Introduction
1-7 Receive syllabus; get acquainted; brief discussion of the age of revolution
   Eric Hobsbawm, The Age of Revolution, 74-100

I Three American political traditions
A: The liberal tradition and its varieties (e.g., competitive, egalitarian)
1-12 Hartz’s Thesis on the Liberal Tradition in America
   Louis Hartz, "American Political Thought and the American Revolution," 
   American Political Science Review 46 (June 1952):321-342

1-14 Hartz’s thesis and the competitive and egalitarian liberal sub-cultures
   Richard J. Ellis, American Political Cultures, 3-27
   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

1-19 class debate: is Paine a competitive or egalitarian liberal?

1-25 MICRO-ESSAY #1 DUE IN CLA 251 BY 4PM

1-21 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
   Alexander Hamilton, American Political Thought, 163-170; 304-319

B: The republican tradition and its varieties (e.g., pluralist, majoritarian)
1-26 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

1-28 Anti-Federalists as majoritarian republicans: Melancton Smith and the Pennsylvania minority
   The Essential Federalist and Anti-Federalist Papers, xvi-xxv; 42-58; 3-24
   THREE QUESTIONS CLASS

2-2 Madison on republicanism, veneration, and the separation of powers
   Essential Federalist and Anti-Federalist Papers, 219-250
   Michael Kammen, The Origins of the American Constitution, 65-76; 84-93

2-4 class debate: Which is better fits republicanism, pluralism or majoritarianism?
   Robert Dahl, A Preface to Democratic Theory, 4-60

2-8 MICRO-ESSAY #2 DUE IN CLA 251 BY 4PM

C: The ascriptive tradition and its varieties (e.g., classist, sexist, racist)
2-9 Revolutionary Republicans in a slave empire
   David Waldstreicher, Slavery’s Constitution, 3-90

2-11 Compromise and Ratification
   David Waldstreicher, Slavery’s Constitution, 90-157
   THREE QUESTIONS CLASS
2-16 Lincoln, Douglass, and the founders
*Abraham Lincoln Great Speeches*, 35-51
*The Oxford Frederick Douglas Reader*, 108-130

2-18 **class debate:** Was the original US Constitution a proslavery document?

2-21 **MICRO-ESSAY #3 DUE IN CLA 251 BY 4PM**

II: Dilemmas of the American dream

A: Blacks in the Jim Crow era and today

2-23 Racial hierarchies in a house divided
*The Essential Federalist and Anti-Federalist Papers*, 143-147
Desmond King and Rogers Smith, *Still a House Divided*, 3-61

2-24 **SPECIAL EVENING PRESENTATION: The House I Live In**
7 PM Beckman Auditorium, Ames Library

2-25 Dubois on Black double consciousness

**THREE QUESTIONS CLASS**

3-1 The death of slavery and the rebirth of caste
Michelle Alexander, *The New Jim Crow*, 1-58

3-3 Wars on drugs and black people
Michelle Alexander, *The New Jim Crow*, 59-139

3-3 **SPECIAL LECTURE: JAMIE KALVEN, “IS THERE NO JUSTICE?”**
4 PM Beckman Auditorium, Ames Library

3-8 Jim Crow anew
Michelle Alexander, *The New Jim Crow*, 140-220

**THREE QUESTIONS CLASS**

3-10 **class debate:** is being color-blind a republican virtue?
Nathan Glazer, *Affirmative Discrimination*, 33-76; 196-221
Michelle Alexander, *The New Jim Crow*, 221-261

3-11 **MICRO-ESSAY #4 DUE IN CLA 251 BY 4PM**

3-12 / 3-20 **SPRING BREAK**

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

3-22 The Democracy meets the three dimensions of power
John Gaventa, *Power and Powerlessness*, v-xi; 3-32

3-24 Industrialism comes to America
John Gaventa, *Power and Powerlessness*, 33-68
Electoral democracy in the coal camps
John Gaventa, *Power and Powerlessness*, 125-164
Paul Clark, *The Miners’ Fight for Democracy*, 1-31

THREE QUESTIONS CLASS

SPECIAL EVENING PRESENTATION: Matewan
6 PM Beckman Auditorium, Ames Library

class debate: does quiescence make pluralism obsolete?
John Gaventa, *Power and Powerlessness*, 165-226

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

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

Women’s citizenship and suffrage
Kristi Andersen, *After Suffrage*, 21-47; 160-170
Mary Walton, *A Woman’s Crusade: Alice Paul and the Battle for the Ballot*, 1-20

The rise and fall of the Equal Rights Amendment (ERA)
Jane J. Mansbridge, *Why We Lost the ERA*, 1-89

Public goods, Phyllis Schlafly, and the rise of the New Right
Jane J. Mansbridge, *Why We Lost the ERA*, 90-148

THREE QUESTIONS CLASS

class debate: was the ERA an egalitarian loss or an ascriptive gain?
Jane J. Mansbridge, *Why We Lost the ERA*, 165-199

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

*Latinadad*: Latinos as the next democratic wave
Christina Beltran, *The Trouble with Unity*, 3-8; 75-98

FINAL EXAM 1:15-3:15 PM

Course requirements

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


Selections from the following articles and books are on the class Moodle page.

*Abraham Lincoln: Great Speeches* (New York: Dover, 1991)


Richard J. Ellis, "Radical Lockeanism in American Political Culture," *Western Political Quarterly* 45 (December 1992), 825-850

_________, *American Political Cultures* (New York: Oxford University Press, 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. Please come to class with your bladders empty and avoid leaving class while in session except in the case of dire need.

Because this is a writing intensive class, students must revise at least one micro-essay. I will circulate a persuasive essay rubric with the third essay. In addition, students have the opportunity to revise all but the last micro-essay. *Students must visit me during office hours with their essay, and must submit their original draft along with their revision to receive credit.* 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).

Office: CLA 251

Hours: TTH 4-5; W 9-11; 1-2

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