

POLS 2350: Sex, Drugs, and Rock and Roll: Morality Politics in the United States
Fall 2015
TR 12:45-2

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Course Description

This course offers a broad overview of Morality Politics in the United States. Abortion, capital punishment, legalized gambling, same-sex rights, and drug policy are among the most controversial, polarizing, and widely discussed issues facing the public and policymakers in both contemporary and historical contexts. Morality politics in the most basic definition is “the legal sanction of right and wrong, the validation of a particular set of values.” This course offers a broad overview of morality politics, as well as an examination of the historical foundations of legislating morality in the United States. Although we will not examine each area that can be classified as a morality issue, we will focus on the prohibition of alcohol, the war on drugs, capital punishment, and same-sex marriage. We will examine both sides of each of these issues, with arguments being made both for and against each set of policies, with equal time spent on each position. Your task is to evaluate and discern between competing arguments based on the evidence presented on both sides.

Course Objectives and Goals

This course serves as an introduction to the study of morality politics in the United States. The course has several goals, including:

1. covering the unique features of morality politics in the United States, focusing on the historical foundations of morality driven politics, examining public policy in specific issue areas, and understanding the social, political, and economic impacts of morality policies.
2. examining the role of public opinion and social movements in influencing policy outcomes.
3. being able to comprehend both sides of political debate in contentious issue areas.
4. distinguishing between opinion and evidence in public policy debates.

Course Requirements

There are four required text for the course:

1. Morone, James. 2004. *Hellfire Nation: The Politics of Sin in American History*. New Haven: Yale University Press. (hereafter Morone)
2. Meier, Kenneth. 1994. *The Politics of Sin: Drugs, Alcohol, and Public Policy*. Armonk, NY: ME Sharp. (hereafter Meier)
3. Baumgartner, Frank, Suzanna De Boef, and Amber Boydston. 2008. *The Decline of the Death Penalty and the Discovery of Innocence*. Cambridge Univ. Press. (hereafter Baumgartner)
4. Corvino, John and Maggie Gallagher. 2012. *Debating Same-sex Marriage*. Oxford University Press. (hereafter Corvino)

Additional weekly readings will be made available on the course blackboard page. Each reading should be completed prior to the class meetings.

Assignments and Grading

Exams

There will be a midterm exams and final exam. The midterm exams will be worth 20% of your final grade each while the final exam counts for 30% of your final grade. Each exam will be essay based, with two questions per exam. I will do my best to reserve the final day before the exams for a review session, but this is only time permitting as we may need to catch up.

Attendance and Class Participation

Attendance and participation account for 25% of your overall course grade. You are expected to be an active participant in our discussions and classroom activities. An emphasis will be put not only on quantity of participation, but the quality of comments. If speaking in class is difficult for you, come see me. I reserve the right to administer quizzes if participation becomes a problem.

Tuesdays of each week will be devoted to lecture on the course material, while Thursdays will be discussion based. All readings must be completed by Tuesday of each week. If it becomes evident that the class is not participating, I will administer pop quizzes that will count towards your participation grade.

Individual conduct during these discussions must remain professional. Discussing politics is often a dangerous area due to the ideologically divergent nature of many morality based issues. In order to maintain decorum in the classroom, you must remain respectful and courteous of opposing opinions and ideas. Each student is encouraged and expected to offer their thoughts, but must also be prepared for their opinions to be challenged by others. When responding to opposition, I must insist you critique opposition ideas and positions, and not the individual putting forth the ideas.

Class attendance is required. You will be allowed two unexcused absence over the course of the semester. After that, each additional unexcused absence will lower your attendance grade by one letter grade. **If you miss 8 classes, you will fail the course.** If you know you will be missing a class, please let me know as soon as possible. If you are more than ten minutes late to class, I reserve the right to mark you absent.

Paper

The paper accounts for 25% of your overall course grade. The paper will be 10 pages. A 10 point deduction will be made for every half page less than 10. I also reserve the right to deduct fractions of this amount. I will stop reading if it is too long. The typesetting standards are 1 or 1.25 inch margins, 12 point font, Times New Roman, double spacing. Papers are due in class on the day listed on the syllabus, and will be lowered by 10 points for each day late. Papers turned in after class but on the due date will be considered one day late.

