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PSCI 352.01: American Political Thought

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University of Montana
Department of Political Science
American Political Thought

PSCI U352/UG450
Spring 2012

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Course Description

This course will explore American political thought from the period of the Puritans in Massachusetts to the late nineteenth-century, age of robber barons. Our focus will be on the ideas, social movements, parties, and individual thinkers that have contributed to the development of an "American tradition" of political thought and practice. As we shall quickly discover, political thought in this country is not merely an offshoot of the well-worn European themes, but develops out the search for identity, common experiences, and historical political struggles.

The assigned books are as follows:

1. Mason and Baker (eds.), Free Government In The Making
2. Hamilton, Madison, Jay, The Federalist Papers
3. Bellamy, Looking Backward
4. Paine, Common Sense
5. Thoreau's Civil Disobedience
6. Fac Packet: "The Puritans"; R. Bourne, War & the Intellectuals

Course Objectives: upon successfully completing the course work, the student should be able to:

1. Identify the major pre-Civil War thinkers and assess their contributions to the philosophical ideas and values that underscore America political discourse.
2. Develop an analytical essay examining a particular American thinker's assumptions about human nature, equality, individual and community rights, the good life, the purpose of government, constitutionalism, etc. The goal of the essay assignment (including the midterm and the final) is to encourage students not only to learn about American political thought, but to learn how to think theoretically about politics.
3. Provide an interpretive final essay on Edward Bellamy's utopian novel, *Looking Backward*. What, if any, are the distinctively "American" ethical values and political themes found in Bellamy's vision of an American utopia. (Please see Bellamy Paper Guidelines.)

Course Grading: The work of the course consists of reading all assignments, attending the class lectures and participating in class discussion (*10% of course grade.)

Each student will submit **one take-home analytical essay** (30% of course grade), not to exceed 4-5 double-spaced pages. Please see schedule below for topics.

In addition, each student will complete **two midterms** (25% of course grade) and a take-home **final** (35%).

* Cautionary note: if you are absent more than 3xs, three points will be deducted for every absence thereafter. Excused absences require an athletic or medical note.

Students taking this course to fulfill writing the 400 requirements will be required to revise and *expand their essays into 10-12 pages*. Substantive and grammatical revisions will be expected. The writing grade will be based upon the following writing guidelines and expectations:

- The critical, interpretive essay must provide a **clear thesis** (preferably at the end of the introductory paragraph), indicating the author's main points with regard to the essay question.
- The essay must support the thesis statement with **specific references** to the primary texts, **providing footnotes** for all quoted material and a **bibliography** at the end. Please use Chicago style.
- Students should pay close attention to their **choice of words** in summarizing and clarifying the substance of a political theory (i.e. *the good state* and *a good state* are *not* the same). They must demonstrate awareness of how words can clarify and/or obscure a theorist's principles, illustrations, and, in general, the nature of their political inquiry.
- The first essay draft will be returned with editorial comments. Students are encouraged to talk with me about their essays before revising them.
- Student must include **original essay draft with revised, extended draft**.
- Revised essay will be **graded based upon:** grammar, spelling, appropriate choice of words, transitions between paragraphs, use of quoted material to support their interpretation, accuracy in paraphrasing, logical organization of ideas and points, and clarity.
- Only **one revision** is allowed. Please proof read the final drafts for any grammatical, spelling, or typos before turning it in.

Graduate Students (PSCI UG450), in addition to completing the above assignments, will submit a 10-15 page research paper that incorporates the secondary literature on a particular thinker &/or theoretical issue in consultation with the professor. This paper will include an introduction that clearly identifies a question or issue and its significance to American political thought, and will use the appropriate primary & secondary literature to support the paper's thesis.

