

American Political Thought

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Office Hours: T/TH 3:30-4:30

PSCI 3054-001
Spring 2020
HUMN 135
T/TH 2-3:15 p.m.

CLASS DESCRIPTION

This course takes up the main themes, controversies, and omissions of American Political Thought, from the colonial period to the Trump era. Each week, we pair canonical works with historical contemporaries who were omitted because of the content of their thoughts, their identity, or some combination of both. Students will be encouraged to develop and confront their own perspective and assumptions of American political thinking. Students will grapple with questions such as: What are the origins of American Political Thought? What does it mean to be an American? When we talk of liberty and justice, freedom and democracy, what do we mean? How have debates over race, class, and sex developed and shaped ideas of what is considered “American”? By focusing on political identities and their relationship to political power and participation, students will engage with those whose ideas had both formal and informal platforms in American politics and consider how inclusion and omission have shaped our understanding of democracy, freedom, rights, and the purpose of the American government. Students will leave this course with a strong understanding of how American political thought developed throughout history and its current manifestation in politics and society. They will be able to reflect on how race, gender, and class appear and intersect in American politics past and present.

A note on lectures:

Political theory is best learned actively – not just absorbed passively. Lectures are a participatory practice that we perform together, asking questions, debating points, and untangling the sometimes messy writings of American political thinkers. This means (1) you should take a few notes before and during lecture – come with questions or things you find provoking; (2) listen critically during the course and stop me if you are confused or disagree; and (3) expect to be questioned in class as well! Finally, bring your text to class. This course requires close textual reading!

COURSE REQUIREMENTS

EXAMS/ESSAYS (20% each)

Students will have four exams or essays during the semester (including the final exam/essay). Students will have the ability to choose to write an essay or take an exam.

Exams will be short-answer and study guides will be provided. They will focus on the key concepts and terms from the course. Students will be expected to identify the author, define the term, and explain its significance. Further information will be provided in the weeks leading up to the exam.

If students choose to write an essay, they will select from a series of prompts provided by the instructor. Papers will be approximately 1000-1500 words in length, with precise information specified by the instructor and the essay guidelines. Additional instructions will be provided two weeks prior to the assignment’s due date.

All essays are due at 2 p.m. on the day of the exam. If you choose to turn in an essay, you do not need to attend class the day of the exam.

Exam #1 will be February 11, 2020 @ 2:00 p.m.

Exam #2 will be March 5, 2020 @ 2:00 p.m.

Exam #3 will be April 2, 2020 @ 2:00 p.m.

Exam #4 (final exam/essay) will be SUNDAY, May 3, 2020 @ 4:30-7:00 p.m.

Late essays will not be accepted unless student provides necessary documentation of a medical or family emergency. Failure to submit a final essay or take the final exam will result in a failing grade for the course.

READING QUIZZES (10%)

A short reading quiz will be administered in the first 5-10 minutes of class once per week. These quizzes will cover the reading material assigned for that week and will generally be graded on a pass/fail system (pass = 1, fail = 0). These quizzes are meant to check reading comprehension and ensure everyone is keeping up with the assigned readings. Students who arrive late to class will not be given extra time to complete the quiz. No make-up quizzes will be offered. Students' two lowest quiz scores will be dropped at the end of the semester.

PARTICIPATION (10%)

Participation is essential to this course. Students are expected to engage with the material, writing about it, asking questions of it, and developing their own perspective on the material. Participation can be earned in a variety of ways, including (but not limited to): contributing to course discussion, asking questions, participating in in-class activities, visiting the instructor's office hours, and communicating with the instructor via email regarding substantive matters, i.e. questions and ideas about course materials. Students who are shy or nervous about participating in class discussions should take advantage of the option to meet with the instructor one-on-one or email them. A student's participation grade will be affected by their attendance.

Course Policies

Attendance, Health, and Childcare/Care-giver Policies

Students may miss up to three classes without providing an explanation, excuse, or documentation from a healthcare professional. For various reasons, students experience life disruptions, and as such, it may be more appropriate for a student to miss class that day. However, students who experience extraordinary life disruptions – prolonged sickness, sudden changes in family situation, etc. – should speak with instructor about how to best meet the class requirements. Students should seek additional support from the university whenever they feel it may be warranted, including CAPS, Student Support and Case Management, Legal Services, and a host of other resources. For additional information, please see the instructor and/or [visit this website](#).