You are to choose one policy topic that we discuss over the course of the semester. From this, you will write a paper that evaluates the arguments of both sides of the debate. This is not a paper based on your opinion, but one drawn from the evidence presented from both sides. You are to evaluate the strengths and weaknesses of each argument based on the logic or evidence supporting each position. You may then make a claim as to which side is more persuasive, but must support your position based on the theoretical arguments made in the course material, and not your own beliefs. We will talk about the paper in more detail in class.

Writing Services

I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer 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/writingservices.xml>.

Grade Scale

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to grades based on overall performance in the course. There will be no extra credit offered in the course, nor will there be curving grades.

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	F	62 or below
B	83-87	C-	70-72		

Expectations and Procedures

Technology

Put everything on mute and in your bag. I do not want to see cell phones in the class at all. You do not need to use your lap top for this course. Please take notes the old fashion way. This will dissuade the trend of college students to browse the web, check e-mail, and frequent social networking sites during lecture. I will post all lecture powerpoints on blackboard after the daily lecture. If I use additional material I will post it on blackboard so you may access it at a later point.

Communication

I will post grades, send class e-mails, etc. . . with Blackboard. Be sure that you can access the e-mail address listed. I will only send e-mail out to your SLU e-mail accounts listed on the course roster in Blackboard. I will not keep track of any other e-mail addresses you may use.

I am very accessible both during and after normal work days. Please feel free to contact me or stop by my office if you need to talk. Also, please contact me immediately if you are going to miss an exam or need to reschedule. I do not like to give make up exams, but under extenuating situations, I will make allowances. Please contact me prior to the exam if you need to reschedule, I will not allow make up exams if contacted after the exam period.

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%206-26-15.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.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:
<http://www.slu.edu/x12657.xml>

All clear violations of academic integrity will be met with appropriate sanctions. **Academic dishonesty on an assignment will result in an automatic grade of an F for the course** and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences.

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 .

Student Success Center Syllabi Statements

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: www.slu.edu/success
- Reinert Center for Transformative Teaching & Learning: www.slu.edu/ctl

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.

Readings

In addition to the readings required for lecture from the text, you will also be assigned additional readings. Each day we will spend part of the time discussing these readings. I may add readings to the syllabus as the semester moves along to fit into the weekly discussions.

Tentative Course Schedule

Part I: Theoretical Foundations

Aug 25th: **Introduction and course overview. What do we mean by “Morality Politics”?**

- “Drugs, Sex, and Rock and Roll: A Theory of Morality Politics.” (BB)

Sep 1st: **Agenda Setting, Politics, and Morality Policy**

- “Agenda Setting in Public Policy.” Birkland, Thomas. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. (BB)
- “Politics and Morality Policies: A Theory.” Meier Chapter 1.

Sep 8th: **The American Foundations of Morality Policy**

- “Us: The City on a Hill.” *Hellfire Nation*, Chapter 1. (Morone)
- “Puritans Become America.” *Hellfire Nation*, Chapter 3. (Morone)
- “Sinners in the Hands of an Angry God.” Edwards. (BB). Read or listen to audio reading.

Part II: The Temperance Movement, Prohibition, and Alcohol Policy

Sep 15th: **The Temperance Movement**

- “Temperance: Crucible of Race and Class.” *Hellfire Nation*, Chapter 10. (Marone).
- Ken Burn's Prohibition. Part I: A Nation of Drunks. Available at pbs.com

Sep 22nd: **National and State Prohibition of Alcohol**

- “A Historical Review of Public Policies Regarding Alcohol.” Meier Chapter 5.
- “Prohibition and the Rise of Big Government.” *Hellfire Nation*, Chapter 11. (Marone)

Sep 29th: **Response to Prohibition**

- Ken Burn’s Prohibition. Part II: A Nation of Scofflaws. Available at pbs.com
- Ken Burn’s Prohibition. Part III: A Nation of Hypocrites (first 45 minutes). Available at pbs.com

Oct 6th: Catch Up, Review, and Midterm Exam (Oct 8)