- Plus/Minus Grades will be used based on the following: 100-93 = A; 92-90 = A-; 89-87 = B+; 86-83 = B; 82-80 = B-; 79-77 = C+; 76-73 = C; 72-70 = C-; 69-67 = D+; 66-63 = D; 62-60 = D-; 59 < = F
- If student elects to take course as a Pass or No Pass, they should be aware that a total of 69 pts. or lower will be a NP.
- Please see me and UM catalog p. 21 for criteria on Incomplete Grades.
- *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.*
- *Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.*

Class Schedule

- 1/23 Introduction
- 1/25-
1/27 "*New World Man*": *the Study of American Political Thought*
Read: Robert McCloskey, "American Political Thought and the Study of Politics, *The American Political Science Review*, 56 (March 1957), 115-29.
This article may be downloaded from JSTOR.
Recommend Film Rentals: 'Paint Your Wagon,' 'Mr. Deeds Goes to Town,' and 'Horse Whisperer'
- 3/30-
2/1 *Puritanism in Massachusetts: the Calvinist Theocrats*
Read: Mason and Baker, Free Government, 54-66;
Miller and Johnson, The Puritans, 194-214 (in packet);
Randolph S. Bourne, "The Puritan's Will to Power," from War and the Intellectuals , 156-161 (in packet.)
- 2/3 *John Wise & congregationalism*
Read: Mason and Baker, Free Government...pp. 70-76.
- 2/6 *Roger William's and Religious Dissent*
Read: Mason and Baker, Free Government, 66-70;
Miller and Johnson, The Puritans, 214-225 (in packet.)
- 2/8 *Separation of Church & State: Three Traditions;*
Essays due 2/8: "Puritanism is un-American?"
- 2/10-
2/13 *War of Independence*
Read: Mason and Baker, Free Government..., 88-121;
Recommend: Bailyn, The Ideological Origins of the American Revolution
- 2/15-
2/17 *Thomas Paine and Natural Rights*
Read: Paine, Common Sense
- ****2/20 Monday****No Class-- President's Day ******
- 2/22 *Problems of Paine/Problem of Union*
Read: Mason and Baker, Free Government..., 144-148, 152-157.
Essays due 2/24: Why might historians and scholars disqualify Paine as "a full-fledged founding father?"
- ***** Midterm #1 February 24th Friday *******
- 2/27 *US Constitutional Thought: Hamilton, Madison, and the Problem of Union*
Read: Mason and Baker, Free Government..., 178-180;
Hamilton, The Federalist, Nos. 15, 23, 31, 33, 70.
- 2/29-
3/2 *Madison & the Constitutional Republic*
Read: Madison, The Federalist, Nos. 10 & 51
Essays due 3/5: "The public voice, pronounced by the representatives of the people, will be more consonant to the public good than if pronounced by the people themselves, convened for the purpose." First, what did Madison mean by this? Second, what theoretical difficulties can be found in Madison's theory of representation here?

Or

Essays: due 3/5: "While founding the Constitution on popular sovereignty, at the same time, the framers constituted a new government so that the people would speak, if at all, in a muted and incoherent voice." (Currin Shields) In light of your reading of the Federalist papers, please discuss how Madison might have tried to create just such a government, and *why*. Next, is this statement still true today? Or have there arisen political movements and institutions that Madison didn't foresee that would make the public voice "less muted and incoherent?" Or if not, why not?

3/5- *The Constitutional Debate: Federalists v. Anti-Federalists*
3/7 Read: Mason and Baker, Free Government..., 227-250, 285-290.
3/9 *John Adams and Mixed Government*
Read: Mason and Baker, Free Government..., 160-169, 142-144, 160-169.
Recommend: Joseph Dorfman, "The Regal Republic of John Adams," in John Roche's Origins of American Political Thought

3/12 *Hamilton, Marshall, and National Supremacy*
Read: Mason and Baker, Free Government, 295-324.

