Seminar in American Political Thought
Fall 2013
POLS/ASTD 670

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McGannon 136

Required Reading
Available in campus bookstore and libraries:

Jefferson, Selected Writings, ed. Mansfield (Harlan Davidson)
Hamilton, Jay, Madison, The Federalist and Antifederalist Papers (Create Space)
Tocqueville, Democracy in America, 2 vols., ed. Kramnick (Penguin)
Douglass, Narrative of the Life of Frederick Douglass (Dover)
Lincoln, Selected Speeches and Writings, ed. Gore Vidal (Penguin)

Electronic versions of books are not suitable for this class because students will need hard copies of major texts readily available for reference in class. Shorter readings listed on the schedule below are available online, in Pius Library electronic databases, or on electronic reserve (ERes). The password for electronic reserve is Citizenship. You will need to print out the shorter internet readings for use during class. Students need to bring hard copies of all texts to class.

Course Description
This course examines selected ideas, issues, and institutions that have been central to the U.S. Constitution and the practice of American constitutionalism, from the founding era to the present. Readings emphasize seminal works in American political thought, including works by Thomas Jefferson, Federalist and Antifederalist writers, Abraham Lincoln, Frederick Douglass, Elizabeth Cady Stanton, W.E.B. DuBois, Jane Addams, and John Dewey. These are supplemented by historical accounts, literature, court cases, and contemporary analyses.

In Fall 2013, the course will focus on different meanings of citizenship in American political thought, as these meanings have developed in through our practices and as they have affected different marginalized populations. Illustrations will be drawn from the experiences and writings of and about women, African Americans, Native Americans, immigrants, and those who are poor.

Goals:

1. To understand how citizenship looks through from the perspective of particular seminar thinkers and different marginalized groups. For each perspective, we ask:
   - Who are citizens?
   - What entitles them to citizenship?
   - What rights and duties do they have?
   - How is citizenship reflected in laws, policies, and social practices?
   - What persons are not considered citizens? Why not?
   - How do laws, policies, and practices differentiate noncitizens from citizens?

2. To draw on primary sources in American political thought to construct coherent, well-supported oral and written arguments.
3. To produce research papers that persuasively investigate some aspect of how different meanings of U.S. citizenship work to the advantage and disadvantage of different groups of people.

Requirements

Class participation: All students are expected to complete reading assignments prior to the class for which they are assigned, participate regularly and vigorously in class discussions, occasionally respond in writing to study questions, and present 2-3 individual or group oral reports. It is essential to bring copies of assigned readings to refer to in class. At the end of the semester, everyone will present their final paper orally, and everyone will serve as a discussant. This follows the format of academic conferences.

Attendance: Because the success of this class depends heavily on graduate students taking responsibility for discussion, and because the seminar meets only once a week, attendance is necessary at every class session. If you have to miss a class, it is your responsibility to let me know in advance and arrange to make up the work missed. In most cases, this will mean turning in written responses to the study questions assigned for the missed class. In some cases, depending on the material missed, other work or a meeting with with me may be necessary.

Writing Assignments: a midterm synthetic essay and possibly other short writing assignments, as needed, and a final research paper. It is important to keep track of insights you glean from readings and discussion and to learn to express these in writing early in the course. This will also help you to explore in writing a topic for your final paper. For these purposes, I ask that you keep a electronic journal. Just jot down and elaborate on ideas and questions that interest you and insights you have. What interests you about them? Why are they important? You can start to investigate what others have written about them. This process will prepare you to write the midterm synthetic essay and develop ideas about your research project from the beginning of the course. Periodically, I will ask what you have written about, and I may collect the journals. I am glad to discuss your ideas, questions, interests with you throughout the course.

Grading

Grades are determined as follows: Class participation, including oral reports and occasional written responses to study questions – 1/3; midterm synthetic essay and any other short writing assignments - 1/3%; final research paper – 1/3. Also, students are required to fill out a course evaluation at the end of the semester.

Grades will be reported in terms of the College of Arts and Sciences grading scale: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D (1.0), F (0.0). However, grades given on assignments and the manner of calculating grades are up to individual professors.

