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Office Hours: T 1-2, Th 1-3, and by appt.

POLS 3600  
T/Th: 11:00-12:15  
CR 137  
Final Exam Time: Thur., May 5, 10:15-12:15

## UNIVERSITY OF WYOMING

### AMERICAN POLITICAL THOUGHT

Course Description: The purpose of this course is to introduce students to the primary intellectual traditions that have shaped American political thought and to examine the key problems, both practical and intellectual, that have motivated that thought. The course begins with the Declaration of Independence and concludes with a few contemporary pieces, but is largely focused on the Founding, Progressive, and Civil Rights eras as periods of momentous change. Students will be exposed to a range of thinkers within each of these periods and will be asked to grapple with the contending values that animate much of American political thought: liberty and order, unity and diversity, equality and exclusion, democracy and expertise.

This is a survey course-- one in which several perspectives will be introduced. While we will attempt to cover these perspectives as thoroughly as possible, inevitably we will be unable to do justice to any one perspective, much less all possible viewpoints.

This course fulfills the Writing 2 (WB) requirement of the 2003 University Studies Program. Intermediate writing courses (WB) provide students with opportunities to further develop and refine their writing. These courses require writing for a variety of purposes and audiences, including the use of discipline-based or interdisciplinary research skills to locate, evaluate, analyze, and synthesize information in at least one extensive writing assignment. In WB courses, students further refine their writing through revision and editing, and practice the accepted conventions of Standard English.

#### Required Readings:

*Classics of American Political and Constitutional Thought: Origins Through The Civil War*, Scott J. Hammond, Kevin R. Hardwick, Howard L. Lubert (eds.) Hackett Publ. Co, 2007. ISBN-10: 0872208834

*Classics of American Political and Constitutional Thought: Reconstruction to the Present (Paperback)*. Scott J. Hammond, Kevin R. Hardwick, Howard L. Lubert (eds.) Hackett Publ. Co., 2007. ISBN-10: 0872208850

Tocqueville, Alexis de. 1969. *Democracy in America*. J.P. Mayer, ed. New York: Perennial Classics. 0-06-095666-6

**Please bring the text(s) we are reading to class.**

Course Requirements:

**Writing Assignments: 60%** of the course grade.

In this course, students will be required to write three papers. Each of the papers is defined below. I will distribute a more detailed paper handout that specifies my expectations for each assignment in the coming weeks.

**Writing Assignment #1, Core Concept:** 15% of the course grade

The first assignment will prompt students to write an essay based upon a core political concept such as freedom, obligation, or authority using texts we have covered in the class. Within the field of political theory, close textual reading, textual interpretation, and analytical argumentation are the key methods. This first assignment will require students to demonstrate their knowledge and application of reading, writing, and critical thinking skills specifically for the field of political theory and will require students to present a polished piece of work that observes accepted conventions of spelling, grammar, structure, and punctuation.

Due to e-companion dropbox: Monday, Feb 7

NO LATE PAPERS WILL BE ACCEPTED

**Writing Assignment #2, Research Paper:** 30% of the course grade

The second assignment extends and deepens the work done in the first. The second paper will elaborate the core concept covered in the first assignment: students will be required to engage in additional research in both primary and secondary sources in order to complete a 12-15 page paper on their chosen topic. As such, the paper will conform to the primary mode of research within the field of political theory and will require students to complete an extensive writing assignment.

After completing a first draft of this assignment, students will engage in a peer-review process that includes comments from both the student's peers and the instructor. After participating in this process, students will be required to submit an edited draft for the final grade on the assignment.

Draft Thesis and Literature Review Due: Tuesday, Feb 22

Rough Draft Due: Monday, Mar 7

Peer Review: Tuesday, Mar 15

Final Draft Due: Monday, Apr 11

NO LATE PAPERS WILL BE ACCEPTED

**Writing Assignment #3, Archival Research Project:** 15% of the course grade

The final writing assignment of the course will require students to write an essay based upon original archival research conducted at the American Heritage Center. This assignment incorporates another major methodology within the field of political theory and introduces students to a new set of challenges in interpretive analysis. This assignment will require students to complete an introductory session at the American Heritage Center, conduct original archival research, and write a paper that contextualizes the student's case within the larger rubric of American protest politics.