3/14- *Jeffersonian Democracy*
3/16 Read: Mason and Baker, Free Government..., 329-351
Essays due 3/18: "Farmers, whose interests are entirely agricultural . . . are the true representatives of the great American interest, and are alone to be relied upon for expressing proper American sentiments." What are these 'proper American sentiments' that Jefferson is referring to? Why does Jefferson associate political virtue with farmers? Is he faith in them justified, especially when considering farmers today?

3/19- *The Jacksonian Movement*
3/21 Read: Mason and Baker, Free Government..., 361-395, 425-431.

3/23- *Ralph Waldo Emerson and Transcendentalism*
3/26 Read: Mason and Baker, Free Government..., 409-415.
Essays due 3/28: Is Emerson's philosophy essentially radical or conservative? Are there any distinctly liberal ideas found in his writings? Explain

3/28 *The Slavery Controversy: Pro-Slavery Arguments*

***** **Midterm #2 Friday** *******March 30th** *****

***** **Spring Break April 1st - April 8th** *****

4/9- *John C. Calhoun and Concurrent Majorities*
4/11 Reading: Mason and Baker, Free Government..., 453-462

4/13- *Anti-Slavery Arguments: H.D. Thoreau and Civil Disobedience*
4/16 Read: Mason and Baker, Free Government..., 438-453;
H.D. Thoreau, "Civil Disobedience," 109-137 (in packet.)
Essays: due 4/20: "Thoreau's doctrine of civil disobedience raises but does not resolve a crucial problem in democratic thought." First, identify what is that problem?

- 4/18- Webster, *Lincoln and the Cause of Union*
 4/20 Read: Mason and Baker, Free Government..., 462-472, 479-482,
 484-501, *Bellamy's Looking Backward
- 4/23- *Sumner and Laissez-Faire*
 4/25 Read: Mason and Baker, Free Government..., 510-529
 *Bellamy's Looking Backward
- 4/27- *Bellamy and Socialism*
 5/2 Recommend: Michael Harrington, Socialism, Chap. VI, "The
 American Exception"
 Read: Mason and Baker, Free Government..., 531-536
 *Bellamy's Looking Backward (finish)
- 5/4 *Parables of American Discourse*

*****Final Due Friday May 10th at 12 pm **** Please see guidelines below.**

Political Science 352/420

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Final
 (35% of total grade)
 Bellamy's *Looking Backward*

Format: essay should comprise **5-6** typed, double-spaced pages. Please use 12-10 pt. Font.

I. Purpose

- A. Objective: Provide an analytical essay comparing and contrasting the ideas/themes of Bellamy's *Looking Backward* with the thinkers and ideas we have covered in the course. An interpretive essay is not a book review or an editorial. A good essay supports its analysis with direct references to the novel, showing to what extent Bellamy embraces, satirizes, and/or negates the ideas and ideals of other American political thinkers (probably no more than two of them) or particular social movements covered in class.

II. Content

A. Description & Thesis (15% of essay value)

Provide only a summary description of Bellamy's *Looking Backward*. Assume that the reader is familiar with the plot of the novel. (One short paragraph should be sufficient.) At the end of your first paragraph, please provide a clear thesis statement of your approach and the topics/thinkers covered in the paper.

B. Analysis (65% of paper grade)

This part of the paper should constitute the major portion of your work. Among the *political thinkers & theories* we have studied this semester, *who* is Bellamy addressing? In other word, what political values/ideas of his predecessors does Bellamy embrace and what ideas does he reject. Why?

For instance, what are the underlying assumptions about human nature? What is the system of the government in Bellamy's utopia? What is the *value* system of Dr. Leete's "new" American society? (Look at, for instance, what the citizens in twenty-first century are taught, if anything, regarding politics, the role of law,

and socio-economic conditions of the nineteenth-century.) What is Bellamy telling us about the relations of employer and employee, men and women, parents and children in capitalist society versus a socialist one? (* *These questions are only a suggested list to help you get started, but do not feel confined to only them.*)

C. Conclusion (20% of paper value)

Does Bellamy convince the reader that this ideal *America* is possible **or** desirable? Why, or why not? Do you see things in the present American society that duplicate some features of his utopia?

