Introduction
1-6 Receive syllabus; get acquainted; brief discussion of the Hartz thesis
Louis Hartz, "American Political Thought and the American Revolution,"
*American Political Science Review* 46 (June 1952):321-342
Eric Hobsbawm, *The Age of Revolution*, 74-100

I Three American political traditions
A: The liberal tradition and its varieties (e.g., competitive, egalitarian)
1-11 Explaining and refining Hartz’s thesis: the competitive and egalitarian liberal sub-cultures
Richard J. Ellis, *American Political Cultures*, 3-27

1-13 A Tale of Two Toms: Jefferson and Paine’s liberalism
Richard J. Ellis, "Radical Lockeanism in American Political Culture," *Western Political Quarterly* 45 (December 1992), 825-850

1-18 *SPECIAL EVENT* Martin Luther King Jr. Day Teach-in Hansen Center 1-4 PM

1-20 *class debate:* is Paine a competitive or egalitarian liberal?
Thomas Paine, "Agrarian Justice," 605-623 in *The Life and Major Writings of Thomas Paine*

1-22 MICRO-ESSAY #1 DUE IN CLA 251 BY 4PM

1-25 Hamilton’s vision of a commercial empire: a competitive liberal structures the regime
*The Essential Federalist and Anti-Federalist Papers*, 140-143; 147-152; 158-167
Selected writings of Hamilton in *American Political Thought*, 163-170; 304-319

B: The republican tradition and its varieties (e.g., pluralist, majoritarian)
1-27 Toward a pluralist republicanism: Madison on harnessing ambition and self interest
*The Essential Federalist and Anti-Federalist Papers*, 167-174; 225-231; 241-250; 268-275

2-1 The Anti-Federalists as majoritarian republicans: Smith and Jefferson on the yeomanry
*The Essential Federalist and Anti-Federalist Papers*, xvi-xxv; 42-58
Richard Matthews, *The Radical Politics of Thomas Jefferson*, 31-52; 77-95

THREE QUESTIONS CLASS

2-3 *class debate:* Which is more republican, Madison’s pluralism or Jefferson’s majoritarianism?
Joyce Appleby, *Capitalism and a New Social Order*, 79-105
*The Adams-Jefferson Letters*, 333-392

2-5 MICRO-ESSAY #2 DUE IN CLA 251 BY 4PM

C: The ascriptive tradition and its varieties (e.g., classist, sexist, racist)
2-8 Why does Toqueville’s liberalism erase feudal but not racial differences?
Alexis de Tocqueville, *Democracy in America*, 11-26; 370-397; 583-600

2-10 *class debate:* do Toqueville’s ascriptive assumptions trump his liberal principles?
Alexis de Tocqueville, *Democracy in America*, 398-464
II: Dilemmas of the American dream

A: A third party in a two-party system: the strange case of Antimasonry

2-15 How the two party system shapes ideology: critical realignment theory
James Sundquist, Dynamics of the Party System, 1-38
Michael F. Holt, Political Parties and American Political Development, 1-32

2-17 To make a populist protest and crusade or to defeat the Democrats?
Paul Goodman, Towards a Christian Republic, 1-33
Michael F. Holt, Political Parties and American Political Development, 88-127; 148-150

2-22 Christian republicans in the market revolution
Paul Goodman, Towards a Christian Republic, 34-53; 147-162

THREE QUESTIONS CLASS

2-24 class debate: were the Antimasons liberals under pressure (i.e., paranoid) or reforming outsiders?
Richard Hofstadter, The Paranoid Style in American Politics, 3-40
The Address of the National Anti-Masonic Convention (1830), 1-22

B: Lincoln resets the regime and the remakes the liberal consensus

3-1 Everett, the culture of death, and the transcendental Declaration
Gary Wills, Lincoln at Gettysburg, 19-120; 249-263
Karen Orren & Stephen Skowronek, The Search for American Political Development, 120-143

3-3 class debate: did Lincoln’s speech create a “durable shift in governing authority”?
Gary Wills, Lincoln at Gettysburg, 121-220
Desmond King and Rodgers Smith, “Racial Orders in American Political Development,” 75-92

C: Miners in an industrialist age: the end of liberal self-help?

