This syllabus is subject to amendment. Students will be notified if amendments are made.

Course description: This course traces major themes in American Political Thought from the Colonial Period through the present, by reading and evaluating the works of key American political thinkers, and putting their ideas into historical and political perspective. In the course, we will use various means of understanding and evaluating these works, including lecture, discussions, a semester paper, reading quizzes and midterm and final exams.

Using the readings, we will trace the development and changes in core principles of American democracy over time, including liberty, equality of opportunity, property and religious ideals. We will also trace the importance of liberalism and conservatism as political philosophies for articulating these principles (please keep in mind that “liberalism” and “conservatism” are used in this course in their philosophical meanings, not their common meanings in politics today).

The readings and concepts explored in this course are difficult, and students will need to carefully complete the reading assignments before class, come to class on a regular basis and take good notes, and participate fully in discussions and online activities in order to be successful in the course. Students should expect to spend an average of 6 hours per week outside the classroom working on the course. There is an average of 60 pages of reading per class period, though this varies. It is recommended that students have taken the prerequisite PSCI 2004: Survey of Western Political Thought prior to this course. Students having trouble should make an effort early on to come to office hours and ask questions, and address ways of improving course performance. All students are welcome and encouraged to come to office hours.

The course text was chosen for its comprehensive selection of writings, speeches and documents that have influenced the development of American political thought, and indeed, the way Americans think. The text offers some context to these writings, but additional context will be provided in lecture as well.

This is a political theory course. This course is approved for the old arts and sciences core curriculum: United States context or ideals and values. This course may also be applicable to the new distributed core; please see your academic advisor for questions regarding whether this class fulfills your degree requirements.

Course objectives:
1) Learn about key ideas and concepts in American Political Thought by reading primary texts from influential thinkers
2) Trace core principles of American democracy over time—liberty, equality of opportunity, property, religious ideals
3) Examine the importance of the dominant political philosophy of liberalism, and the interplay of liberalism and conservatism, in defining and articulating these core principles
4) Critically examine the ways in which these core principles and political philosophies have shaped the development of our political system, and how Americans think.
Grading and scale:

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<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>Midterm exam</td>
<td>20</td>
<td>93-100 A</td>
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<tr>
<td>Reading quizzes &amp; activities</td>
<td>15</td>
<td>90-92 A-</td>
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<tr>
<td>Paper</td>
<td>25</td>
<td>88-89 B+</td>
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<td>Final Exam</td>
<td>25</td>
<td>83-87 B</td>
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<td>Attendance</td>
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<td>80-82 B-</td>
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Required Text:

Course Requirements:

**Midterm exam:** All students must take the midterm exam in class on Wednesday, March 6. The exam will consist of a combination of term identifications and essay questions. More information on the format of the exam will be given later in the semester, and a study guide will be provided. The exam is worth 20 points of the final grade and is required to receive a passing grade in the course. Make-up exams will be given only in cases of documented medical or family emergency, religious observances or university absences related to participation in university-sanctioned activities. If it is physically possible, the instructor must be notified in advance of such an emergency. All make-ups are at the instructor’s discretion and would be in a different format than the original.

**Reading quizzes and activities:** We will have a combination of pop (unannounced) readings quizzes and class activities over the course of the semester. Students may receive a maximum of 15 points for these activities and quizzes. More information will be provided in class. There are no make-ups for reading quizzes and activities.

**Paper:** Each student will choose from a list of topics and complete a 5-6 page paper, double-spaced, in a standard font with 1” margins. The paper must include a bibliography, which does not count toward the page requirement. More information on the paper will be given later in the semester. The paper is worth 25 points of the final grade, and is required to receive a passing grade in the class. The paper must be submitted online on Fri, November 30. Students are responsible for the electronic document being readable. Late papers will receive a 1 point deduction per day.