D. Planning

Part B should comprise the largest part of your paper. In other words, roughly 4 pages should be on analysis and 1-2 pages on part C as your conclusion.

II Style:

Be sure you edit your paper carefully. Points will be deducted for spelling and grammatical errors.

A. Additional Reading

You should review lecture notes and **assigned reading** to substantiate your positions for parts IB and IC.

B. Quotations

All quotations or paraphrasing in your work from any material must be enclosed in quotation marks and properly cited as to their origin.

C. Bibliography

Please include a complete bibliography of all books used for this paper. Please **avoid using Wikkapedia** or giving the reader **dictionary definitions**.

Essay Writing & Grading Guidelines:
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1st: Please: put the essay question/statement on the top of your paper. . .

Thesis & Transitions – 20%

- Clear, thoughtful, and coherent thesis statement that addresses essay question/statement
- Thesis place at end of 1st paragraph
- Stays focused on essay topic

Analysis – 65%

- Strong supporting evidence, drawn from reading material for the **thesis**
- Provides relevant information, clearly presented
- Fully developed, *interesting* arguments and points
- Analysis and conclusions are logical and precise
- Shows that the writer understands the author's argument, logic, and moral reasoning before critiquing or defending his/her argument
- Credit is given to outside sources, where appropriate

Format, Word Choice, Mechanics & Quotations 15%

- Format: 3 typed, double-spaced pages, 10-12 point font
- Grammar: Neatness, spelling, grammar, punctuation, good transition sentences between paragraphs and tight topic organization
- Quotations: Inserted in body with page number, relevant to point, not taken out of context, best summary of thinker's view

Don't editorialize! Give us nothing but your opinion w/no reference to our reading.

Don't give us a book review! No rehashing of lecture notes or quote for the sake of quoting. # (Too much narration/description.)

Don't quote Wikipedia or Dictionary for definitions! Instead provide your own ideas and criteria for the meaning of key political terms.

Some General tips for Good Writing:

1. Good writing stems from good thinking. Clarify your intent & major ideas before you start. Don't expect that your design will materialize during writing. A good outline can help organize your ideas. Sketch out your major points and their logical relationship.

2. Be a master builder. Your building blocks are sentences and paragraphs. Each essay should have a specific theme; each paragraph should have a specific purpose regarding that theme; and each sentence should have a specific purpose in its paragraph.
3. Good writing results from revision. First drafts are almost always lousy writing. Samuel Johnson said, "What is written in haste is read without pleasure." Please note!
4. Become your own best editor. If you are committed to your ideas, you will be willing to revise and revise until they are expressed clearly.
5. "Simplicity, simplicity, simplicity," Henry David Thoreau admonished. His advice applies to composition as well as to life. Use clear-cut syntax and active voice (passive voice tends to distract & obscure.) Avoid unnecessary verbiage, such as "first and foremost" instead of "first." A good writer, said Thomas Jefferson, can use one word instead of three.
6. Be precise in your diction. Avoid a \$100 word when a \$5 word will do. "Never," said George Orwell, "use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent."
7. And "if it is possible to cut a word out," Orwell added, "cut it out." Carefully selected nouns and verbs rarely require adjectives and adverbs.
8. Don't be a hedger. If you believe in your purpose and conclusions, be positive and bold. Tentativeness undercuts your credibility. Avoid, for example, "it seems, "perhaps," "somewhat," "it appears," etc. I call these 'chicken words.'
9. Keep your reader in mind. Guide the reader through your train of thought. Keep the reader awake by varying the length and beginning of sentences. Keep the reader involved by providing interesting examples, transitions, and conclusions. Use short and apt quotations and paraphrase the rest.
10. Be technically correct. Grammar and spelling errors tell the reader that you are careless. Read your writing aloud to catch your mistakes.