

## APPENDIX 2: SAMPLE CIVICS SYLLABI

We do not have a single model of a civics syllabus that we wish to impose on classrooms around America. We do, however, think there are examples of good civics syllabi, which would be helpful for professors and interested citizens as they determine what ought to be in a civics curriculum. Here we include two by Dr. Bradley C. S. Watson of Saint Vincent College, Pennsylvania—the introductory *Politics 100 Principles of American Politics* and the advanced *Politics 336 American Political Thought*. Courses with this general approach and level of rigor ought to be the building blocks of American civic curricula.

### Politics 100 Principles of American Politics

*SAINT VINCENT COLLEGE*

*POLITICS 100 PRINCIPLES OF AMERICAN POLITICS (AKA, THE AMERICAN FOUNDING)*

Fall 2014

TR 11:30-12:45

This section is a “Freshman Seminar”

Professor: Bradley C. S. Watson

Aurl. 324

Office Hours: T R 11:00-11:30; 3:45-5:00; F 2:00-4:00

Phone: ext. 2145

[bwatson@stvincent.edu](mailto:bwatson@stvincent.edu)

Please feel free to contact me any time you have a question about the course or your assignments. You can meet me during my regular office hours or by special arrangement. You should also note that I’m in my office or can be found around the departmental offices regularly (generally every day), so you have a good chance of finding me outside regular office hours. Don’t use email for a question that requires anything beyond a quick “yes” or “no” answer. I’m inundated with dozens of emails a day and won’t be able to get to it. Please see me or call me.

#### COURSE DESCRIPTION AND OBJECTIVES

The study of politics raises fundamental questions. How ought we, as human beings, to live? Put another way, what is the nature of good and evil, right and wrong, justice and injustice? Implicit in these questions, at the practical level of government, are further questions as to how we *in fact* live, how we *should* organize ourselves in communities, and who ought to *govern* in the communities in which we, as political beings, dwell.



The American constitutional order represents one set of answers to these fundamental questions. This course examines the genesis of our constitutional order through a close study of the writings, speeches, and deeds of those who were responsible for its creation. Throughout, we will attempt to understand the American regime as its founders understood it, evaluate that understanding, and determine the extent to which that understanding might be both important and true today. We will pay some attention to the extent to which the regime as it currently operates either does or does not reflect the original understanding. We will also try to limn the relationship of the regime to the larger tradition of Western political thought. By doing these things, we will, with diligence, avoid injecting our 21st century biases and preconceptions into the American founding period. In short, we will understand the period on its own terms and thereby be in the best position to defend, or criticize, the regime that was its product.

This course is designed to contribute to a well-rounded liberal education, whether your major is politics or another social sciences, natural sciences, humanities, or business discipline.

#### FRESHMAN SEMINAR GOAL STATEMENT

This is a Freshman Seminar course. Freshman Seminars at Saint Vincent College are courses designed to make new students feel welcomed and integrated into the SVC learning community on academic, social, and cultural levels. First-year students have the opportunity to establish a sense of camaraderie with their teachers as well as with one another, and to focus on areas essential for success in the Saint Vincent curriculum: academic responsibility, critical thinking, and presentation of ideas. Freshman seminars enable students to be effective learners and thinkers both in their major fields of study and in other areas of the curriculum. To complement this experience, students participate in extracurricular events and learn to apply their academic skills both in the classroom and in the world beyond campus.

#### EXTRACURRICULAR EVENTS: THE “FOURTH HOUR”

Students in this freshman seminar should plan on attending the following events (*those in the fourth hour time slot are required*; the starred events are highly recommended for everyone interested in politics and public affairs, and bonus points will be given for attendance at these recommended events!) We will not meet *every* week at the regularly scheduled time for the “fourth hour.” We will use the scheduled fourth hour toward the end of the semester for student presentations.

