

Seminar in American Political Thought: Meanings of Citizenship

POLS 4750/5750, ASTD-4930/6020, WGST 4750/6700, Spring 2019, Monday, 4:15-7 pm

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Office hours: M 2:45-4:15 pm
R 2-3:30 pm &
by appointment



The Verdict of the People (George Caleb Bingham, 1854), Saint Louis Art Museum

Bingham's painting depicts a frontier town as election results are read. The painting maps in physical space the relation of the voters--white male citizens of all classes, some sober, some drunk—to people in the margins of the painting, a black slave pushing a wheel barrow amidst the revelry, and a group of women, clustered on a hotel balcony high above the raucous crowd in the street.

Similar to Bingham's painting, this course questions what citizenship means, and how it looks, to people in different social groups.

Description:

We study ideas, issues, and social and political institutions that have been central to the theory and practice of American constitutionalism from the founding era to the present. Readings include both well-known

works by framers and presidents, such as Thomas Jefferson, Federalist and Antifederalist writers, and Abraham Lincoln, and works by those who testify when citizenship is not inclusive, such as Frederick Douglass, Elizabeth Cady Stanton, W.E.B. DuBois, Anna Julia Cooper, and Jane Addams. Primary sources are supplemented by literature, court cases, and contemporary analyses.

Goals:

1. To understand how citizenship looks through from the perspective of particular thinkers and different marginalized groups. For each perspective, we ask:
 - Who are citizens?
 - What entitles them to citizenship?
 - What persons are not considered citizens? Why not?
 - How do laws, policies, and social 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.

Learning Outcomes

At the end of the semester, students demonstrate how well they have met these goals by designing their own research projects that investigate some aspect of American political thought and by offering helpful critiques of their classmates' projects. Thus, in addition to the substantive goals above, the course aims to enhance particular skills. Students are expected to:

1. develop their own research projects
2. present coherent, well-supported arguments—in oral and written form
3. assess the advantages and disadvantages of different scholarly arguments and evidence.

This course is helpful in achieving several Learning Outcomes for the Political Science MA degree:

1. Students will be able to competing theoretical explanations and produce a comprehensive review of the scholarly literature in their chosen field of study.
2. Students will be able to design original research and seminar projects that investigate political processes with appropriate methodologies and contribute to ongoing scholarly debates.
3. Students will be able to present the results of their research in public forums and justify their methodological choices.
4. Students will be able to analyze the values that inform political institutions, behavior, and policies.
5. Students will be able to demonstrate honest and ethical research practices.

Outcomes for the Social Science core requirement: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

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 on extra readings. (Graduate students will have more responsibility than undergraduate students for these 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 for a colleague's project. This follows the format of academic conferences.

Attendance: Because the success of this class depends heavily on 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 me may be necessary.

Writing Assignments: a midterm synthetic essay, other short writing assignments if they seem to be needed, and a final research project. Graduate students complete a research paper. Undergraduate students may complete a research design, as an alternative to a full research paper. To develop your research project, it is important to keep track of insights you glean from readings and discussion and to express these in writing for yourself early in the course. This will also help you to explore in writing a topic for your final paper. I suggest that you keep a journal of your ideas. Just jot down and elaborate on ideas and questions that interest you and insights you have. What interests you? Why? You can start early in the semester to investigate what others have written about your interests and to think about how you might enter the discussion. This process will also prepare you to write the midterm synthetic essay. I am glad to discuss your ideas, questions, interests with you at any point.

As you develop your semester project, you will find it useful to consult Reference Library Rebecca Hyde, [Rebecca Hyde](#). Ms Hyde is the library liaison for the Political Science Department. Her office is room 202H of Pius Library. She provides research assistance with library and other information resources, developing search strategies, finding the right sources for your research project and more. You can contact her via email (rebecca.hyde@slu.edu) and/or [set up an appointment online](#). We'll get started by having the full class meet with Ms. Hyde on February 4th.

Grading

Grades are determined as follows: Class participation, including oral reports and occasional written responses to study questions – 1/3; midterm synthetic essay, any other short writing assignments, and draft portions of your research paper that will be due when specified - 1/3%; final research project – 1/3.

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. Students are expected to fill out a course evaluation at the end of the semester.

Writing assistance at Student Success Center

I encourage you to take advantage of the Student Success Center's resources and services, <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php>. Here you will find lists of available resources and a link to make an appointment for individual assistance. The Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources.

Other information

If there is anything you would like to share with me anonymously, you can drop a typed note in my mailbox in McGannon 128.

Preliminary Schedule

Detailed assignments—including readings, study questions, and reports assigned to individual students--will be posted on Blackboard. Some longer primary source readings will be divided into individual or group reports. 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.

Works by the Federalists, Jefferson, Tocqueville, and Lincoln are available in the campus bookstore. Other assigned readings and articles for reports are available either online or from the instructor, as indicated on Blackboard.

1/14 **Introduction: Multiple meanings of citizenship**

Linda Kerber, "The Meanings of Citizenship," *The Journal of American History*; (December 1997): 833-854.

Harriet Martineau, *Society in America* (1837), Sections VI and VII

Peter Schuck and Rogers Smith, "The Question of Birthright Citizenship," *National Affairs*, Summer 2018.