3-8 The Democracy meets the three dimensions of power
John Gaventa, Power and Powerlessness, v-xi; 3-32
Paul Clark, The Miners’ Fight for Democracy, 1-31

3-9 SPECIAL EVENING PRESENTATION: HARLAN COUNTY USA
6 PM Beckman Auditorium, Ames Library

3-10 Industrialism comes to Lockean America
Michael Paul Rogin, The Intellectuals and McCarthy, 32-58
John Gaventa, Power and Powerlessness, 33-68

3-13 / 3-21 SPRING BREAK

3-22 Electoral democracy in the coal camps
John Gaventa, Power and Powerlessness, 125-164

THREE QUESTIONS CLASS

3-24 class debate: does quiescence make pluralism obsolete?
John Gaventa, Power and Powerlessness, 165-201
John Gaventa, “Citizen Knowledge, Citizen Competence, and Democracy Building,” 49-63 in *Citizen Competence and Democratic Institutions*

3-26  MICRO-ESSAY #6 DUE IN CLA 251 BY 4PM

**D: Female citizens: caught between republican virtue and the liberal American dream**

3-29  Women’s citizenship and suffrage
Kristi Andersen, *After Suffrage*, 21-47; 160-170

3-30  SPECIAL EVENING PRESENTATION: “SWEET LAND” (2006)
6 PM Beckman Auditorium, Ames Library

3-31  The rise and fall of the Equal Rights Amendment (ERA)
Jane J. Mansbridge, *Why We Lost the ERA*, 1-117

THREE QUESTIONS CLASS

4-5  **class debate:** was the ERA an egalitarian loss or an ascriptive gain?
Jane J. Mansbridge, *Why We Lost the ERA*, 149-199

4-9  MICRO-ESSAY #7 DUE IN CLA 251 BY 4PM

**E: Reconstruction and its aftermath: ascriptive citizenship doesn’t go down without a fight**

4-7  Reconstructing American citizenship
*The Essential Federalist and Anti-Federalist Papers*, 143-147
Rogers Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” 549-566 in *American Political Science Review* 87:3 (September 1993)

4-12  Darwinian liberalism and DuBois’ double consciousness
Carol Horton, *Race and the Making of American Liberalism*, 3-59

4-14  American labor and White supremacy

THREE QUESTIONS CLASS

4-19  **class debate:** is being color-blind a liberal virtue?
Carol Horton, *Race and the Making of American Liberalism*, 139-208
Nathan Glazer, *Affirmative Discrimination*, 33-76; 196-221

4-23  **FINAL EXAM 10:15 AM**

Course requirements
The following texts, required of all students, are available at the IWU Bookstore:


Selections from the following articles and books are on e-reserve at Ames Library, password ‘theory’:
The Address of the National Anti-Masonic Convention (1830) (google books)
Richard J. Ellis, American Political Cultures (New York: Oxford University Press, 1993)
Michael F. Holt, Political Parties and American Political Development from the Age of Jackson to the Age of Lincoln (Baton Rouge: Louisiana State University Press, 1992)
Desmond King and Rogers M. Smith, “Racial Orders in American Political Development,” American Political Science Review 99 (February 2005): 75-92
Rogers M. Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” 549-566 in American Political Science Review 87:3 (September 1993)

Social contract
Students are required to complete seven micro-essays (2-3 pages)—the lowest grade is dropped. Help conserve paper by single-spacing your essay and printing on both sides of a sheet of paper. All assignments and the final exam will be posted on my homepage: see the menu page, below the list of classes, click on ASSIGNMENTS.

60% micro-essays (10% each)
25% final exam
15% class participation

No student who misses as many as eight class sessions, for whatever reasons, shall receive a passing grade. Any student whose cell phone goes off during a class session (including the final exam) will have 2 points deducted from the class participation grade. Because this is a writing intensive class, students have the opportunity to revise every micro-essay (except the last). Students must visit me during office hours with their essay, and then visit me again with a draft of their revision before submitting their final version. Revision grades will be averaged with the original grade for the final grade on the assignment. All such revisions must be handed to me on or before the final class session and must include the original version (April 19).

CLA 251 telephone: 556-3126
M 3:30-4:30 TTH 4-5; W 9-11; 1-2 e-mail: jsimeone@iwu.edu
homepage: http://www.iwu.edu/~jsimeone