**Wednesday September 3, 2014, 3:00-3:50**, Alf 33, library orientation seminar with research librarian.

**\*Thursday September 4, 2014, 7:30, Rogers Center**, “Pennsylvania-Canada Connections: The Economic Relationship, a Shared Border, and a Common Culture,” John Prato, Consul General of Canada

**Wednesday September 17, 2014, 3:00-3:50**, location TBA, meeting with Academic Affairs staff on “Being a Professional Student: Academic Responsibilities and Expectations of the Saint Vincent College Undergraduate”

**\*Wednesday September 17, 2014, 7:30 p.m.**, Constitution Day Address, Carey Hall Performing Arts Center, “What the Framers Can Teach Us About Political Compromise and Political Persuasion,” Michael Meyerson, University of Baltimore Law School

**\*Wednesday, October 8, 2014, 8:30, 9:30, 10:30, 11:30 a.m.**, Fred Rogers Center (four sessions coinciding with class periods), annual **Civitas Forum on Principles and Policies for Public Life**. This year’s topic is *Making Americans: Immigration and Assimilation in the Twenty-First Century*. Lectures include “Immigrant Assimilation: It’s Not 1914 Anymore,” Mark Krikorian, Center for Immigration Studies, “Breaking the Liberal Monopoly on Hispanic Americans,” Mike Gonzalez, Heritage Foundation, “Immigration in the Age of Jihad: The Challenge of Muslim Immigration in the United States,” Brian Kennedy, Claremont Institute.

**Wednesday, October 15, 2012, 3:00-3:50**, Carey Hall Performing Arts Center, meeting with Registrar on Registration and use of SVC Portal.

**\*Wednesday October 22, 2014, 7:30 pm, Rogers Center**, “The Ethics of the Fashion Industry: Lorde v. Jay-Z: What’s the Best Way to Think About Fashion?” Graham McAleer, Loyola University

**\*Wednesday November 12, 2014, 7:30 p.m., Rogers Center**, “A Moral Economy: Can Capitalism and Christianity Coexist?” Jim Hartley, Mount Holyoke College

**The last four Wednesdays** of the semester we will meet during the scheduled fourth hour (Wednesday at 3:00 p.m.) for student presentations.

\*Starred events are talks by guest speakers invited to campus by Saint Vincent’s nationally recognized Center for Political and Economic Thought. Through the Center’s Government and Political Education lecture series, its Alex G. McKenna Economic Education lecture series, its Civitas Forum on Principles and Policies for Public Life, and its Biennial Culture and Policy Conferences, the Center hosts some of the most active lecture and conference series of their kind in the nation. Each lecture or conference addresses in some way the conditions of freedom and order

necessary for the flourishing of a free and decent society. Participants include some of the leading scholars, intellectuals, and public figures from America and around the world. All lectures or conferences are of particular relevance to students interested in American politics and institutions. Course bonus points will be given for attendance at these events!

#### COURSE REQUIREMENTS

This course will be examined primarily through in-class essays. Class participation and attendance are also important. There are five course requirements:

I., and II. **Two mid-term essay exams**, each worth 25% of the course grade. The midterms will be **closed book** and consist of questions requiring **extended essay answers**. Midterms will be given on **October 2** and **November 4**. The first midterm will cover all course material up to the exam date. The second will cover all material since the first exam. **Style** will count as well as substance in the grading of the midterms. The midterms are designed to ensure that you are progressing well in your acquisition of basic knowledge of the principles of American politics.

III. One **final essay exam**. The **final** will be worth 40% of the course grade. The final will be **closed book** and consist of questions requiring **extended essay answers**. This course is designed to lead up to this final exam, which will test your ability to write essays covering fundamental principles of American politics, and particularly the American founding era. **Style** will count as well as substance in the grading of the final exam. The final will cover the **entire course**, with emphasis on subjects covered since the second midterm.

Questions/study guides will be handed out early to ensure students have every opportunity to prepare and consult with the instructor, and little cause for complaint! If you can answer *all* the questions on your study guide well, you *will* understand the “fundamental principles of American politics” better than most people!