Students who are responsible for childcare or other extenuating care-giving duties are permitted to bring their children or charges to class. Parents and caregivers are expected to be responsible for the children or charges and communicate appropriate classroom behavior to them. While parents and caregivers should make every effort to find third-party care for the child or charge (this is to your benefit as well as the benefit of your classmates), however, this is not always possible. In this case, the student should contact the instructor as soon as possible to notify them of the child or charge's presence. Any student wishing to bring a child or charge repeatedly (not just for one class) is required to meet with the instructor to work out arrangements.

In-Class Expectations

- Arrive to class on time. Persistent tardiness will negatively affect participation grades.

- Turn off and put away your cell phone. If you are found to be using it during class, you will be asked to leave.
- Everyone deserves to be treated with respect, regardless of their identity or views. This doesn't mean you must agree with their views or even respect these views, but you must respect their right to hold these views.
- You can express political views, but be prepared to be challenged.
- Challenging and engaging someone's views means striving to understand why they embrace this perspective. Do not dismiss, interrupt, disrespect, or demean others' ways of believing.

Technology in the Classroom

Usage of electronic devices, including laptops, tablets, and mobile devices, is prohibited. Use of these devices in class, especially misuse of these devices, is a disruptive force both for the smooth functioning of the course and other students. All computers, phones, and laptops must be turned off/on silent and put away during class. Students with documentation from Disability Services may receive authorization to use their electronic devices in class. However, if such devices are not used for class-related purposes, privileges may be revoked.

Late Assignments

- Any work submitted late will be subject to a 10 percent reduction off of the original grade for every 24 hours of lateness.
- No work that is submitted more than 72 hours after the due date will be accepted.

Assignments may be accepted late for full credit in two cases: in the event of extraordinary circumstances and with prior approval by the professor, OR in the event of documented personal, family, or medical emergencies.

Grade Appeals

Students who wish to appeal a grade may submit an appeal no earlier than 24 hours after receiving the grade and no later than 7 days after receiving the grade. Appeals must be submitted in writing, outlining the student's concerns and providing a detailed response as to why the student believes the grade is unfair or incorrect. However, in all cases of grade appeal, the instructor reserves the right to raise, maintain, or lower the grade after review.

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](#). 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](#) 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

Extraordinary circumstances include a conflict due to religious observances. [Campus policy regarding religious observances](#) requires that instructors 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, you must notify me of any such conflicts *by the end of the first week of classes* so we can work out alternatives.

READING ASSIGNMENTS & COURSE SCHEDULE

The following text can be purchased at the University Bookstore, online, and are on 72-hour reserve at Norlin Library. You are required to bring a copy of the text(s) assigned that day to class. Failure to do so will affect your overall participation grade.

- ***The Radical Reader*, ed. Timothy Patrick McCarthy and John McMillian**

All other readings will be available on Canvas. You are highly encouraged to bring a printed out copy of each reading to class when said reading is being discussed.

Readings from *The Radical Reader* will be signaled with "RR." All others will be noted as "Canvas."

