Introduction
1-10 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)
1-15 Hartz’s Thesis on the Liberal Tradition in America

1-17 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

1-21 *SPECIAL EVENT*: Martin Luther King Jr. Day Teach-in Hansen Center 1-4 PM
1pm Charlene Carruthers “Gender Justice is Social Justice”
2pm Dave Bentlin “Pre-Stonewall Actions: The Foundation for a Modern-Day LGBTQI+ Movement”
3pm IWU PRIDE “The HHS Memo and the Definition of Gender”

1-22 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

1-23 *SPECIAL EVENT*: Dialogues across the Disciplines talk: Professor Molly Robey
"World Religions and the College Girl: Secularism and New Womanhood in Elizabeth W. Champney’s Three Vassar Girls Series"

1-24 *class debate*: is Paine a competitive or egalitarian liberal?
Thomas Paine, "Agrarian Justice," 605-623 in *The Life and Major Writings of Thomas Paine*

1-28 MICRO-ESSAY #1 DUE IN CLA 251 BY 4PM

B: The republican tradition and its varieties (e.g., pluralist, majoritarian)
1-29 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

1-31 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

2-5 Pluralist republicanism aka Madisonian Democracy
Robert Dahl, *A Preface to Democratic Theory*, preface, 4-33
Michael Kammen, *The Origins of the American Constitution*, 65-76; 84-93

2-7 *class debate*: Which better fits republicanism, pluralism or populist majoritarianism?

2-11 MICRO-ESSAY #2 DUE IN CLA 251 BY 4PM
C: The ascriptive tradition and its varieties (e.g., classist, sexist, racist)
2-12 Revolutionary Republicans in a slave empire
   David Waldstreicher, Slavery’s Constitution, 3-19; 21-42

2-14 Douglass, the Constitution, and the founders
   The Frederick Douglass Papers, 340-366
   Black, “Frederick Douglass’ Differing Opinions on the Pro-Slavery Character of the American Union,” 145-166

2-19 Compromise and Ratification
   David Waldstreicher, Slavery’s Constitution, 57-101; 126-151

THREE QUESTIONS CLASS

2-21 class debate: Was the original US Constitution a proslavery document?
   Abraham Lincoln Great Speeches, 35-51

2-25 MICRO-ESSAY #3 DUE IN CLA 251 BY 4PM

II: Dilemmas of the American dream
A: Blacks in the Jim Crow era and today
2-26 Racial hierarchies and Dubois on double consciousness
   The Essential Federalist and Anti-Federalist Papers, 143-147

2-28 Racial hierarchies in a house divided
   Desmond King and Rogers Smith, Still a House Divided, 3-61

THREE QUESTIONS CLASS

3-5 The death of slavery and the rebirth of caste
   Michelle Alexander, The New Jim Crow, 1-58

3-7 Wars on drugs and black people
   Michelle Alexander, The New Jim Crow, 59-139

3-9/3-17 SPRING BREAK

3-19 Jim Crow anew
   Michelle Alexander, The New Jim Crow, 140-220

THREE QUESTIONS CLASS

3-21 class debate: is a color-blind state a necessary and sufficient republican virtue?
   Nathan Glazer, Affirmative Discrimination, 33-76; 196-221
   Michelle Alexander, The New Jim Crow, 221-261

3-25 MICRO-ESSAY #4 DUE IN CLA 251 BY 4PM

B: Miners in an industrialist age: the end of liberal self-help?
3-26 The Democracy meets the three dimensions of power
   John Gaventa, Power and Powerlessness, v-xi; 3-32

3-28 Industrialism comes to America
   John Gaventa, Power and Powerlessness, 33-68
4-2 Electoral democracy in the coal camps
John Gaventa, *Power and Powerlessness*, 125-164

**THREE QUESTIONS CLASS**

4-3 SPECIAL EVENING PRESENTATION: Matewan
6 PM Beckman Auditorium, Ames Library

4-4 **class debate**: does quiescence make pluralism obsolete?
John Gaventa, *Power and Powerlessness*, 165-226

4-8 MICRO-ESSAY #5 DUE IN CLA 251 BY 4PM

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

4-9 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

4-11 The rise and fall of the Equal Rights Amendment (ERA)
Jane J. Mansbridge, *Why We Lost the ERA*, 1-89

4-16 Public goods, Phyllis Schlafly, and the rise of the New Right
Jane J. Mansbridge, *Why We Lost the ERA*, 90-148

**THREE QUESTIONS CLASS**

4-18 **class debate**: was the ERA an egalitarian loss or an ascriptive gain?
Jane J. Mansbridge, *Why We Lost the ERA*, 165-199

4-22 MICRO-ESSAY #6 DUE IN CLA 251 BY 4PM

4-23 *Iron Jawed Angels* film screening

4-27 **FINAL EXAM** 8-10 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 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)


*The Frederick Douglass Papers* John W. Blassingame ed. (New Haven: Yale University Press, 1985)


**Social contract**

Students are required to complete six 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 are strongly encouraged to 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; or by apt.
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**Illinois Wesleyan University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health and chronic or temporary medical conditions), it is your responsibility to register with Disability Services. Please note that accommodations are not retroactive and accommodations cannot be provided until I receive an email from Disability Services. Once the email is sent, please make arrangements with me as soon as possible to discuss your accommodations confidentially so they may be implemented in a timely fashion. For more information contact Disability Services by visiting 110 Holmes Hall, calling 309-556-3231, or emailing cshipley@iwu.edu.**