Due to e-companion dropbox: Thursday, May 5, 12:30

NO LATE PAPERS WILL BE ACCEPTED

**Course Examination:** 20% of the course grade.

There will be one in-class, written examination which will include some combination of short answer, identification, quotation source attribution, and essay questions. You will need a blue-book to take the exam.

**Examination:**

**Participation: 20%** of the course grade.

Course participation includes preparation, attendance, verbal participation, and ten reading quizzes. Verbal participation and the reading quizzes will each account for 10% of the course grade.

Attendance Policy: Students will be allowed three absences. Thereafter, all unexcused absences will result in a one-third of a letter grade reduction in the student's *participation* grade. Absences for documented medical reasons, documented emergencies, and UW sanctioned events will be excused.

Preparation and Verbal Participation: Students are expected to come to class prepared and willing to verbally participate. These factors, and the student's general engagement in the course, will be included in the final determination of a student's participation grade.

Reading Quizzes: Student scores on reading quizzes will constitute 10% of the course grade.

**Grading:** All written assignments and the course examination will be graded using the following scale:

93-100	A	77-79	C+
90-92	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	67-69	D+
80-82	B-	63-66	D
		60-62	D-
		< 60	F

**Academic Honesty:** Academic dishonesty (including plagiarism and all other offenses listed under University Regulation 802 rev 2) will not be tolerated. Any violations of University policy will be handled through University procedures explained at <http://www.uwyo.edu/a&s/AppealsDishonesty/GuidelinesDishonesty>

Accommodations for persons with documented disabilities require student registration with University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY 766-3073. Please make every effort to register and inform me of your needs as soon as possible.

\*No electronic devices (excepting silenced cell phones) will be allowed in class unless first approved by the instructor. Text messaging will be treated in a similar manner to the passing of notes.\*

Tentative Course Schedule (subject to change):

**Week One:**

Tuesday, Jan. 11: Introductions, Assessments, and Administration:  
What is political theory?

Thursday, Jan. 13: Declaring Independence

Required Reading: Paine, *Common Sense* : <http://www.constitution.org/civ/comsense.htm>;  
Candidus (281-288); “The Declarations of Jefferson and of the  
Congress” (from Garry Wills, 1978/2002) ON E-COMPANION

**First Reading Quiz**

Questions to consider for class discussion: How does Paine advance his argument? How does Candidus respond? What are the important elements of the Declaration of Independence? What are the primary differences between Jefferson’s draft and the final document of the Congress? How can we make sense of the Founder’s conception of natural equality and their exclusion of most of the population from the electorate?

**Week Two:**

Tuesday, Jan 18: In class exercise  
Required: Review both versions of the Declaration

Thursday, Jan 20: Constructing a Republic: James Madison’s “Science of Politics”  
Required: The Articles of Confederation (332-336); James Madison “Vices of the  
Political System of the United States” (370-374); Madison, Letter to  
George Washington (374-375); United States  
Constitution, [http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html) , *Federalist Papers* 10, 14, 39 (463-466, 469-471, 487-489)

**Second Reading Quiz**

Questions to consider for class discussion: What were the primary weaknesses of the Articles of Confederation? What are some of the principal issues that divided the members of the Constitutional Convention? What were the core principles guiding the construction of the Constitution as identified by Publius?

**Week Three:**

Tuesday, Jan 25: Founding Principles: Representation, Federalism, Separation of Powers,  
Checks and Balances  
Required: *Federalist Papers* 55, 57, 62 (503-510); review *Federalist Papers* 10, 14,  
and 39; read *Federalist Papers* 48, 49, 51 (492-499)

Questions to consider for class discussion: How best to ensure individuals of character as representatives? According to the Federalists’ theory of representation, what institutional features and human motives work to tie the representative to his or her constituents? Must the legislative body be an exact mirror of the people? What kind of knowledge should a qualified representative have? What is the duty of a representative? Would the Federalists advocate term limits? What are the benefits of a large territory according to the Federalists? How does Madison define the terms “federal form” and “national form”? Where does sovereignty lie in the American system under the Constitution (with the nation or the states)? What does “consent of the governed”

mean? How are the debates on federalism and representation related? What are the primary institutional features of the U.S. Constitution that are designed to protect the people from a tyrannical government? What gives these institutional features practical force?