Part III: The War on Drugs and the Push for Legalization

Oct 13th: **The Historical Origins of the War on Drugs**

- “The Policy History of Government Anti-Drug Efforts: Or, ‘It’s Deja Vu All Over Again.’” Meier Chapter 2.
- “Reefer Madness: A Quantitative Historical Analysis of Drug Enforcement Policy.” Meier Chapter 3.
- “Philosophical Underpinnings of the War on Drugs.” MacCoun and Reuter, pgs 33-41. (BB)
- “Hidden Paradigms of Morality Debates about Drugs: Historical and Policy Shifts in American Drug Policies.” Rouse and Johnson. pgs 61-70. (BB)

Oct 20: No class, Fall Break

Oct 22nd: **Perspectives on the War on Drugs**

- “There’s No Justice in the War on Drugs.” Milton Friedman. 77-81. (BB)
- “Don’t Surrender: The Drug War Worked Once. It Can Again.” William Bennet. 81-85. (BB)
- “An Open Letter to Bill Bennett.” Milton Friedman. 85-87. (BB)
- “Should Drugs Be Legalized?” William Bennet. 88-94.
- “Just Say No: Government’s War on Drugs Fails.” John Stossel. 95-100.
- “A War Worth Fighting.” Lou Dobbs. 101-102.(BB)
- “The Drug War: The American Junkie.” Joseph McNamara. 103-111. (BB)

Oct 27th: **Drug Legalization**

- “Current Controversies: Drug Legalization.” Scott Barbour. 121-125. (BB)
- “The Case for Legalization: Time for a Puff of Sanity.” *The Economist*. 1-5. (BB)
- “Against the Legalization of Drugs.” James Q. Wilson. 1-20. (BB)
- “Alternative Perspectives on the Drug Policy Debate.” McBride, McElrath, and Inciardi, in *The Drug Legalization Debate*, pgs 1-6. (BB)
- “The Decriminalization Alternative.” Sam Staley, in *Drug Policy and the Decline of American Cities*. 1-22.
- “The Great Drug Policy Debate: What Means This Thing Called Decriminalization?” Ronald Bayer, in *Confronting Drug Policy: Illicit Drugs in a Free Society*. pgs 1-19.
- “A New Direction in Drug Education: Harm Reduction.” David Duncan. *Journal of Drug Education* 24 (4): 281-289.

Nov 3rd: **What about Marijuana?**

- “An End to Marijuana Prohibition: The Drive to Legalize Picks Up.” Ethan Nadelmann. *The National Review*, July 12, 2004. (BB)
- “No Surrender. The Drug War Saves Lives.” *The National Review*. Sept 27, 2004.
- “The New Jim Crow.” Michelle Alexander. Chapter 5, in *The New Jim Crow*. (BB)

Part IV: The Death Penalty

Nov 10th: The Case for the Death Penalty

- “Capital Punishment Law and Practices: History, Trends, and Developments.” John D. Bessler. 19-39. (BB)
- Justice, Deterrence and the Death Penalty.” Ernest van den Haag. 229-242. (BB)
- “American Death Penalty Opinion: Past, Present, and Future.” Robert M. Bohm. (BB)
- “Is Capital Punishment an Effective Deterrent for Murder? An Examination of Social Science Research.” Ruth D. Peterson & William C. Bailey. 243-271. (BB)

Nov 17th: The Case Against the Death Penalty

- “Innocence and the Death Penalty Debate.” Baumgartner Ch 1.
- “A Chronology of Innocence.” Baumgartner Ch 3.
- “The Shifting Terms of the Debate.” Baumgartner Ch 4.
- “Innocence, Resonance, and Old Arguments Made New Again.” Baumgartner Ch 5.
- “Smart on Crime: Reconsidering the Death Penalty in the Time of Economic Crisis.” A Report from the Death Penalty Information Center. (BB)

Part V: Same-Sex Marriage: The Contemporary Cleavage

Nov 24th: The Case for Same-Sex Marriage

- “The Case for Same-Sex Marriage.” Ch 1 and 2. (Corvino), 1-90.
- “Reply to Corvino.” Ch 5. (Corvino) 207-225.

Nov 26: No class, Thanksgiving

Dec 1st: The Case Against Same-Sex Marriage

- “The Case Against Same-Sex Marriage.” Ch 3. (Corvino). 91-179,
- “Reply to Gallagher.” Ch. 4. (Corvino). 179-207.

Dec 15: Final Exam, 12-1:50