Writing assistance at Student Success Center

I encourage you to take advantage of the Student Success Center’s services; getting feedback benefits writers at all skill levels. The Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit http://www.slu.edu/x34508.xml. There are specific writing services for graduate students, http://www.slu.edu/x18511.xml.

Student learning, disability statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Academic Integrity and Honesty Policy**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment. A report of academic dishonesty may be sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml).

**Tentative Schedule**

*Note: The schedule below includes complete reading assignments only for the first two class sessions and the probable order for the remaining sessions. In addition to primary source readings, for most class sessions, contemporary articles will be assigned either to the whole class or for individual reports. Articles assigned as individual reports are recommended reading for the rest of the class.*

8/28  **Introduction:** Multiple meanings of citizenship. Come prepared to discuss the readings below:

- Seneca Falls Declaration of Sentiments and Resolutions (1848), [http://ecssba.rutgers.edu/docs/seneca.html](http://ecssba.rutgers.edu/docs/seneca.html)
9/5  
**Citizenship and the Social Contract in the U.S.**  
Jefferson, *Selected Writings*, 1-28, 36-53  

9/12
Federalist Papers, #’s 1, 10, 14, 15, 23, 31, 39, 42, 47  
Articles of Confederation, [http://avalon.law.yale.edu/18th_century/artconf.asp](http://avalon.law.yale.edu/18th_century/artconf.asp)  

9/19
Federalist Papers, #’s 48, 49, 51, 54, 57, 62, 63, 68, 70, 78, 84  
Antifederalist Papers, #’s 1, 6, 10, 14, 30, 31, 51, 57, 62, 70, 78, 79, 84  

9/26
Alexis de Tocqueville, *Democracy in America*, selections  

10/1
Tocqueville, selections  

10/8
Frederick Douglass, *Narrative of the Life of Frederick Douglass*  
Report: Nicholas Buccola, "Each for All and All for Each": The Liberal Statesmanship of Frederick Douglass,” *Review of Politics*, Summer 2008: 400-419

10/16
*Bradwell v. The State of Illinois* (1872) [Pius Library electronic resources, LexisNexis Academic]  
Anna Julia Cooper, Selections from *The Voice of Anna Julia Cooper*, ed. Lemert and Bahn, ERes  
Susan Moller Okin, “Persons, Women, and the Law,” in *Women in Western Political Thought* (1979), ERes  
10/23  Midterm essay due.

Meet at 4:20 in Pius Library for session on literature review with reference librarian. Discussion of paper topics. Come prepared to discuss what you want to write about and why it will be important to others who have written about related topics.

Read Abraham Lincoln, Address to the Young Men’s Lyceum of Springfield, IL, January 27, 1838, and Speech at Peoria, IL, October 16, 1854, in Lincoln, Selected Speeches and Writings

10/30  Abraham Lincoln, selections
Dred Scott v Sandford, 60 U.S. 393 (1857), Lexis Nexis Academic in Pius Library electronic databases; selected excerpts, ERes


11/7  Jane Addams, Democracy and Social Ethics, Ch. 2 “Charity Efforts,”
http://www.gutenberg.org/files/15487/15487-h/15487-h.htm
Jane Addams, Twenty Years at Hull House (1910), ch. 6 “Subjective Necessity for Social Settlements,”
http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html
John Dewey, excerpt from The Public and Its Problems, ERes


11/14  First draft of paper due. At a minimum, this draft should include a well developed introduction to your topic (including a review of the literature relevant to your topic) and a clear sketch of how you propose to develop your ideas.

Anna Julia Cooper, Selections from The Voice of Anna Julia Cooper, ed. Lemert and Bhan, ERes
Martin Luther King, Letter from a Birmingham Jail,
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Report: TBA

11/21  No class. Work on papers. Schedule individual conferences with instructor to discuss paper.

11/28  Holiday

Monday, 12/2  Second draft of paper due by email to instructor and entire class by noon.

12/5  Presentations and Critiques
12/12  Presentations and Critiques

12/16  Final papers due. Either leave a hard copy in my mailbox in McGannon 128 or email the paper to moskopww@slu.edu.