Thursday, Jan 27      Founding Principles: The Anti-Federalist Response  
Required:            Brutus Essays (534-558)

### **Third Reading Quiz**

Questions to consider for class discussion: What are the primary Anti-Federalist concerns? Do the Anti-Federalists begin with a similar conception of human nature as the Federalists?

#### **Week Four:**

Tuesday, Feb 1:      Founding Principles: The Anti-Federalist Response  
Required:            Federal Farmer (558-577)

In-class exercise

Thursday, Feb. 3:      Founding Principles: Economy, Independence and Citizenship  
Required:            Henry Knox (599-600); Tribal Council of the Delaware and Twelve  
Additional Tribes (600); Red Jacket (600-601); Hector St. Jean de  
Crevecoeur (342-347); Madison “Republican Distribution of Citizens”  
found at  
<http://teachingamericanhistory.org/library/index.asp?documentprint=2498>  
Madison “Fashion” on e-companion

### **Fourth Reading Quiz**

Questions to consider for class discussion: How do understandings of the economy underpin conceptions of citizenship in these readings? Why is expansionism so central to early American conceptions of citizenship?

#### **Week Five:**

Monday, Feb 7:      **WRITING ASSIGNMENT #1, CORE CONCEPT-- DUE**  
**LATE PAPERS WILL NOT BE ACCEPTED**

Tuesday, Feb 8:      Nationalism, Expansionism, and Federalism  
Required:            Clay, Calhoun, Marshall (866-892) Jackson “Message on Removal”;  
Memorial and Protest of the Cherokee Nation (896-898)

Questions to consider for class discussion: What were the key issues involved in American westward expansion? What are the key issues driving a sectional politics?

Thursday, Feb 10:      From Republic to Democracy  
Required:            Tocqueville: Author’s Introduction (9-20), Vol. I, Part I, chpt 3-4 (50-60)  
Vol. I, Part II, chpt 4 (189-195) chpt. 6-7 (231-261)

### **Fifth Reading Quiz**

Questions to consider for class discussion: Is Tocqueville concerned with the same understanding of equality that Jefferson expresses in the Declaration? How can we trace the various qualities that Tocqueville notes in Americans back to his principle claim about equality? Why does Tocqueville argue that extension of suffrage is critical to the success of a democratic regime? Why do democrats prefer equality over liberty? What are the repercussions of that choice according to Tocqueville?

**Week Six:**

Tuesday, Feb 15: From Republic to Democracy  
Required: Tocqueville: Vol. I, Part II, chpt 9 (277-315), Vol. II, Part II, chpt.1-13 (503-538), Vol. II, Part III, chpt. 1-4 (561-572), and chpt. 8-12 (584-603)

Questions to consider for class discussion: What problems does Tocqueville associate with democratic governance? What factors tend to ameliorate these problems in America? Why are civic associations so critical to the maintenance of a democratic regime? What role does religion play in ensuring the success of modern democracies? In what ways has democracy affected the relationship between men and women according to Tocqueville?

Thursday, Feb 17: Political Obligation  
Required: Thoreau (932-939); Lincoln (969-973); Emerson “Self-Reliance” available at: <http://www.emersoncentral.com/selfreliance.htm>

**Sixth Reading Quiz**

Questions to consider for class discussion: What is the nature of our obligation to the state? Is “consent of the governed” individual or collective? Why does it matter?

**Week Seven:**

Tuesday, Feb 22: Slavery and the Civil War  
Required: Garrison (973-981); Douglass, Fitzhugh, Thoreau, Taney, Curtis (1012-1045)

Questions to consider for class discussion: what are the principal issues at stake in these writings? Do any of the writers challenge classically liberal assumptions? How so?

**Draft Thesis, Literature Review Due**  
Peer Group Orientation and Discussion

Thursday, Feb 24: Slavery and the Civil War  
Required: Hayne and Webster (981-1010); Lincoln “Cooper Union Address” (1075-84); “Gettysburg Address” “Second Inaugural”; South Carolina Black Code; (1113, 1117, 1143)

**Seventh Reading Quiz**

Questions to consider for class discussion: What are the key points Lincoln presses before and through the Civil War? Describe Lincoln’s rhetoric. What traditions does he appeal to in his

speeches? Why might Lincoln's Gettysburg Address be considered a "new Declaration of Independence"? How are the key issues of the Civil War resolved?