**Final exam:** All students must take the final exam at the assigned time of Wednesday, May 8, 1:30-3pm. The final will consist of term identifications and essay questions. One essay question will be comprehensive; the rest of the exam will cover material since the midterm. More information on the format of the exam will be given later in the semester. The exam is worth 25 points of the final grade and is required to receive a passing grade in the course. Make-up finals will be given only in cases of documented medical or family emergency, religious observances or university absences related to participation in university-sanctioned activities, or with documentation of a final exam time conflict in accordance with CU policy. Again, if it is physically possible, the instructor must be notified in advance of such an emergency. All make-ups are at the instructor’s discretion and would be in a different format than the original. Please note that we will not use the entire final exam slot- the exam is scheduled to be completed in 1.5 hours.
**Attendance:** Students are required to attend class regularly for the entire class period. Only documented medical or family emergencies, religious observances or university absences related to participation in university-sanctioned activities will be excused. A ½ point will be deducted for each unexcused absence, which may include coming to class late or leaving early. If physically possible, the instructor must be notified in advance of an expected absence. Whether or not an absence is excused is at the discretion of the instructor. All students may miss two class periods without excuse or penalty. Attendance is valued at 15 points of the final grade.

**Course policies:**

**Course communications:** Email is the official mode of communication for the University of Colorado at Boulder. Students are required to regularly check their university-registered email (at least every 48 hours) for updates regarding the course. Students are responsible for receiving any messages sent by the instructor to the class email list, or individually to the student. Students are responsible for ensuring that any email sent by the student to the instructor or TA is received. In addition, students are responsible for checking the D2L site for the course regularly.

**Contacting the Instructor:** Please feel free to contact me with questions about the course. The best ways to reach me are to come by office hours, or to email. You may also call my office phone, but that is a less efficient means of reaching me. I always answer email within 48 hours, so if you do not receive a reply, that means I did not get your email and you should try to contact me again. When addressing me, please address me in person or in email as Janet, Dr. Donavan or Professor Donavan.

**Course Etiquette:** Students are expected to come to class on time and stay the entire time. If it is necessary to come late or leave early, please let me know in advance. If your schedule does not permit you to be on time and in class on a regular basis, please take another course. Students are expected to be respectful of each other and of the instructor; lively debate is encouraged, but personal attacks are prohibited. These guidelines should be obvious, and they will help to make the course a more enjoyable experience for all. For more information on University requirements regarding classroom behavior please see [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Electronic Devices:** Electronic devices, including computers, tablets and mobile phones, are prohibited in class. The use of these devices causes serious disruption in class and affects the learning of other students. Computers, phones and other devices must be turned off and put away during class. Exceptions to this policy are at the instructor’s discretion.

**University policies:**

**Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/policies/classbehavior.html) under the Students tab on the Disability Services website.
CLASSROOM BEHAVIOR
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

HONOR CODE
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION
The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

RELIGIOUS HOLIDAYS
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact the instructor during the first two weeks of the semester to make any accommodations.

See the campus policy regarding religious observances for full details.

Reading Schedule:
Readings are to be completed BEFORE class on the assigned day.
Part I: Colonial Roots of American Political Thought, 1620-1760
Week 1: January 14, 16 & 18
Mon: Introduction to course, pass out syllabus
Weds: Colonial roots of APT
   Readings: p. xxv-29 (through Williams), 41-42 (Mather)
Fri: Colonial roots of APT
   Readings: p. 42-65

Part II: The Founding, 1760-1791
Week 2: January 23 & 25
Mon: Labor Day, NO CLASS
Weds: Political theory of the Revolution
   Readings: p. 67-118
Fri: The Constitution and its critics
   Readings: p. 119-170 (through Madison Federalist #10)

Week 3: January 28, 30 & February 1
Mon: The Constitution and its critics (cont.)
   Readings: p. 170 (from Federalist #23)-214 (through Jefferson)

