addams, <i>Twenty Years at Hull House</i>, pp. 15-27; 42-73</p> <p><i>Twenty Years at Hull House</i>, pp. 74-85 (Chapter 6); 86-102 (skim Chapter 7); 103-131 (Chapters 8-9)</p>	<b>Prospectus Peer edits due</b>
11	M 10/29  W 10/31  F 11/2		<p><i>Twenty Years at Hull House</i>, pp. 171-224 (Chapters 12-14) ; 279-298 (Chapter 18)</p> <p>No reading: How do we bring about “progress”?</p> <p>Martin Luther King          @ "Non-violence and Racial Justice"          @ “Letter from a Birmingham Jail"</p>	<b>Brief Paper #4</b>

			@“Non-violence: The Only Road to Freedom,”	
<b>12</b>	M 11/5  W 11/7  F 11/9		<p>Martin Luther King  @”Black Power Defined”  @”A Testament of Hope,” pp. 313-328.  @Stokely Carmichael and Charles V. Hamilton, Selections from <i>Black Power: The Politics of Liberation in America</i>  @Stokely Charmichael, “Black Power”</p> <p>@Black Panthers, “The Ten Point Plan”  Malcolm X—Selections  @”Message To The Grass Roots” 1963 (read and/or listen)  @”The Ballot or the Bullet” 1964 (read and/or listen)</p> <p>No reading: Debate strategies and tactics of African-American Freedom movement</p>	<b>Brief Paper #5</b>
<b>13</b>	M 11/12  W 11/14  F 11/16		<p>Olson, <i>Abolition of White Democracy</i>, preface, ch. 1,   Olson, <i>Abolition of White Democracy</i>, ch. 2,   Reflection Groups</p>	<b>Research Paper  Rough Draft /  Critical Analysis  Rough Draft</b>
<b>14</b>	11/19  11/21  11/23	<b>NO CLASS</b>  <b>NO CLASS</b>	<p>Olson, <i>Abolition of White Democracy</i>, ch. 3,   <b>Happy Thanksgiving!</b></p>	
<b>15</b>	M 11/26  W 11/28  F 11/30		<p>Olson, <i>Abolition of White Democracy</i>, ch. 4   Olson, <i>Abolition of White Democracy</i>, ch. 5   Debate <i>Abolition of White Democracy?</i></p>	<b>Research Paper  Peer edits</b>  <b>Brief Paper #6</b>
<b>16</b>	M 12/3  W 12/5  F 12/7		<p>Final Presentations   Final Presentations   Final Presentations / Final Evaluation</p>	
<b>Finals</b>	<b>Wed.  12/12,  9:00 AM</b>			<b>Turn in Final  Research Paper  AR Critical  Analysis</b>