Course Synopsis

After the Civil War, American political thought showcases major intellectual struggles with division and inequality—between the races, the classes, and the genders. It is a period of rethinking the constitutional order in the United States, and the social order that it aims to insulate from tyrannical plots and designs. Beyond—or in a sense theoretically before—both the laws and traditions of the American nation is the Declaration of Independence, which commits American society—its laws and traditions—to recognize and respect the equal rights and liberties of all individuals. But as Lincoln portrayed it, the Constitution is but a “silver frame” to the “golden apple” of our Revolutionary ideals, while the broader American culture and social traditions are left without place in the analogy.

Visions for reform, some romantic and utopian, others earnest and insistent, inspired widespread political thought, action, and conservative (loosely defined) response. This course explores a selection of works of some of the most influential thinkers, including W.E.B. Du Bois, Edward Bellamy, William Graham Sumner, Charlotte Perkins Gilman, John Dewey, and Barry Goldwater, from the end of the Civil War to the 1960s. These American political thinkers in no small part prefigure the ideological debates ongoing in our civil discourse to this day.

Required Texts (outside readings posted on Blackboard)

Title: Looking Backward (1996)
Author: Edward Bellamy
ISBN: 978-0-486-29038-6

Title: Herland (1998)
Author: Charlotte Perkins Gilman
Course Goals

Generally, we will be working on 3ASU Core Objectives: Critical Thinking (CT), Communication Skills (CS), and Personal Responsibility (PR). Each of these Core Objectives contains its own Student Learning Objectives (SLOs). More particularly, we also will work on 3 SLOs of the Political Science Program (each set of SLOs is listed on back page). Your progress towards these objectives may be assessed through your performance on the assigned material. In particular, some (but not all) writing assignments maybe used for purposes of this assessment.

Course Format and Expectations

Class Discussion. There is typically new reading for each class period. Class time will be devoted to discussing our day’s reading. We will work off of prepared discussion questions, and make every effort to follow the text closely. Students are always expected to have their own copy of the day’s reading with them in class, as well as their own notes and marginalia on the text.

Short Papers. This class is writing intensive – there are no exams and 4 short paper assignments. Students will be provided with a writing prompt for each paper. They will be evaluated for clarity in expression and structure, depth of analysis, and presence of properly cited textual evidence. Students are strongly encouraged to write outlines of their papers before beginning the drafting and revising stages of the writing process. Students are also encouraged to take advantage of my availability during my office hours and via email for any writing related questions.

Attendance Policy—Please Read Carefully

Attendance is mandatory and roll will be taken each class. You are allowed 2 weeks’ worth of “free” absences (4 absences)—these are for any reason—after which I will subtract two points per absence from your final grade point total. There are no “excused” or “unexcused” types of absences in this course, except in very serious and/or emergency circumstances. Please be present and on time as much as possible.
Assignments and Grading

Grade Distribution
- Paper #1 15% (can be re-written and re-submitted with the final paper)
- Paper #2 25%
- Paper #3 25%
- Paper #4 35%

Grading Scale
A 100-90
B 89-80
C 79-70
D 69-60
F 59 & below

Academic Honesty
This class strictly adheres to the university’s policy on academic honesty. Please consult the following website for guidelines on the proper citation of sources and for avoiding plagiarism: http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. Sanctions for a violation of Academic Policy can include failure on the assignment, failure in the course and a notation on the academic record, and suspension from the university.

Religious Observances
Every effort will be made to accommodate all forms of religious observance in compliance with ASU OP 10.19. Students who require additional arrangements to be made should make these known in good time in order that arrangements can be made.

Students with Disabilities
Students that feel that they may need special assistance for any reason should contact the Student Life Office, Rm 112 University Center.
Readings, Assignments, and Due Dates

Unit 1: Education, Race, and Industry

Week 1: Horace Mann, “Lectures on Education” (on BB)
Week 3: Henry George’s “Land and Taxation” (on BB)

Edward Bellamy’s *Looking Backward*
Week 4: Bellamy’s *Looking Backward*

*Short Paper due Thursday (2-3 pages)*

Unit 2: Idealism, and Criticism Thereof

Week 5: Bellamy’s *Looking Backward*
Week 6: Bellamy’s *Looking Backward*
Week 7: William Graham Sumner’s “The Forgotten Man”
Week 8: *Short paper due Tuesday (2-3 pages)*

Charlotte Perkins Gilman’s *Herland*

Unit 3: The Individual vs. The Community

Week 9: Gilman’s *Herland*
Week 10: Gilman’s *Herland*

Herbert Hoover’s “Rugged Individualism”
Weeks 11 and 12: A New Take on Individualism

Dewey’s *Individualism: Old and New*

*Short paper due Thursday (3-4 pages)*
Unit 4: A Sense of Crisis

Week 13: Recap heading into Thanksgiving break

Week 14: Barry Goldwater’s *The Conscience of a Conservative*

Week 15: Goldwater’s *Conscience*

   Excerpts from Port Huron, MLK, Malcolm X

*Final paper due (4-5 pages)*
**ASU Student Learning Objectives**

**Critical Thinking Skills (CT)**

CT1. Gather, analyze, evaluate, and synthesize information relevant to a question or issue.

CT2. Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

**Communication Skills (CS)**

CS1. Develop, interpret, and express ideas through effective written communication.

CS2. Develop, interpret, and express ideas through effective oral communication.

**Personal Responsibility (PR)**

PR1. Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

**Political Science Program Learning Objectives**

(SLO 1) Students will demonstrate critical reading and critical writing skills relating to Political Science subjects.

(SLO 3) Student will demonstrate awareness of ethical and moral dilemmas relating to Political Science.

(SLO 4) To demonstrate comprehension of significant political phenomena at either the sub-national, national, or inter-national level.