

American Political Thought From 1865

01:790:376

Spring 2016

Mondays & Wednesdays, 3:55–5:15 (CDL-102)

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Office Hours: Monday 1:30–3:00 PM and by appointment

Office Location: Hickman Hall 602

Political Science 376 explores some of the many ways in which Americans from the end of the Civil War down to our own day have thought and fought about the meaning and shape of their own community. These debates have covered a variety of important topics, including the rights that Americans ought to enjoy; who should count as a citizen and what citizenship means; the appropriate relationship between religion and politics; the relationship between labor and capital, as well as the way this relationship has and should shape American lives; and the qualities (if any) that make the United States distinctive among the nations of the world. At the heart of this exploration is a critical examination of what is distinctly *American* in American political thought.

Course Goals

- 1) Students will acquire a more in-depth, sophisticated understanding of theoretical approaches to political science.
- 2) Students will develop a solid foundational understanding of critical theoretical issues underlying political life in the United States since 1865.

Required Texts Suggested for Purchase

- John Dewey, *Liberalism and Social Action* (Prometheus) ISBN: 978-1573927536
- W. E. B. DuBois, *Souls of Black Folk* (Simon and Schuster) ISBN: 978-1416500414
- Isaac Kramnick & Theodore J. Lowi (ed.), *American Political Thought* (Norton) ISBN: 978-0-393-92886-0
- William G. Sumner, *What Social Classes Owe Each Other* (Longleaf) ISBN: 978-0870041662
- Judith Shklar, *American Citizenship: The Quest for Inclusion* (Harvard) ISBN: 978-0674022164

Assignments and Grading

Midterm exam and take home essay (40%)

Final exam (39%)

3 short writing assignments (21%)

Coursework will consist of required readings for each class meeting, an in-class midterm exam (3/9/2016), an in-class final exam (during the final exam period), four short writing assignments, and regular class participation.

Course Policies and Details

This course will combine in-class presentations, discussions, and group work. Bring the day's reading with you to class and come prepared to talk and ask questions about what you've read. Occasionally, I will ask you to complete brief in-class written responses to assigned readings.

Attendance and Participation: Students must attend all scheduled course meetings and abide by the university's attendance policies regarding absences. Any student intending to miss class for excusable reasons must inform the instructor a minimum of one week prior to the planned absence. Students are expected to read all materials and come to class prepared to discuss and actively participate.

Students with more than four absences are at risk of failing the course. Students are expected to attend each class session on-time. A student that is twenty minutes or more late to class will earn half an absence. All students **must report absences** (regardless of the reason) using the University's self-reporting absence system online (<https://sims.rutgers.edu/ssra/>). The University's policy on absences for religious observances is as follows:

“It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.”

It is the responsibility of the student to provide timely notification to the instructor about necessary absences for religious observances. Students are also “...responsible for making up the work or exams according to an agreed-upon schedule.”

Make-up Exams and Missed Assignments: All make-up exams must be arranged with the instructor prior to the missed exam. Make-up exams will be given at a scheduled time in the Political Science Department. Late assignments will be penalized for each day they are late. All assignments must be submitted to receive a passing final grade.

Email, Announcements, and Classroom Technology: You are required to regularly check your Rutgers University student email account and the Sakai Course Site at sakai.rutgers.edu. (To access Sakai, you will need your Rutgers Net ID and password. You will receive announcements from Sakai at your Rutgers e-mail address, so it is important for you to check that account frequently.) Failure to regularly check your Rutgers e-mail account is not an acceptable excuse. You may contact the instructor with questions and concerns at the email address provided in this syllabus. Please be advised that you must allow 24 hours (Monday–Friday) or 48 hours (Saturday, Sunday, and Holidays) from the time your email is sent to receive a response. The use of phones and other mobile devices to make or receive, calls (telephone or other), text messages, tweets, status updates, or any communication with your physical, digital, or imaginary social network during class is strictly prohibited. In other words, your phone should be off (not just on vibrate) and your computer should only be used for taking notes during class. The use of smartphones, tablets, netbooks, laptops, etc. during class is at the discretion of the instructor, and the instructor reserves the right to prohibit the use of technological devices if they prove disruptive or distracting. Should you choose to use a computer to take notes during class, the instructor reserves the right to request electronic copies of your notes for the day the computer was used.