All examinations in this course, including the final, will require a grasp of the assigned readings **and** of the class lectures and discussions. Please note that examinations will not be given early, and **written makeup exams will not be given**. Makeup exams will be given only in rare circumstances (major illness, death in the family, or required attendance at an officially scheduled college event—in which case advance notice must be given, and the student must present an official written excuse from the College administration). All makeup exams will be **orals**. There are **no** other valid reasons for missing an exam; if an exam is missed, it will be assigned a grade of zero.

IV. **Class participation and regular attendance**, is worth 5% of the course grade. You should keep up with the required readings and be prepared to answer questions I might ask you in class. In addition, knowledge of what has been

discussed in class is **essential** for success on the exams. It will be difficult to get an 'A' in this course unless you keep up with the assigned readings and are prepared to discuss them in class. Indeed, it will be more difficult to manage even a 'B' range grade if this is not done. **Mere attendance is insufficient to garner a top class participation grade.** If you do not participate in class discussions, **you will not do well** on the class participation grade. As with all my courses, this course is very reading-intensive; **we will cover a lot of material.** It is not for the faint of heart. Unreasonable absences will affect this part of the course grade.

**V. Presentation** on a topic of interest to the student, worth 5% of the course grade. Students should plan to give a 5-10 minute oral presentation on how a *contemporary* topic in American politics relates to or is illuminated by the ideas of the American founding period. Students should rely directly on the materials we have read in class, as well as other materials that might be relevant. Topics should be cleared with the instructor at least a week in advance of your presentation. As the semester progresses, I will hand out a sign-up sheet for specific presentation times.

**A note on grade expectations:** a "normal" grade in my courses is a "B" or a "C"; based on experience, most students in this course will receive one of these grades (and their variants, such as B-, C+, etc.) Less than average work will receive a "D" or less. Only students who do **exceptional** work can expect an "A." I define exceptional work as clear evidence that a student has read the course materials and understood the class lectures and discussions, conjoined with an ability to present this evidence with precision in written prose and, to a lesser extent, orally. Students looking for an "easy 'A'" should definitely look elsewhere.

No "incompletes" will be given in this course in the absence of serious illness.

#### ACADEMIC HONESTY

Saint Vincent's standards of academic integrity apply to everything you do in this course, and all other academic work you undertake at SVC. I draw your attention to the Academic Honesty policy contained in the Saint Vincent College *Bulletin* as well as the McKenna School's rule on academic dishonesty. The *Bulletin* states:

*"Saint Vincent College assumes that all students come for a serious purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. Therefore, it is college policy to have as few rules and regulations as are consistent with efficient administration and general welfare."*

*"Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the performance of academic assignments, both in the classroom and outside, and in the conduct of personal life. Accordingly, Saint Vincent College holds its students to the highest standards*



*of intellectual integrity and thus the attempt of any student to present as his or her own any work which he or she has not performed or to pass any examinations by improper means is regarded by the faculty as a most serious offense.”*

It is McKenna School policy that instances of academic dishonesty will result in an automatic course failure. **There will be no exceptions.**

#### TECHNOLOGY POLICY

No electronic devices of any kind—mobile phones, iPhones, Blackberries, laptops, iPads, etc.—may be used in class. Please turn them off.

#### CLASS CANCELLATIONS AND WEATHER

I rarely if ever cancel classes due to weather (assuming the College itself is open). In the unlikely event I have to cancel class on short notice for weather or other reasons, I will send an email notification to your Saint Vincent account from the course list in the Portal.

#### DISABILITIES

Students with disabilities who require academic accommodations and support services should please consult Mrs. Sandy Quinlivan. You may contact her by telephone (724-805-2371), SVC email or by scheduling an appointment in Academic Affairs (located directly above the Post Office). Reasonable accommodations do not alter the essential elements of any courses, programs or activities.

#### REQUIRED TEXTS AND COURSE OUTLINE

The following are your reading assignments. **You will of course be responsible for what I say in class as well as what you read from the assigned readings.** You should therefore take **good notes**.