**Week Eight:**

Tuesday, Mar 1: Reconstruction, Race, and Gender

Required: Johnson "Veto of Civil Rights Act of 1866 (1147-1153); Sarah Grimke, Catherine Beecher, The Declaration of Sentiments (8-18); North Carolina Freedmen's Address, Civil Rights Act of 1875, Susan B. Anthony "Speech in Defense of Equal Suffrage", Statement at the close of her Trial (37-54);

Questions to consider for class discussion: How is woman's "appropriate" role conceived by these authors? How do race and gender intersect in the exclusion of various individuals from the public sphere?

Thursday, Mar 3: The Progressive Era

Required: Gilman (115-119); Du Bois (190-196); Sumner, Ward, Gompers (163-180); Veblen (250-263)

**Eighth Reading Quiz**

Questions to consider for class discussion: What is the relation between the economy and the social for these thinkers? What are the different approaches to industrialization exemplified in these works?

**Week Nine:**

Monday, Mar 7: ROUGH DRAFT DUE TO E-COMPANION DROP BOX  
NO LATE PAPERS ACCEPTED

Tuesday, Mar 8: The Progressive Era

Required: Croly, Dewey, Wilson, Roosevelt (296-332)

Questions to consider for class discussion: How do findings in science affect conceptions of politics? How do political theorists turn to understandings of the natural world to support their theories?

Thursday, Mar 10: The Progressive Era, Cont.

Required: Frederick Jackson Turner "The Significance of the Frontier in American History" on e-companion  
Roosevelt "True Americanism" found at, <http://www.theodore-roosevelt.com/trta.html>  
Horace Kallen "Democracy Versus the Melting-Pot" found at <http://www.expo98.msu.edu/people/Kallen.htm>.  
Randolph Bourne "Trans-National America" found at: <http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Bourne.html>

Questions to consider for class discussion: What should a conception of citizenship entail? Who are "the people"? If democracy requires that citizens are equal under the law, what are the

principles for inclusion and exclusion? What is the relationship of the citizen to the state? How do the principles of the progressive era differ from that of the founding?

### **Ninth Reading Quiz**

#### **Week Ten:**

Tuesday, Mar 15: PEER REVIEW DUE

Thursday, Mar 17: IN CLASS EXAM

#### **Week Eleven:**

March 21-25

#### **SPRING BREAK**

#### **Week Twelve:**

Tuesday, Mar 29:

Protest Politics

Viewing: Eyes on the Prize; Wyoming Black 14

Thursday, Mar 31:

Protest Politics

#### Required:

Baldwin (596-603); Martin Luther King "Letter" and "Lincoln Memorial Address" (653-664); Malcolm X (664-674)

Questions to consider for class discussion: How do Baldwin, King, and Malcolm X differ in their understanding of the exclusion of African-Americans from the American polity? How do they advance their claims?

#### **Week Thirteen:**

Tuesday, Apr 5:

Protest Politics

#### Required:

Baldwin v. Buckley (684-688); Carmichael, Wilkins, Chavez, Friedan (703-717)

Questions to consider for class discussion: Are these social or political critiques? What is the difference? How do the authors examined use the Declaration of Independence?

### **Tenth Reading Quiz**

Thursday, Apr 7:

Independent Research, Individual Conferences

**Week Fourteen:**

Monday, Apr 11: FINAL DRAFT OF PAPERS DUE TO E-COMPANION  
NO LATE PAPERS ACCEPTED

Tuesday, Apr 12: Archival Research at American Heritage Center  
Full class orientation (**mandatory**)

Thursday, April 14: Archival Research at American Heritage Center

**Week Fifteen:**

Tuesday, Apr 19: Archival Research at American Heritage Center

Thursday, Apr 21: Independent Research

**Week Sixteen:**

Tuesday, Apr 26: Class presentations on Archival Research

Thursday, Apr 28: Class Cancelled, Gabrielson to Conference

**Finals Week:**

Archival Research Papers Due to e-companion dropbox: Thurs, May 5,  
12:30pm  
LATE PAPERS WILL NOT BE ACCEPTED