| Day | Wk. | Reading Assignment |
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| | 1 | Introduction: Colonial Thought |
| T Jan 14 | | Introduction, course policies, and overview of syllabus |
| Th Jan 16 | | <ul style="list-style-type: none"> • John Winthrop, "A Model of Christian Charity" (1630) pp. 11-16 (CANVAS) • John Winthrop, "Little Speech on Liberty," (1639) pp. 17-19 (CANVAS) • Roger Williams, "The Bloody Tenant of Persecution" (1644) pp. 19-21 (CANVAS) |
| | 2 | The Colonies and Independence |
| T Jan 21 | | <ul style="list-style-type: none"> • Samuel Adams "A State of the Rights of the Colonists" (1772) pp. 22-24 (RR) • Slave Petitions for Freedom (1773) pp. 25- 28 (RR) • Thomas Paine, "Common Sense" (1776) pp. 33-37 (RR) • Thomas Paine, "The American Crisis, I" (1776), pp. 113-115 (CANVAS) |
| Th Jan 23 | | <ul style="list-style-type: none"> • Abigail Adams, "Letter to John Adams," (1776) pp. 41-44 (RR) • Thomas Jefferson, "Declaration of Independence," (1776) pp. 44-48 (RR) • The Articles of Confederation (1778) pp. 119-126 (CANVAS) |
| | 3 | The Constitutional Debate |
| T Jan 28 | | <ul style="list-style-type: none"> • Thomas Jefferson, "An Act for Establishing Religious Freedom" (1785) pp. 48-51 (RR) • John Adams, "A Defense of the Constitutions of Government of the United States of America" (1787) (145-154) (CANVAS) • Alexander Hamilton, "Federalist No. 1: Introduction," (1787-1788) pp. 156-158 (CANVAS) • The Constitution of the United States (1787) pp. 134-145 (CANVAS) |
| Th Jan 30 | | <ul style="list-style-type: none"> • "Petition from Shay's Rebellion" (1786) pp. 51-54 (RR) • Patrick Henry, "Debate in the Virginia Ratifying Convention (1788) pp. 232-239 (CANVAS) • Bill of Rights (1791) pp. 54-57 (RR) • George Washington, "Farewell Address," (1796) pp. 277-281 (CANVAS) |
| | 4 | Tensions in the Civil War Era |
| T Feb 4 | | <ul style="list-style-type: none"> • Sarah Grimké, "Letters on the Equality of the Sexes" (1838) pp. 165-169 (RR) • Elizabeth Cady Stanton, Seneca Falls Convention, Declaration of Sentiments and Resolutions (1848) pp. 172-176 (RR) • Sojourner Truth, "Ar'n't I A Woman?" (1851) pp. 178-181 (RR) |

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| | | <ul style="list-style-type: none"> • Harriet Jacobs, "Incidents in the Life of a Slave Girl" (1861) pp. 181-85 (RR) • National Women Suffrage Association, Declaration of the Rights of Women (1876) pp. 191-196 (RR) |
| Th Feb 6 | | <ul style="list-style-type: none"> • William Apess, "An Indian's Looking Glass for the White Man" (1836) pp. 223-226 (RR) • George Henry Evans, "Vote Yourself a Farm" (1846) pp. 227-229 (RR) • Working Men's Party, Declaration of Independence (1829) pp. 217-219 (RR) • George Fitzhugh, "Cannibals All!" 549- 556 (CANVAS) • John C. Calhoun, Speeches on Slavery (1837-1838) pp.513-519 (CANVAS) • Roger B. Taney, <i>Dred Scott v. Sandford</i> (1857) pp. 556-559 (CANVAS) |
| | 5 | Abolitionism |
| <u>T Feb 11</u> | | Paper 1 Due/Exam |
| Th Feb 14 | | <ul style="list-style-type: none"> • Angelina Grimké, "An Appeal to the Christian Women of the South" (1834) pp. 131-145 (RR) • Frederick Douglass, Narrative of the Life of Frederick Douglass (1845) pp. 141-145 (RR) • Frederick Douglass, "What to the Slave is the Fourth of July?" (1852) pp. 151-154 (RR) • Opening Editorial, William Lloyd Garrison, The Liberator (1831) pp. 118-120 (RR) • William Lloyd Garrison, Declaration of Sentiments of the American Anti-Slavery Society (1833) pp. 476-480 (CANVAS) |
| | 6 | Civil War and Reconstruction |
| <u>T Feb 18</u> | | <ul style="list-style-type: none"> • Abraham Lincoln, First Inaugural Address (1861) pp. 579-587 (CANVAS) • Abraham Lincoln Gettysburg Address • Abraham Lincoln, Second Inaugural Address (1864) pp. 89-92 (RR) • Jefferson Davis, First Inaugural Address, Second Inaugural Address (CANVAS) |
| Th Feb 20 | | <ul style="list-style-type: none"> • Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments pp. 160-162 (RR) • Plessy v. Ferguson, Justice Brown's Majority Opinion and Justice Harlan's Dissent (1896) pp. 847-852 (CANVAS) • Ida B. Wells-Barnett, <i>A Red Record</i> (1895) pp. 206-210 (RR) • Anna Julia Cooper, "Womanhood A Vital Record" (1886) pp. 196-198 (RR) |
| | 7 | Populism and Post-War Economics |
| <u>T Feb 25</u> | | <ul style="list-style-type: none"> • William Graham Sumner, "What Social Classes Owe to Each Other" (1884) pp. |