Part III: Democracy and Union, 1791-1865
Weds: The Constitution and its critics (cont.)
   Readings: p. 214-242
Fri: The Federalist and Jeffersonian visions
   Readings: p. 243-295 (through Jefferson)

Week 4: February 4, 6 & 8
Mon: The Federalist and Jeffersonian visions
   Readings: p. 295-340
Weds: Jacksonian Democracy
   Readings: p. 341-395
Fri: Individualism and Democracy
   Readings: p. 396-430

Week 5: February 11, 13 & 15
Mon: Women in the Early Republic
   Readings: p. 431-452
Weds: Women in the Early Republic (cont.), Slavery and free labor
   Readings: p. 453-489 (through Channing)

Week 6: February 18, 20 & 22
Mon: Slavery and free labor
   Readings: p. 489 (from Grimke)-561 (through Hammond)
Weds: Slavery and free labor (cont.)
   Readings: p. 561-596

Part IV: Capitalism, Individualism and Reform, 1865-1932
Fri: Social Darwinism, the Intellectuals and Populism
   Readings: p. 597-646 (through George)

Week 7: February 25, 27 & March 1
Mon: Social Darwinism, the Intellectuals and Populism (cont.)
Readings:  p. 646 (from Bellamy)-695 (through Weaver)
Weds: Social Darwinism, the Intellectuals and Populism (cont.)
Readings: p. 695 (from Watson)-714
Fri: Voices of Dissent
Readings: p. 715-749 (through Gompers)

Week 8: March 4, 6 & 8
Mon: Voices of Dissent
Readings: p. 749 (from Brownson)-780
Weds: MIDTERM EXAM in class
Fri: Imperialism and Race
Readings: p. 781-814 (through Sumner)

Week 9: March 11, 13 & 15
Mon: Imperialism and Race
Readings: p. 814 (from Twain)-847 (through Smohalla)
Weds: Imperialism and Race
Readings: p. 847 (from Plessy v. Ferguson)-889
Fri: The Progressive Era
Readings: p. 890-949 (through Holmes)

Week 10: March 18, 20 & 22
Mon: The Progressive Era (cont.)
Readings: p. 949-995
Weds: The Progressive Era (cont.)
Fri: The New Deal and its Critics
Readings: p. 998-1013

Spring Break: No class the week of March 25-29

Week 11: April 1, 3 & 5
Mon: The New Deal and its Critics
Readings: p. 1015-1059 (through Roosevelt)
Weds: The New Deal and its critics
Readings: p. 1059-1073
Fri: Online Activity: Understand the New Deal divide in American Political Thought (no class meeting)

Part V: Leviathan and Liberalism, 1932-present
Week 12: April 8, 10 & 12
Mon: The Cold War
Readings: p.1074-1114
Weds: The 1960s: Social and cultural upheaval
Readings: 1115-1176
Fri: The 1960s: Social and cultural upheaval (cont.)

Week 13: April 15, 17 & 19
Mon: Contemporary Discourse
Readings: p. 1177-1207 (through Nozick)
Weds: Contemporary Discourse
Readings: p. 1207-1264 (through Reagan)
Fri: Contemporary discourse
Readings: p. 1264 (from hooks)-p. 1323 (through Hay) PAPER DUE on D2L
Week 14: April 22, 24 & 26

Mon: Contemporary discourse (cont.)
   Readings: p. 1323 (from Robertson)-1366 (through Etzioni)
Weds: Contemporary discourse (cont.)
   Readings: p. 1366 (from Brown)-1485 (through Obergefell v. Hodges)
Fri: Contemporary discourse (cont.)
   Readings: p. 1485-1514 (through The Movement for Black Lives)

Week 15: April 29 & May 1

Mon: Contemporary discourse (cont.)
   Readings: p. 1514 (from Trump)-1544
Weds: Drawing conclusions about American Political Thought
Fri: No class, reading day

FINAL EXAM, Wednesday, May 8, 1:30-3pm