

PLSC 102: Democracy in America
Fall 2016
Department of History & Political Science
Ashland University
TTh 1:40 p.m.-2:55 p.m.
Andrews Hall 101

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Office Hours: T 12:30 p.m.-1:30 p.m. and by appointment

Course Description

Why are our individual rights so important in the United States that they were enshrined in the Constitution? Why does the Constitution limit the federal government? Why is there a system of check and balances and separation of powers among the three branches of government? What led the federal government to increase its powers, especially in regulating industry and in setting up the modern welfare system? What has led to a backlash against federal involvement? What are rights and how are they protected, and what has been the evolution of rights since the country's founding?

This course examines the link between those ideas and our system of American government. We will also investigate how our system of government and the concept of rights has changed throughout American history. This course is based on a seminar method in that my lecturing will be limited. Instead, we will be engaged in an in-depth discussion of each day's readings. The readings for this class are not easy and require time to study and understand. It is expected that you will spend 6-9 hours each week on the readings and other work for this course, so plan your schedule accordingly.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Discuss, orally and in writing, the main ideas and concepts found in the Declaration and the Constitution.
2. Explain the political theory of the Declaration of Independence and the Constitution, which means that students will understand the main concepts and

- ideas found in these documents as well as the arguments underlying and justifying those ideas and concepts.
3. Examine difficult political documents such as the Declaration and the Constitution.
 4. Write accounts of complex political ideas, such as the doctrine of natural rights and consent of the governed.

Required Textbooks

Kramnick, Isaac, and Theodore J. Lowi, editor. 2008. *American Political Thought*. W.W. Norton: Washington, D.C. (ISBN: 978-0-393-92886-0).

Student Responsibilities

Please come to class prepared. This means you need to read the assigned readings beforehand. When you read, do not focus on too many details, but instead, ask what is the message the author(s) are trying to convey. Why is it important? How does this tie into our system of government, specifically looking at the presidency, Congress, and the judiciary?

Attending class and participating is important, as there will be material discussed only in lectures that will be tested on exams and quizzes. You are also responsible for treating your classmates with respect, especially during class discussions. We each come to this course with diverse backgrounds and different ideas regarding various issues and how government should work. Please respect your classmates by not talking when others have the floor. Several of the readings and topics are controversial, and vigorous debate is to be expected. You are free to challenge ideas, but not the character of your classmates. Do not engage in *ad hominem* attacks, or ridicule your classmates because they may have different ideas.

Technology Policy

Cell phone use in class is inappropriate and distracting to both myself and other students. If you use a laptop or tablet to take notes, please do not surf the Internet during class or use social media. I reserve the right to ask students to leave if you are using your cell phone, or a laptop/tablet, if not used for note-taking purposes.

Attendance

Class attendance is important and affects your final grade as quizzes and exams cannot be made up unless an absence is excused (e.g. approved university activity, family funeral, illness with a doctor's note indicating a return to work/school date). Absences related to your academic workload, outside work schedule, car problems, etc. are not usually excused absences. If you do miss a class, you are responsible for obtaining the missed material (e.g., notes) from another student. If you have an excused absence and need to make up an exam, you must notify me as soon as possible after the absence. You are

responsible for providing satisfactory evidence to the instructor the next class session after your absence.

Instructor Responsibilities

As part of being your instructor, I have responsibilities to you. I will help answer questions regarding the course, and help you understand all the material. I will be available during office hours and available by appointment if you cannot make office hours. I will also try to answer questions via email within 48 hours (does not include weekends). All questions regarding grades must be asked in person either after class, or during office hours.

Grading

Participation: 10%

Papers: Two at 15% each (30% total)

Mid-term: 30%

Final exam: 30%

Final grade scale: A = 94% and above, A- = 90%-93%, B+ = 87%-89%, B = 84%-86%, B- = 80%-83%, C+ = 77%-79%, C = 74%-76%, C- = 70%-73%, D+ = 67%-69%, D = 60%-66%, F = 59% and below (Note: I do not round up final grades if you are just below the cutoff, such as having a 93.8%. I have to define the scale at some point, and some students are always going to fall on the other side of the divide).

Participation (10%): In lieu of an attendance grade, I will grade on participation. It is expected students come to class with substantive questions regarding the subject matter, as well as be willing to engage in conversation with your classmates. Participation grades are contingent on attending class and cannot be made up.