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| | | <p>613-629 (CANVAS)</p> <ul style="list-style-type: none"> • Andrew Carnegie, “The Gospel of Wealth” (1889) pp. 632-639 (CANVAS) • William Jennings Bryan, “Cross of Gold” Speech (1896) pp. 264 – 269 (RR) • Henry George, “Progress and Poverty” (1879) pp. 639-646 (CANVAS) |
| Th Feb 27 | | <ul style="list-style-type: none"> • Emma Goldman, “Anarchism: What it Really Stands For” (1911) pp. 288-296 (RR) • Eugene V. Debs, “Address to the Jury” (1918) pp. 310-314 (RR) • Socialist Labor Party, Declaration of Interdependence (1895) pp. 259-264 (RR) • Industrial Workers of the World, Manifesto and Preamble (1905, 1908) pp. 281-285 (RR) • Upton Sinclair, <i>The Jungle</i> (1905) pp. 277-280 (RR) |
| | 8 | Nationalism, Democracy, and Empire |
| T Mar 3 | | <ul style="list-style-type: none"> • Henry Cabot Lodge, “Speech on a Literacy Test for Immigrants” (1896) pp. 798-803 (CANVAS) • Platform of the American Anti-Imperialist League (1899) pp. 807-809 (CANVAS) • Albert J. Beveridge, “The March of the Flag” (1898) pp. 803-807 (CANVAS) • Theodore Roosevelt, “The New Nationalism” (1910) pp. 971-980 (CANVAS) • Woodrow Wilson, “The New Freedom” (1913) pp. 984 – 995 (CANVAS) |
| Th Mar 5 | | Paper 2 Due/Exam |
| | 9 | Identity Troubles |
| T Mar 10 | | <ul style="list-style-type: none"> • Booker T. Washington, “Atlantic Exposition Address” (1895) pp. 852-856 (RR) • W.E.B. Du Bois, <i>The Souls of Black Folk</i> (1903) pp. 856-870 (RR) • Black Elk, <i>Black Elk Speaks</i> (1932) pp. 269-273 (RR) • Langston Hughes, “Let America Be America Again” (1938) pp. 887-890 (CANVAS) |
| Th Mar 12 | | <ul style="list-style-type: none"> • Nineteenth Amendment (1920) pp. 213 (RR) • Jane Addams, “If Men Were Seeking the Franchise” (1913) pp. 772-777 (CANVAS) • Emma Goldman, “Woman Suffrage” (CANVAS) • Anna Howard Shaw, “The Fundamental Principle of a Republic” (1915) (CANVAS) |
| | 10 | From Civil Rights to Black Power |