**All readings on the syllabus are required.** You should commence reading immediately, and try to keep ahead of where we are in class. The readings in this course consist entirely of primary sources; there are no “textbooks.” The readings are therefore challenging, but worth the effort (unlike most textbooks). Leave yourself extra time! Those readings not found in the books will be made available through photocopies. This outline is subject to revision as the course progresses.

- *Two Treatises of Government*, John Locke
- *The Portable Thomas Jefferson* (referred to as “Jefferson”), ed. Merrill D. Peterson
- *The Federalist*, ed. Clinton Rossiter
- Alexis de Tocqueville, *Democracy in America* (referred to as “Tocqueville”), ed. J.P. Mayer, tr. G. Lawrence

- *American Political Writing During the Founding Era*, vol. 1 (referred to as “APW I”), ed. Hyneman and Lutz
- *George Washington: A Collection* (referred to as “Washington”), ed. W.B. Allen
- *The Anti-Federalist* (referred to as “AF”), ed. Herbert J. Storing

### 1. Introduction

- Locke, *Second Treatise of Government*, chs. 2, 3, 5, 9

### 2. Principles of the Revolution

- James Otis, “Introduction” from *The Rights of the British Colonies Asserted and Proved* (photocopy; 1<sup>st</sup> item in packet)
- John Adams, “A Dissertation on the Canon and Feudal Law” (photocopy; 2<sup>nd</sup> item in packet after Otis)
- Richard Bland, “An Inquiry Into the Rights of the British Colonies” (APW I: 67-75)
- James Wilson, “Considerations on the Nature and Extent of the Legislative Authority of Parliament” (photocopy; 3<sup>rd</sup> item in packet after Adams)
- Simeon Howard, “A Sermon Preached to the Ancient and Honorable Artillery Company in Boston” (APW I:185-195)
- Samuel West, “On the Right to Rebel Against Governors” (APW I: 410-48)
- Jefferson, “A Summary View of the Rights of British America” (3-21)
- Jefferson, Declaration of Independence
- Jefferson, *Notes on the State of Virginia*, “Manners” (214-15)
- Jefferson, “To William Ludlow” (583-84)
- Jefferson, “To Roger Weightman” (584-85)

### 3. Early Institutions

- John Adams, “Thoughts on Government” (APW I: 401-409)
- Excerpts from founding era state constitutions (photocopy; VA, PA, and MA constitutions; 4<sup>th</sup> item in packet, after Adams)
- Articles of Confederation (photocopy; last item in packet after MA constitution)
- Jefferson, *Notes on the State of Virginia* (Constitution, 162-76)
- Washington, “Circular Letters to the States” (133-35, 239-49); “To the Secretary for Foreign Affairs” (323-24); “To John Jay” (333-35); “To James Madison” (360-63);

#### 4. The Constitution: Union, Federalism, and Centralization

##### The National Republic

- U.S. Constitution
- *The Federalist* 1, 2, 6, 8, 9, 10, 23, 37
- Washington—reconsider letter Madison, above

##### Doubts and Reconsiderations

- *AF*, Federal Farmer I, II
- *AF*, Brutus I, V
- *AF*, Agrippa IV
- Jefferson, “Opinion on the Constitutionality of the National Bank” (261-67)
- Jefferson, “Kentucky Resolutions” (281-89)
- Tocqueville on local government (56-77); on decentralization (82-84; 87-88); on small vs. large republics (149-61)

#### 5. The Constitution: Separation of Powers and Institutions of Government

- *The Federalist*, reconsider 9, 10

##### Separation of Powers

- *The Federalist* 48, 49, 51

##### Congress

- You may skim *The Federalist* 52-54, 55, 57-58, 62-64
- *AF*, Federal Farmer VII
- *AF*, Brutus III