Mid-term (30%): A midterm will be given during Week 8 (Oct. 18 & 20). The first day of the exam will be multiple choice and short answer, while the second day will be devoted to longer essays.

Final exam (30%): The final exam will be the same format as the mid-term. Essay questions will be handed out the last day of class (Dec. 8) and must be uploaded to Blackboard Learn by noon on the day of the final (Dec. 13). The second portion of the final will be multiple-choice and short answer that will be given from 1:30 p.m.-3:30 p.m. on Dec. 13.

Papers (Two at 15% each): Students will write two 4-5 page argumentative papers. The first paper will be due Oct. 13 and the second will be due Dec. 8. Further details regarding the first paper will be given the second week of class. Papers must be uploaded to Blackboard Learn.

Proper spelling, punctuation, grammar, and sentence structure will be part of your

research paper grade. Students need to develop the ability to write clearly. Students are expected to carefully read, edit, and proofread their written work. If you would like further assistance regarding your writing, the Writing Center is located in Bixler Hall 104.

Plagiarism and Academic Integrity

Academic dishonesty, cheating, or plagiarism will result in a failing grade for the assignment in question. Repeat violations academic dishonesty/cheating/plagiarism on exams or the final paper will result in a failing grade for the course. Other sanctions may be taken in line with university policy. Ashland University's policy regarding academic dishonesty is available at <https://www.ashland.edu/administration/center-academic-support/writing-studio/policies-plagiarism-integrity>. Failure to read the policy does not excuse students from any punishment that may result from academic dishonesty.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to <http://dservices@ashland.edu>. The Disability Services office and myself will work together to establish accommodations, and to meet your learning needs.

Registration Requirement

The official registration deadline for this course is September 6. Course drops must be completed by September 16 to not receive a Grade "W", and the last day to withdraw with a Grade "W" is November 18. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Class Schedule

Readings will come from the *American Political Thought* textbook, with additional readings as noted.

Week 1: Colonial beginnings (Aug. 30 & Sept. 1)

Tuesday: Introduction to course, pass out syllabus

Thursday: Colonial roots

Magna Carta (1215) *Blackboard Learn

"The Mayflower Compact" (1620)

"An Ordinance and Constitution of the Virginia Bay Company" (1629)

"Charter of the Massachusetts Bay Company" (1629)

Franklin, Benjamin, "The Way to Wealth" (1758)

Week 2: The Founding (Sept. 6 & 8)

Tuesday: Revolution

Adams, John, "Thoughts on Government" (1776)
Adams, Samuel, "The Rights of the Colonists" (1772)
Jefferson, Thomas. "The Declaration of Independence" (1776)
Otis, James, "The Rights of the British Colonies Asserted and Proved" (1764)
Paine, Thomas. "Common Sense" (1776)

First paper assignment handed out.

Thursday: The Constitution

"Article of Confederation" (1778)
"The Constitution, Articles I-III" (1789)
Hamilton, Alexander, Federalist 1, 9, 23, 70, 78, 84
Madison, James, Federalist 10, 39, 48, 51
Jefferson, Thomas "Letters on the Constitution" (1787, 1789)

Week 3: Visions of Union (Sept. 13 & 15)

Tuesday: Federalist and Jeffersonian Visions

Hamilton, Alexander, "Report on Manufactures" (1791)
Marshall, John, "Marbury v. Madison" (1803)
---, "McCulloch v. Maryland" (1819)
Washington, George "Farewell Address" (1796)
Madison, James, and Thomas Jefferson, "Virginia and Kentucky Resolutions" (1798)

Thursday: Jacksonian Democracy

Clay, Henry, "Speech on the Tariff" (1824)
Jackson, Andrew, "Veto of Maysville Road Bill" (1830)
--- "Bank Veto Message" (1832)
Webster, Daniel, "Speech of Jackson's Veto of the United States Bank Bill" (1832)

Week 4: Nineteenth Century Civil Rights (Sept. 20 & 22)

Tuesday: Early Works on Slavery

Garrison, William Lloyd, "The Liberator" (1831)
Grimké, Angelina, "Appeal to the Christian Women of the South" (1836)
Jefferson, Thomas, "Notes on the State of Virginia" (1784)
Rush, Benjamin, "An Address . . . Upon Slave Keeping" (1773)

