

Seminar in American Political Thought

Fall 2015

POLS 6700/WGST 5930

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McGannon 136

Ofc hrs: T 1-2, W 10-12,
& by appointment

Required Reading

Available in campus bookstore and libraries:

Jefferson, *Selected Writings*, ed. Mansfield (Harlan Davidson)
Hamilton, Jay, Madison, *The Federalist and Antifederalist Papers* (Hackett)
Tocqueville, *Democracy in America*, 2 vols., tr. Mansfield and Winthrop (Chicago)
Lincoln, *Selected Speeches and Writings*, ed. Gore Vidal (Penguin)

Electronic versions of books may not be suitable for this class because students will need 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*. It is not case sensitive. 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 me may be necessary.

Writing Assignments: a midterm synthetic essay and possibly other short writing assignments, as needed, and a final research paper. *You should began thinking about a topic for your seminar paper on the first day of class.* 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 as you read assignments. 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, journal and any other short writing assignments, preliminary drafts of final paper, oral presentation of research, critique of other student research projects - 1/3%; final research paper – 1/3.

Grade Scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

University writing Services

I encourage you to take advantage of University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. *These services do fill up*, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment, visit www.slu.edu/writingservices.xml or call 977-3484.

Student Success Center Syllabus 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, a one-stop shop, which assists students with academic and career related services, 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 or by going to www.slu.edu/success.

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.

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 via 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 at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf.

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.

In the College of Arts and Sciences, 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* and a report of academic dishonesty 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/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty>.

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; akratky@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. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Tentative Schedule

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.

8/25 Introduction: Who are citizens?

John Winthrop, "A Modell of Christian Charity" (1630)

http://wps.ablongman.com/wps/media/objects/28/29338/primarysources2_2_3.html

Declaration of Independence (1776), in our text Jefferson, *Selected Writings*, as well as on many websites, http://www.archives.gov/exhibits/charters/declaration_transcript.html

Tecumseh, "Sleep not longer, O Choctaws and Chicasaws" (1811)

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

<http://ecssba.rutgers.edu/docs/seneca.html>.

Koramatsu v. U.S. (1944)

James Earl Jones reads Frederick Douglass, <https://www.youtube.com/watch?v=8tTkHJWxfPO>

Video on police violence against black women, "Say Her Name: Families Seek Justice in Overlooked Police Killings of African-American Women," <https://www.youtube.com/watch?v=vggMAkhQK4>

9/1 Linda Kerber, "The Meanings of Citizenship," *The Journal of American History*; (December 1997): 833-854. (Pius Library electronic database)

Linda Kerber, "'History Can Do It No Justice': Women and the Reinterpretation of the American Revolution," in *Toward an Intellectual History of Women* (1997), 63-99. ERes. (The password for electronic reserves for POLS 670 is *Citizenship*. It is not case sensitive.) **[email copy and set up reserve list]**

Frederick Douglass, *What to the Slave is the Fourth of July?* (1852),

http://redandgreen.org/July_5th_Speech.htm

Harriet Martineau, *Society in America*, Vol 1 (1837), 193-207.

9/8 Citizenship and the Social Contract in the U.S.

John Locke, *Second Treatise on Government*, Chps. 2, 5 – 7.
(<http://www.constitution.org/jl/2ndtreat.htm>)

Thomas Jefferson, *Selected Writings*, 1-28, 36-53

Judith Sargent Murray, "On the Equality of the Sexes" (1790) and "The Gleaner," Ch. LXXXVIII, both at http://www.jsmsociety.com/JSM_Archive.html

Nancy Fraser and Linda Gordon, "Contract versus Charity: Why is there no social citizenship in the U.S.?" *Socialist Review* 22, 3 (1992): 46-67. (emailed)

9/15 Jefferson, *Selected Writings*, 28-36, 53-92

Federalist Papers, #'s 1, 10, 14, 15, 23, 31, 39, 42, 47

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp

Report: TBA

9/22 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

U.S. Constitution, <http://constitutionus.com/>

Reports:

Michael Zuckert, "The Virtuous Polity, The Accountable Polity: Liberty and Responsibility in *The Federalist*," *Publius*, Winter 1992: 123-142.

Article on Antifederalists, TBA

9/29 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.

10/6 Tocqueville, selections

Report: TBA

10/13 Elizabeth Cady Stanton, selections, <http://ecssba.rutgers.edu/>,

http://womenshistory.about.com/od/stantonetworks/a/womans_bible.htm

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. (The password for electronic reserves for POLS 670 is citizenship. It is not case sensitive.)

Reports:

Anne Norton, "Engendering Another American Identity," in *The Rhetorical Republic*, ed. Dolan and Dumm, ERes

Joan Tronto, excerpt from *Caring Democracy: Markets, Equality, and Justice* (2013), ERes

10/16 Midterm essay due by email to moskopww@slu.edu

10/20 Fall Break

10/27 Come prepared to discuss your electronic journals, your synthetic midterm essay, and the paper topic(s) that interest you. Write down key reflections of interest to you.

In addition, read:

Abraham Lincoln, selections TBA

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

Report: Dorothy Ross, "Lincoln and the Ethics of Emancipation: Universalism, Nationalism, Exceptionalism," *Journal of American History*, September 2009: 379-399.

11/3 **5-page paper proposal due.** Include explanation of the problem or question that interests you and how you propose to engage what others have already written about the topic. We will review these in class as well as discuss the steps you need to take to examine your topic (e.g. your method). Bring two hard copies to class.

In addition, read:

Jane Addams, *Democracy and Social Ethics*, Ch. 2 "Charity Efforts," <http://www.gutenberg.org/files/15487/15487-h/15487-h.htm>

Jane Addams, *Hull House Maps and Papers* (1895), ch. 10 "The Settlement as a Factor in the Labor Movement," <http://media.pfeiffer.edu/Iridener/dss/Addams/hhtoc.html>

Jane Addams, *Twenty Years at Hull House* (1910), ch. 6 "Subjective Necessity for Social Settlements," ch 8 "Problems of Poverty," <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

Jane Addams, "A Toast to John Dewey," in *Feminist Interpretations of John Dewey*, pp. 25-30. ERes.

John Dewey, excerpt from *The Public and Its Problems*, ERes

Report: Maurice Hamington, "Community Organizing: Addams and Alinsky," in *Feminist Interpretations of Jane Addams*, ed. Maurice Hamington (Penn State University Press, 2010), 255-74. ERes.

11/10 W.E.B. DuBois, *The Souls of Black Folk*, selections, <http://www.bartleby.com/114/>

Plessy v Ferguson, excerpt, ERes

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

11/17 No formal class. Work on papers. Schedule individual conferences with instructor to discuss paper. At least 24 hours before your conference, email your current draft and an outline of how you would explain your paper (purpose and why interesting or important, relevant literature on your topic and how you engage it, what you have done so far). I expect that your paper will have advanced considerably beyond the 5 pages you produced two weeks ago.

11/22 **Complete draft of paper due. Email everything to instructor and other students by 6 pm.**

1/24 **Presentations and Critiques in class.**

Additional readings, contemporary American political thought, TBA according to interests of class

12/1 Review and final readings, TBA according to interests of class

12/11 Final papers due. Email your paper to moskopww@slu.edu.