##### The Presidency

- *The Federalist* 68-69, 70-73

##### The Judiciary

- *The Federalist* 78, 80-81
- *AF*, Brutus XI-XII, XV

##### Rights and the Bill of Rights

- Bill of Rights
- *The Federalist*, 84

#### 6. The Challenges of Democracy in America

- George Washington, Farewell Address
- Tocqueville, *Democracy in America*, on mores (264-65, 274, 292-95); on religion and the family (275-82; 417-24); on equality (479-82, 639-45); on despotism (661-73)
- George Washington, “Letter to the Hebrew Congregation at Newport,” 547-48

## Politics 336 American Political Thought

*SAINT VINCENT COLLEGE*

*POLITICS 336 AMERICAN POLITICAL THOUGHT*

Fall 2014

TR 11:30-12:45

Professor: Bradley C. S. Watson

Aurl. 324

Office Hours: T R 11:00-11:30; 3:45-5:00; F 2:00-4:00

Phone: ext. 2145

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### COURSE DESCRIPTION AND OBJECTIVES

The study of politics raises fundamental questions. How ought we, as human beings, to live? Put another way, what is the nature of good and evil, right and wrong, justice and injustice? Implicit in these questions, at the practical level of government, are further questions as to how we *in fact* live, how we *should* organize ourselves in communities, and who ought to *govern* in the communities in which we, as political beings, dwell. The American constitutional order represents one set of answers to these fundamental questions.

This course concentrates on American political thought subsequent to the founding period (from just prior to the Civil War to the present). The shift in political understanding in the United States—from Madisonian constitutionalism to twentieth



and twenty-first century liberalism—has been dramatic. Differing understandings of nature and natural rights have been central to this shift. In 1863 Abraham Lincoln declared that America “was conceived in liberty, and dedicated to the proposition that all men are created equal.” The foundation of this proposition was laid in nature and its consequence was a body of natural rights in accordance with what the Declaration of Independence claimed to be the laws of nature and of nature’s God. This course will examine the nature of political equality and the transformation in the idea of natural rights under the influence of social Darwinism, progressivism, pragmatism, and contemporary liberalism. The course will bring to light the significance of these developments in their full philosophical and political contexts. Attention will also be paid to matters of constitutional interpretation and the “Reagan Revolution.”

This course is designed to contribute to a well-rounded liberal education, whether your major is Politics or another social sciences, natural sciences, humanities, or business discipline.

#### COURSE REQUIREMENTS

There are **four** course requirements:

I. and II. **Two examinations—a midterm worth 20%** of the course grade, and a **final** worth 40%. The exams will be given on **October 2** and during the **final exam period**, respectively. The first will cover all course material up to the exam date. The final will cover the entire course, with emphasis on the materials covered since the midterm. All exams will be closed book, and will consist of questions requiring **extended essay answers**. Questions will be handed out well in advance of exams to ensure students have every opportunity to prepare, and little cause for complaint! All examinations in this course, including the final, will require a grasp of the assigned readings **and** of the class lectures and discussions. Please note that examinations will not be given early, and **written makeup exams will not be given**. Makeup exams will be given only in rare circumstances (major illness, death in the family, or required attendance at an officially scheduled college event—in which case advance notice must be given, and the student must present an official written excuse from the College administration). All makeup exams will be **orals**. There are **no** other valid reasons for missing an exam; if an exam is missed, it will be assigned a grade of zero.

III. An **interpretive essay**, worth 30% of the course grade. The essay will be **due on the last day of classes for the semester (Friday) at 2:00 pm**. This is the **outside deadline** for the paper—**earlier is better** from your point of view. I am happy to read drafts that you turn in early enough for me to give meaningful advice. The essay is graded out of 30—**1 point will be deducted** if it is not handed in at 2:00 pm on the last day of this class, **2 additional points** for each day it is late. After 3 days, a grade of zero will be assigned. The essay must be approximately 3,000

words in length. It will address a specific question arising from the course materials; it is not intended to be a research-intensive paper, although some library research might be required. **Style will count as much as substance** in the grading of the essay and the outline—please make sure they are well written! The final paper must be submitted in hard copy and to my email address, which is bwatson@stvincent.edu