Thursday: Women in the Early Republic

Adams, Abigail, "Letter to John Adams" (1776)
Beecher, Catherine M., "A Treatise on Domestic Economy" (1841)
Grimké, Sarah M., "Letters on the Equality of the Sexes and the Condition of Woman" (1837)
Stanton, Elizabeth Cady, "The Seneca Falls Declaration of Sentiments and Resolutions" (1848)

Week 5: Social Darwinism, Populism, and Upheaval (Sept. 27 & 29)

Tuesday: Social Darwinism & Populism

- Bryan, William Jennings, “Cross of Gold Speech” (1896)
- Carnegie, Andrew, “The Gospel of Wealth” (1889)
- Sumner, William Graham, “What the Social Classes Owe to Each Other” (1884)
- Watson, Thomas E. “National People’s Party Platform” (1892)
- Weaver, James Baird, “A Call to Action” (1892)

Thursday: Labor Upheaval

- Debs, Eugene V., “Unionism and Socialism” (1904)
- , “Speech to the Jury” (1918)
- Goldman, Emma, “Anarchism: What It Really Stands For” (1907)
- Gompers, Samuel B. “The American Labor Movement” (1914)

Week 6: Women’s Suffrage and Race Relations (Oct. 4 & 6)

Tuesday: Women’s Suffrage

- Addams, Jane, “If Men Were Seeking the Franchise” (1913)
- Anthony, Susan B. “Speech About Her Indictment” (1873)
- Brownson, Orestes, “The Woman Question” (1869)
- Woodhull, Victoria, “On Constitutional Equality” (1871)

Thursday: Empire & Race Relations

- Thirteenth, Fourteenth, and Fifteenth Amendments to Constitution (1865, 1868, 1870)
- Chief Joseph, “An Indian’s View of Indian Affairs” (1879)
- Du Bois, W. E. B. “The Immediate Program of the American Negro” (1915)
- Harlan, John Marshall, “Plessy v. Ferguson” (1896)
- Hughes, Langston, “Let America Be America Again” (1938)

Week 7: Progressive Era (Oct. 11 & 13)

Tuesday: Early Reform

- “Lochner v. New York” (1905) *Search online
- Holmes, Oliver Wendell, “Dissent in Lochner v. New York” (1905)
- Sinclair, Upton, “The Jungle” (1906)
- Steffens, Lincoln, “The Shame of the Cities” (1904)

Thursday: Managing the Public

- Beard, Charles, “The Economic Basis of Politics” (1922)
- Dewey, John, “The Public and Its Problems” (1927)
- Lippmann, Walter, “Public Opinion” (1922)
- Wilson, Woodrow, “The New Freedom” (1913)

First paper due.

Week 8: Mid-term (Oct. 18 & 20)

Tuesday: Mid-term exam

Thursday: Mid-term exam

Week 9: The New Deal (Oct. 25 & 27)

Tuesday: The State and Economic Affairs

Beard, Charles A., “The Myth of Rugged American Individualism” (1931)
Kelo v. City of New London (2005), *Blackboard Learn
Madison, James, “Property” (1792) *Blackboard Learn
Roosevelt, Franklin D., “Speech at Oglethorpe University” (1932)
---, “Commonwealth Club Speech” (1932)
---, “First Inaugural Address” (1933)
---, “Annual Message to Congress” (1936)
---, “The Four Freedoms” (1941)
---, “A Second Bill of Rights” (1944)
Wallace, Henry, “New Frontiers” (1934)
Youngstown Sheet & Tube Co. v. Sawyer (1952) *Blackboard Learn
Second paper assignment handed out.

Thursday: The New Deal’s Critics

Hoover, Herbert, “American Individualism” (1922)
---, “Rugged Individualism” (1928)
---, “The Challenge to Liberty” (1936)
---, “The Fifth Freedom” (1941)
Lippmann, Walter, “Planning in an Economy of Abundance” (1937)

Week 10: Cold War & Emerging Protests (Nov. 1 & 3)

Tuesday: Cold War

Buckley, William F. “God and Man at Yale” (1951)
Chambers, Whittaker, “Witness” (1952)
Goldwater, Barry, “The Conscience of a Conservative” (1960)
Schlesinger Jr., Arthur M. “What Is Loyalty? A Difficult Question.”