1/21 **The Social Contract in the U.S.**

John Locke, *Second Treatise*, Selections

Thomas Jefferson, *Selected Writings*, ed. Harvey Mansfield

Elizabeth Cady Stanton, Seneca Falls Declaration of Sentiments and Resolutions (1848)

Nancy Fraser & Linda Gordon, "Contract versus Charity: Why Is There No Social Citizenship in the U.S.?" *Socialist Review*, 22(1992): 45-68

Charles Mills, "Racial Liberalism," *PMLA*, October 2008, 1380-1397

1/28 **Founding & Constitution**

Jefferson, *Selected Writings*, continued

Selected Federalist and Antifederalist Papers

Articles of Confederation

U.S. Constitution

Reports on selected articles:

2/4 *Class will meet in Pius Library, lower level, for session with Reference Librarian Rebecca Hyde.*

19th Century Society & Politics

Alexis de Tocqueville, *Democracy in America* (selections)

Report: Alvin B. Tillery, Jr., "Tocqueville as Critical Race Theorist: Whiteness as Property, Interest Convergence, and the Limits of Jacksonian Democracy," *Political Research Quarterly*, December 2009: 639-652.

2/11 Tocqueville, *Democracy in America* (selections)

Harriet Martineau, *Society in America* (selections)

2/18 **The Civil War & Race: Absolute versus Concurrent Majority**

John C. Calhoun, *A Disquisition on Government*

Frederick Douglass, "What to the Slave is the Fourth of July?"

<https://www.thenation.com/article/what-slave-fourth-july-frederick-douglass/>

Abraham Lincoln (selections)

Dred Scott v Sanford (excerpt)

Report: Safford, John C. Calhoun, Lani Guinier, and Minority Rights, *PS: Political Science & Politics* (June 1995)

2/25 Synthetic essay due.

Pragmatism: Immigration, Race, Gender, & Class

Jane Addams, *Democracy and Social Ethics; Newer Ideals of Peace* (selections)

Horace Kallen, "Democracy versus the Melting Pot" (1915),

<http://pluralism.org/document/democracy-versus-the-melting-pot-horace-kallen-1915/>

W.E.B. DuBois, *The Souls of Black Folk* (selections)

Reports: Eddie Glaude, Jr., "Of the Black Church and the Making of a Black Public"

Maurice Hamington, "Community Organizing: Addams and Alinsky"

3/4 Paper topic due, with 3-page introduction

Jane Addams, continued

Charlotte Perkins Gilman, *Women and Economics* (excerpts)

Anna Julia Cooper, *A Voice from the South* (excerpt)

Ida Wells-Barnett, "A Red Record" (1895)

3/18 **Protest and the realm beyond politics**

Henry David Thoreau, *Civil Disobedience*, <http://xroads.virginia.edu/~hyper2/thoreau/civil.html>

Emma Goldman, "The Tragedy of Woman's Emancipation,"

<https://www.marxists.org/reference/archive/goldman/works/1906/tragedy-women.htm>

Martin Luther King, "Letter from a Birmingham Jail,"

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Malcolm X, "The Ballot or the Bullet,"

http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Readings about Ferguson and Black Lives Matter, TBA

3/25 5-minute progress reports to class on your project. Introduction and Literature review due.

Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, <https://uniteyouthdublin.files.wordpress.com/2015/01/black-feminist-thought-by-patricia-hill-collins.pdf>

Betty Friedan, "The Problem That Has No Name," from *The Feminine Mystique*,

<https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf>

4/1 **Nationalism and White Nationalism**

Jonah Goldberg, "New Nationalism Amounts to White Identity Politics,"

<https://www.newsday.com/opinion/new-nationalism-amounts-to-generic-white-identity-politics-1.12184083>

David Atkins, "Trump, Putin, and the New Cold War between liberalism and white supremacy,"

<https://washingtonmonthly.com/2018/07/21/the-putin-trump-alliance-is-part-of-a-new-cold-war-between-liberalism-and-white-supremacy/>

Roxanne Dunbar-Ortiz, "What White Supremacists Know," *Boston Review*,
<http://bostonreview.net/race/roxanne-dunbar-ortiz-what-white-supremacists-know>
Trump v Hawaii,
https://www.supremecourt.gov/opinions/17pdf/17-965_h315.pdf

4/8 *First draft of research project due*

Pluralism, Neoliberalism, and American Citizenship Today

Michael Walzer, "What does it mean to be an American?"

<https://eportfolios.macaulay.cuny.edu/vellon2012/files/2012/01/walzer-what-is-american.pdf>

Joan Tronto, *Caring Democracy* (excerpts)

The remaining weeks of the semester will be devoted primarily to developing students' research projects. Short readings will be assigned for some of these sessions, depending on interests and needs of the class.

4/15 Presentations & Critiques

4/22 Easter Monday. No class. During this week, schedule individual conferences with me about your research project.

4/29 Presentations & Critiques

5/6. Presentations & Critiques

5/13 Final papers due

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found [here](#).

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct

(e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU's [sexual misconduct](#) policy.

Student Success Center Syllabi 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. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). 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 services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.