IV. **Class participation and regular attendance**, worth 10% of the course grade, is expected. You should keep up with the required readings and be prepared to answer questions I might ask you in class. In addition, knowledge of what has been discussed in class is **essential** for success on the exams. It will be difficult to get an ‘A’ in this course unless you keep up with the assigned readings and are prepared to discuss them in class. Indeed, it will be more difficult to manage even a ‘B’ grade if this is not done. **Mere attendance is insufficient to garner a top class participation grade.** If you do not participate in class discussions, you **will not do well** on the class participation grade. As with all my courses, this course is very reading-intensive; **we will cover a lot of material.** It is not for the faint of heart. Unreasonable absences will affect this part of the course grade.

**A note on grade expectations:** a “normal” grade in my courses is a “B” or a “C;” based on experience, most students in this course will receive one of these grades (and their variants, such as B-, C+, etc.) Less than average work will receive a “D” or less. Only students who do exceptional work can expect an “A”. I define exceptional work as clear evidence that a student has read the course materials and understood the class lectures and discussions, conjoined with an ability to present this evidence with precision in written prose and, to a lesser extent, orally. Students looking for an “easy ‘A’” should definitely look elsewhere.

No “incompletes” will be given in this course in the absence of serious illness.

#### SIX PRINCIPLES OF GOOD WRITING APPLIED TO POLITICS PAPERS

**This is a “writing-designated” course.** As such, students will be expected to apply the “Six Principles of Good Writing” as enumerated below. I **will** read drafts of papers that are turned into me well in advance of the deadline.

#### PURPOSE

- Be sure your topic is concrete
- Potentially fruitful avenues of research for political science papers (depending on the course) include the following: Current public policy issues, historical questions with political ramifications, constitutional questions or controversies, analyses of a theme or work(s) in political thought
- In the opening paragraph or paragraphs, provide a very specific, narrow question or hypothesis that your paper seeks to address or prove/disprove

- Resist the temptation to undertake a topic that is too broad or vague. If you seek to answer the question, “What is justice?” you should first ask yourself if you are smarter than Plato, and can do in a term paper what he sought to do in many books written over the course of a lifetime
- Make a claim that is genuinely controversial or debated within the political science literature or the larger community of citizens who think seriously about political questions

#### ORGANIZATION

- Be sure your paper has a distinct and cogent introduction, followed by the argument and evidence, followed by a distinct and cogent conclusion
- In the introduction, be sure to make clear that you understand the full dimensions of the problem you seek to investigate
- Make sure your paper is logically organized, paying particular attention to opening and concluding sections, ensuring that they are carefully and logically linked to one another
- Judiciously deployed subheadings are almost always useful in a long political science paper

#### SUPPORT

- It is very important for you to state your question or thesis in the opening paragraph or paragraphs of your paper, and to support your argument with concrete evidence including citations to scholarship squarely within the discipline of political science
- It is insufficient for you merely to opine
- Be sure that the argument of the paper is consistent in its concentration on the paper’s question or thesis and how that question or thesis is being proved or disproved
- All textual evidence must be fully and accurately cited according to the Chicago method of citation detailed in Kate Turabian’s *Manual for Writers of Term Papers, Theses, and Dissertations*.

#### COHERENCE

- Stick to one topic within each paragraph
- Keep directing the reader to the relationship of each paragraph and/or section of the paper to the question or thesis that the paper seeks to address

#### CLARITY

- Submit only error-free work

- “Style”—grammar, spelling, syntax—are indivisible from “content.” If you cannot write properly, you cannot convey your arguments with the precision that is required for this paper
- It is a good idea to read both your draft and your final paper aloud. If it doesn’t sound smooth or technically proper to you, chances are it won’t to a third party reader
- Writing should be clear, concise, and emphatic