Disability Services: Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disability Act Amendments (ADAA) of 2008, and Sections 504 and 508 that mandate that reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please register with the Office of Disability Services for Students, which is dedicated to providing services and administering exams with accommodation for students with disabilities. **The Office of Disability Services for Students can be contacted by calling (848) 445-6800 and is located on the Livingston campus at the following address: 54 Joyce Kilmer Avenue, Suite a145, Piscataway, NJ 08854.**

Plagiarism and Academic Integrity

All students should be familiar with and abide by the University's policy on academic integrity. Information on this policy, as well as resources to learn more about your responsibility as a student to act with integrity is available online at: <http://academicintegrity.rutgers.edu>. Plagiarism and the University's policy on academic integrity can be complicated. You are expected to make an effort to learn about plagiarism and other violations of academic integrity, as well as how to avoid them. Taking the time to do so will help ensure that you do not violate the University's policy. Keep in mind that accidental plagiarism is still plagiarism.

Please Note: Assignments, scheduling, and readings may be subject to change at the discretion of the instructor. Students should regularly check the Sakai site for the most recent version of the syllabus. Students will be notified in-class of any major changes.

Course Outline, Reading Schedule, & Important Dates

Assigned readings are divided by units. Readings marked with an asterisk “*” will be made available on Sakai or through library course reserves.

January 20 Introduction (no assigned reading)

Capitalism, Individualism, and Labor in Early Industrial America

January 25–February 1 W. G. Sumner, *What Social Classes Owe to Each Other* (1870)
Andrew Carnegie, “Wealth” (1889)*

February 3–8 Daniel De Leon, “Reform or Revolution?” (1896)*
Eugene V. Debs, “Unionism and Socialism” (1904)*
Jane Addams, “A Modern Lear” (1896/1912)*

Gender, Race, and Reconstruction

February 8–10 Seneca Falls Declaration of Sentiments and Resolutions (1848)*
Victoria Woodhull, “On the Principles of Social Freedom” (1871)*
Writing assignment #1 due before class

February 15 Victoria Woodhull, “Lecture on Constitutional Equality” (1871)*

February 17–22 Elizabeth Cady Stanton, “The Solitude of Self” (1892)*
Chief Joseph, “An Indian’s View of Indian Affairs” (1879)*

February 24–March 7 Booker T. Washington, “Atlanta Exposition Address” (1895)*
W. E. B. Dubois, *The Souls of Black Folk* (1903)
Marcus Garvey, “True Solution of the Negro Problem” (1922)*
Midterm Essay Distributed (3/2/16)

March 9 ***Midterm Exam***

March 12–20 ***Spring Recess – No Class***

Grading rubric for all written work submitted in this course

	A	B	C	D/F
Argument/Analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Failure to make a cogent argument or to offer sound analysis.
Writing/Grammar	Well-written. Appropriate word choices. Free of grammar and spelling mistakes.	Well-written, but may include a handful of grammar, spelling, or word choice mistakes.	Multiple errors, but still clearly intelligible.	Multiple errors that interfere substantially with comprehension.
Organization/Structure	Clear, easy to follow organization with intro, body, conclusion. Provides reader with a “road map” of essay.	Clear organization with some road map for reader.	Some effort to structure the paper, but organization is problematic or difficult to follow.	Disorganized and difficult or impossible to follow.
Use/mastery of readings	Uses multiple readings and demonstrates mastery of facts and arguments made in readings.	References multiple readings and demonstrates a good degree of understanding.	Minimal use of readings and/or failure to demonstrate adequate mastery of readings.	Failure to use readings