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| <u>T Mar 17</u> | | <ul style="list-style-type: none"> • Jo Ann Robinson, "The Montgomery Bus Boycott and the Women Who Made It" (1955) pp. 352-356 (RR) • Martin Luther King, Jr. "The Power of Nonviolence" (1957) pp. 1133-1137 (CANVAS) • Martin Luther King, Jr. "Letter from Birmingham Jail" (1963) pp. 362-378 (RR) • James Baldwin, "My Dungeon Shook," (1963) pp. 378-382 (RR) |
| Th Mar 19 | | <ul style="list-style-type: none"> • Malcolm X, "The Ballot or the Bullet" (1964) pp. 382-390 (RR) • Stokely Carmichael, "Toward Black Liberation" (1966) pp. 1153-1158 (CANVAS) • The Black Panther Party, "What We Want, What We Believe" (1966) pp. 397-400 (RR) • Angela Y. Davis, "Political Prisoners, Prisons, and Black Liberation" (1971) pp. 400-407 (RR) • The National Black Political Convention, "The Gary Declaration" (1972) pp. 407-410 (RR) |
| March 23-27 SPRING BREAK | | |
| | 11 | Women's Liberation |
| <u>T Mar 31</u> | | <ul style="list-style-type: none"> • Betty Friedan, <i>The Feminine Mystique</i> (1963) pp. 413-417 (RR) • Kate Millett, "Sexual Politics: A Manifesto for Revolution" (1970) pp. 433-435 (RR) • Susan Brownmiller, "The Enemy Within" (1970) pp. 436-439 (RR) • Frances M. Beal, "Double Jeopardy: To Be Black and Female" (1971) pp. 440-444 (RR) • Combahee River Collective Statement (1977) pp. 449-453 (RR) |
| Th Apr 2 | | Paper 3 Due/Exam |
| | 12 | Counterculture and Post-Civil Rights Discourse |
| <u>T Apr 7</u> | | <ul style="list-style-type: none"> • C. Wright Mills, "Letter to the New Left" (1960) pp. 1115-1119 (CANVAS). • Students for a Democratic Society (SDS), <i>The Port Huron Statement</i> (1962) pp. 468-477 (RR) • Mario Savio, "Berkeley Fall: The Berkeley Student Rebellion of 1964" (1965) pp. 483-488 (RR) • Rachel Carson, <i>Silent Spring</i> (1962) pp. 533-537 (RR) • César Chávez, "Letter from Delano" (1969) pp. 542-546 (RR) |
| Th Apr 9 | | <ul style="list-style-type: none"> • Ayn Rand, "The Virtue of Selfishness" (1962) pp. 1177-1181 (CANVAS) • Ronald Reagan, <i>First Inaugural Address</i> (1981) pp. 1258-1264 (CANVAS) |

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| | | <ul style="list-style-type: none"> • Milton Friedman and Rose D. Friedman, "Free to Choose" (1980) pp. 1219-1234 (CANVAS) • Phyllis Schlafly, "The Power of the Positive Woman" (1977) (CANVAS) |
| | 13 | From Post-Civil Rights to the Conservative Rise |
| <u>T Apr 14</u> | | <ul style="list-style-type: none"> • Thurgood Marshall, "The Constitution's Bicentennial: Commemorating the Wrong Document?" (1987) pp. 1271-1276 (CANVAS) • ACT UP, Post-Action Position Statement on its "Stop the Church" (1989) pp. 596-598 (RR) • LaDuke, <i>All Our Relations</i> (CANVAS) • bell hooks, <i>Feminism is for Everybody</i> (CANVAS) • Roni Krouzman, "WTO: The Battle in Seattle" (1999) pp. 636-642 (RR) |
| Th Apr 16 | | <ul style="list-style-type: none"> • Pat Robertson, "A Portrait of America" (1993) pp. 1323-1330 (CANVAS) • Russell Kirk, "Ten Conservative Principles" (1993) pp. 1330-1337 (CANVAS) • Wolfowitz, "U.S. Strategy" (CANVAS) • George W. Bush, "National Security Strategy" (CANVAS) |
| | 14 | Identity in the Obama Era and After |
| <u>T Apr 21</u> | | <ul style="list-style-type: none"> • Barack Obama, "Speech on Race" (2008) pp. 1387-1397 (CANVAS) • Donald Trump, Presidential Nomination Acceptance Speech and Inaugural Address (2016) pp. 1514-1519 (CANVAS) • Hillary Rodham, Presidential Nomination Acceptance Speech and Presidential Election Concession Speech (2016) (CANVAS) |
| Th Apr 23 | | <ul style="list-style-type: none"> • Black Lives Matter, "About," "A Herstory," and "Guiding Principles" (CANVAS) • Women's March on Washington, "Mission & Vision" (CANVAS) • No DAPL, "All Eyes Are On Standing Rock" (CANVAS) • United We Dream, "About Us," "History," and "Accomplishments" (CANVAS) |
| | 15 | 2016: What it could mean for 2020 |
| <u>T Apr 28</u> | | Readings TBA |
| Th Apr 30 | | Readings TBA |