#### INSIGHT

- Remember that your paper should be designed to make a claim that is genuinely controversial or debated within the political science literature or the larger community of citizens who think seriously about political questions
- Both the draft and your final paper should integrate and synthesize all evidence in creative ways that give the reader insight into something new, and convince the reader that you have adequately dealt with the central question posed by your paper or proved or disproved your thesis

#### SPECIAL EVENTS

Saint Vincent College is home to the nationally recognized Center for Political and Economic Thought. Through the Center’s Government and Political Education lecture series, its Alex G. McKenna Economic Education lecture series, its Civitas Forum on Principles and Policies for Public Life, and its Biennial Culture and Policy Conferences, the Center hosts some of the most active lecture and conference series of their kind in the nation. Each lecture or conference addresses in some way the conditions of freedom and order necessary for the flourishing of a decent society. Participants include some of the leading scholars, intellectuals, and public figures from America and around the world. All lectures or conferences are of particular relevance to students interested in American Political Thought, including especially the ones that follow. Course bonus credit will given for attendance at the following events sponsored by the Center for Political and Economic Thought (keep your eyes open for other Center events that I haven’t listed here—bonus points will be given for attendance!):

**\*Thursday September 4, 2014, 7:30, Rogers Center**, “Pennsylvania-Canada Connections: The Economic Relationship, a Shared Border, and a Common Culture,” John Prato, Consul General of Canada

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#### ACADEMIC HONESTY

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It is McKenna School policy that instances of academic dishonesty will result in an automatic course failure. **There will be no exceptions.**

A primary form—but not the only form—of academic dishonesty is plagiarism. It is *your* responsibility to know and follow the rules of academic honesty. There are a number of forms of plagiarism, and some of them might surprise you. Please be sure you understand this matter fully before writing, as no excuse will be accepted after the fact, not even ignorance of the rules. You may of course discuss your paper topic amongst yourselves if you wish, but **all writing must be your own**. Plagiarism—



**particularly electronic plagiarism**—is a serious problem requiring a serious remedy. Students who plagiarize their essays, or any part thereof, will fail the course and be referred to the college administration for further sanctions. If you are in doubt about what constitutes plagiarism, consult the instructor or a well-recognized source book on academic writing. A good rule of thumb is this: if you are **quoting** 3 or more words in a row, **use quotation marks and cite your source**. Even if you are not quoting, but just “borrowing” an idea, fact, argument, etc., by **paraphrasing** it, **a citation is necessary** (though not quotation marks if yours is a paraphrase.) If you think I won’t fail you for plagiarism (on the paper and in the course)—even if this is your senior year—you’re wrong! The “easy” way is hard. I’ve failed seniors before (even second semester ones), and I haven’t gotten any less grumpy about plagiarism lately. It’s better to write something yourself—even if you don’t think it’s that good—than to steal somebody else’s work. It’s not only better because it’s honest, it’s better because you will actually *learn* something, which is the whole point of the exercise!

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Students with disabilities who require academic accommodations and support services should consult Mrs. Sandy Quinlivan. You may contact her by telephone (724-805-2371), SVC email or by scheduling an appointment in Academic Affairs (located directly above the Post Office). Reasonable accommodations do not alter the essential elements of any courses, programs or activities.

#### REQUIRED TEXTS AND COURSE OUTLINE

The following are your reading assignments. **You will of course be responsible for what I say in class as well as what you read from the assigned readings.** You should therefore take **good notes**.