Thursday: The “New Left”

Bell, Daniel, “End of Ideology” (1960)
Dahl, Robert A. “Who Governs? Democracy and Power in an American City” (1961)
Mills, C. Wright, “Letter to the New Left” (1960)
Students for a Democratic Society, “Port Huron Statement” (1962)

Week 11: Civil Rights (Nov. 8 and 10)

Tuesday: Civil Rights in the ‘60s

Carmichael, Stokely, “Toward Black Liberation” (1966)
King Jr., Martin Luther, “The Power of Nonviolence (1957)”
---, “Letter from Birmingham Jail” (1963)
---, “I Have a Dream” (1963)
Malcom X, “The Ballot or the Bullet” (1964)

Thursday: Progress with Civil Rights?

California v. Bakke (1977) *Blackboard Learn
Fisher v. University of Texas (2013) *Blackboard Learn
Fisher v. University of Texas (2016) *Blackboard Learn
Grutter v. Bollinger (2004) *Blackboard Learn

Marshall, Thurgood, “The Constitution’s Bicentennial: Commemorating the Wrong Document?” (1987)

Week 12: Women’s Rights & LGBTQ Rights (Nov. 15 & 17)

Tuesday: Contemporary Feminism

Friedan, Betty, “The Feminine Mystique” (1963)
Hooks, Bell, “Feminist Theory from Margin to Center” (1984)
National Organization for Women, “Bill of Rights” (1967)
---, “Redstockings Manifesto” (1969)
Schlafly, Phyllis, “The Power of the Positive Woman” (1977)

Thursday: LGBTQ Rights

Baker v. Nelson (1971) *Blackboard Learn
Bowers v. Hardwick (1986) *Blackboard Learn
Haider, Markel, Daniel, and Kenneth J. Meier, “The Politics of Gay and Lesbian Rights: Expanding the Scope of the Conflict” (1996) *Blackboard Learn
Lawrence v. Texas (2003) *Blackboard Learn
Obergefell v. Hodges (2015) *Blackboard Learn

Week 13: Thanksgiving (Nov. 22 & 24)

Tuesday: No class (Friday schedule)

Thursday: Thanksgiving break

Week 14: Justice and New Conservatism (Nov. 29 & Dec. 1)

Tuesday: Justice

Kristol, Irving, “Capitalism, Socialism, and Nihilism” (1973)
Nozick, Robert, “Anarchy, State, and Utopia” (1974)
Rawls, John, “A Theory of Justice” (1971)

Thursday: New Conservatism

Friedman, Milton, and Rose B. Friedman, “Free to Choose” (1980)
Robertson, Pat, “A Portrait of America” (1980)

Week 15: Alternative Approaches (Dec. 6 & 8)

Tuesday: New Approaches to Politics

Etzioni, Amitai, “Communitarianism and the Moral Dimension” (2000)
Rorty, Richard, “A Cultural Left” (1998)
Sandel, Michael, “The Public Philosophy of Contemporary Liberalism” (1996)
Second paper assignment due.

Thursday: Make-up and/or review

Final exam essay questions handed out.

Week 16: Final Exam (Dec. 13)

Tuesday: Exam from 1:30 p.m.-3:30 p.m.

Final exam essay due at noon.

Grading Standards for Papers and Tests

- A – OUTSTANDING.** An "A" essay or test is clearly written and contains no grammatical errors. It demonstrates mastery of the relevant material and offers significant insight into the topic at hand.
- B – GOOD.** A "B" essay or test is clearly written but may contain a very few grammatical errors. It clearly relates the facts, gives sound analysis, and provides some interesting insight.
- C – MEDIOCRE.** A "C" essay or test is clearly written but may contain some grammatical mistakes. It adequately relates the facts and offers some analysis, although it probably does not offer much insight.
- D – POOR.** A "D" essay or test is intelligible but probably contains some serious grammatical errors. It often relates the facts poorly, offers little analysis, and provides no real insight.
- F – UNACCEPTABLE.** An "F" essay or test is poorly written and makes no coherent argument. It struggles to relate the facts and offers little or no analysis. It often creates confusion instead of providing insight.