**All readings on the syllabus are required.** You should commence reading immediately, and try to keep ahead of where we are in class. The readings in this course consist of **primary sources**; there are no “textbooks.” The readings are therefore challenging, but worth the effort (unlike most textbooks). Leave yourself extra time! Those readings not found in the books will be made available through

photocopies. **This outline is subject to revision as the course progresses.**

Books available for purchase are as follows:

- *The Federalist Papers* (“Federalist”), eds. Kesler/Rossiter
- *Lincoln: Selected Speeches and Writings* (Library of America edition, int. Gore Vidal)
- John Dewey, *Liberalism and Social Action* (“Dewey”)
- William Graham Sumner, *What Social Classes Owe to Each Other*
- Bradley C. S. Watson, *Living Constitution, Dying Faith*
- Woodrow Wilson, *Essential Political Writings*, ed. Pestritto (“Wilson”)
- Various photocopied materials, to be handed out by instructor

#### 1. Introduction

- Declaration of Independence (if you don’t already have one, obtain a copy from just about anywhere)
- Jefferson, Notes on the State of Virginia, Query XIII (Constitution) (photocopy)
- *Federalist* 9-10, 51, 63 (these are paper numbers, not page numbers!)

#### 2. Equality and the Slavery Crisis

- Frederick Douglass, Fourth of July Oration (photocopy)
- Abraham Lincoln, Lyceum Address (13-21)
- Lincoln, Temperance Address (34-43)
- Lincoln, Speech on the Kansas-Nebraska Act (93-99)
- *Dred Scott v. Sandford* (photocopy)
- Lincoln, speech on Dred Scott (117-22)
- Lincoln, Second Inaugural (449-50)
- Lincoln, Fragment on Slavery (91-92)
- Lincoln, House Divided speech (131-39)
- Lincoln, Debates with Douglas (149-59; 164-72; 177-96)
- Willmoore Kendall, “Equality and the American Political Tradition” (photocopy)
- Harry V. Jaffa, “Equality as a Conservative Principle” (photocopy)
- Lincoln, Gettysburg Address (405)

## 3. Social Darwinism

- Charles Darwin, *The Origin of Species*, selections (photocopy).
- John Dewey, “The Influence of Darwinism on Philosophy” (photocopy)
- William Graham Sumner, *Essays* (photocopy)
- Sumner, *What Social Classes Owe to Each Other*
- Lester Frank Ward, “Mind as a Social Factor” (photocopy)
- W.E.B. Du Bois, “The Evolution of the Race Problem” (photocopy)

## 4. Pragmatism

- William James, “What Pragmatism Means” (photocopy)
- John Dewey, “Liberalism and Social Action”

## 5. Progressivism and Its Critics

- Theodore Roosevelt, “The Strenuous Life” (photocopy)
- Roosevelt, “True Americanism” (photocopy)
- Roosevelt, “The Spoils System in Operation (photocopy)
- Roosevelt, “The Merit System versus the Patronage System” (photocopy)
- Roosevelt, “The Commission Ideal” (photocopy)
- Roosevelt, “The New Nationalism” (photocopy)
- Woodrow Wilson, *The State*, chs. 1, 16
- Wilson, “Leaders of Men”
- Wilson, “The Study of Administration”
- Wilson, “Cabinet Government in the United States”
- Wilson, *Constitutional Government in the United States*, ch. 3
- Wilson, selections from *The New Freedom*
- Tocqueville, on soft despotism (photocopy)
- Herbert Croly, selections from *The Promise of American Life* (photocopy?)
- Calvin Coolidge, “The Inspiration of the Declaration” (photocopy)
- Herbert Hoover, “The Consequences of the Proposed New Deal” (photocopy)
- Franklin D. Roosevelt, selected speeches (photocopy)
- Martin Luther King, Jr., “Letter from Birmingham Jail,” “I have a Dream” (photocopy).” These are **Common Text (CT)** readings. See Darwin entry above.

In reading King, we will concentrate on his understanding of the grounding of the equality principle in unchanging moral law, and the relationship of this view to Lincoln's and the founders'.

- Ronald Reagan, selected speeches (photocopy)
6. Constitutional Interpretation
- Oliver Wendell Holmes, "The Path of the Law"
  - Holmes, "Ideals and Doubts"
  - Holmes, "Natural Law"
  - Watson, *Living Constitution, Dying Faith*, selections

Selections may include photocopied readings from:

- Thurgood Marshall
- William Brennan
- William Rehnquist
- Clarence Thomas