

COMMERCIALISM, IDENTITY, AND DIFFERENCE
American Political Thought

Political Science 4603-W
American Political Thought
 Fall 2003
 Hours: MW 11-12; 1-4
 TR 2:30-3:30

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PURPOSE: Ralph Waldo Emerson put it this way: “I feel a new heart beating with the love of the new beauty. I ready to die out of nature, and be born again into this new yet unapproachable America I have found in the West.” American founders, on the other hand, put it this way: freedom and minority rights are best protected by a large ex commercial republic. Commercial culture, diversity, and justice, they claimed, could all thrive together. The resul mixed. The tie that binds Americans together and protects their freedoms is commerce, and commercialism has pr freedom and opportunity to millions. Yet commercialism has also aided and abetted great evils, like slavery and n genocide against people judged to be insufficiently commercial. The American political identity has often been ac at the expense of those who do not easily fit its imperatives. This course is designed to introduce students to majo debates surrounding diversity and commercial culture, to familiarize them with the problems they pose for justice, them conceptual strategies for living ethically amid diversity and commercialism, and to glimpse, perhaps, a new y unapproachable America.

MATERIALS:

- BUTLER, Octavia, *Kindred*
- TOCQUEVILLE, Alexis *Democracy in America*
- STORING, Herbert *What the Anti-Federalists Were For*
- HAMILTON, MADISON & JAY, *The Federalist Papers*,
- GRAY, *The Warriors*

LEARNING OUTCOMES: Through a series of short papers students will demonstrate an ability to read, analyze discuss major texts and ideas in the American political tradition, including concepts like freedom, commercialism, individualism, community, democracy, and justice.

RELATION TO MISSION: The course enhances students’ knowledge pertaining to American Political Thought comparing differing visions of American freedom. Students demonstrate the ability to interpret political theory te to argue for their interpretations in writing.

REQUIREMENTS: The emphasis in the course will be on close textual analysis rather than on research. Writing very important part of this course and it fulfills part of your WAC requirements. WAC is discussed more fully bel One very important part of class participation will be in the form of weekly response/questions to course readings. assignment is also discussed in more detail below. Do ten of these assignments. In addition there will be three ess assignments, five to six pages, and an essay final exam. The four essays will cover the debates represented in the c readings. They will be weighted as follows:

Essays	20% each
Final exam	20%
Responses (10 of them)	20%

<u>Week</u>	<u>Date</u>	<u>Assignment</u>
I	Aug 19	Introduction
	Aug 21	Axtel, “The White Indians” (handout)
		Mohawk, “The Origins of Iroquois Political Thought” (handout)
		Shapiro, “Violence in American Imaginaries” (handout)

II	Aug 26 Aug 28	BUTLER, <i>Kindred</i> BUTLER, <i>Kindred</i>
III	Sep 2 Sep 4	1ST Essay Due Declaration of Independence (handout) Arendt, "Foundation II: <i>Novus Ordo Saeclorum</i> (reserve)
IV	Sep 9 Sep 11	1st (Alternative) Essay Due STORING, <i>What the Anti-federalists Were For</i> , pp. 1-37. STORING, <i>What the Anti-federalists Were For</i> , pp. 38-76.
V.	Sep 16 Sep 18	Federalist Papers Nos. 1-10, Federalist Papers Nos. 15, 23, 31, 32, 33
VI	Sep 23 Sep 25	Federalist Papers Nos. 37, 38, 39, 40, 51 Federalist Papers Nos. 52-66
VII	Sep 30 Oct 2	Federalist Papers Nos. 67-77 Federalist Papers Nos. 78-85
VIII	Oct 7 Oct 9	2nd Essay Due TOCQUEVILLE pp. 39-61. TOCQUEVILLE PP. 62-111
IX	Oct 14 Oct 16	TOCQUEVILLE, pp. 111-142 TOCQUEVILLE, pp. 143-197
X	Oct 21 Oct 23	TOCQUEVILLE, pp. 198-255; 255-260; 301-313. Connolly, "Tocqueville, Territory and Violence." (reserve)
XI	Oct 28 Oct 30	Kateb, "Democratic Individuality and the Claims of Politics" (reserve) Thoreau, "Civil Disobedience" (reserve)
XII	Nov 4 Nov 6	Emerson, "Self-Reliance" "Politics" (reserve) Emerson, "Experience" (reserve)
XIII	Nov 11 Nov 13	3rd Essay Due Der Derian, <i>Virtuous War</i> (excerpts, on reserve) Der Derian, <i>Virtuous War</i> (excerpts, on reserve)
XIV	Nov 18 Nov 20	GRAY, <i>The Warriors</i> GRAY, <i>The Warriors</i>
XV	Nov 25 Dec 2	GRAY, <i>The Warriors</i> GRAY, <i>The Warriors</i>

Final Exam: 8-10 am, December 11

Writing Across the Curriculum

MISSION STATEMENT: "Writing Across the Curriculum (WAC) is based on the premise that students learn most effectively and thoroughly about a subject through writing about it. Thus WAC encourages writing intensive courses in all disciplines ranging from philosophy to physics. Through various methods of integrating writing as a tool for *both learning and communication*, the student will be better able to succeed both

academically as well as professionally.” In other words, this is not make-work, but a source of your future strength and confidence.

OFFICIAL REQUIREMENT: “All students majoring in disciplines in the School of Arts and Sciences will be required to satisfy the requirements for WAC to graduate.” To fulfill this requirement students must take English 1101 and 1102 and at least two 3000/4000 level WAC courses. At least one of these upper level courses must be in the major. Thus, this course is one of the four courses you need to complete this requirement.

OUR COURSE: WAC usually comes in two flavors: Writing to Learn and Writing to Communicate. We will do some of both. Writing to Learn assignments will include submitting responses/questions on Thursdays. Writing to Communicate assignments will include the take-home tests and final exam.

Writing to Learn: 10 Thursday Response/Questions

“Writing to Learn exercises will help students realize the idea-generating potential of writing and its value even when it is not graded. Primarily, these writing strategies help students focus their ideas as they prepare to write for communication. [Also] students will gain practice in the sort of single-draft writing expected of them in exam situations or quick-draft career writing projects.”

On Thursdays students will submit questions or provocative assertions about the assigned texts. These will become the basis for Thursday class. Students may be asked to write short responses to one another’s questions. The purpose of this assignment is, first to engage students with the issues and texts. Unlike other material, your enjoyment of this course depends utterly, completely, and crucially upon the quality of your involvement. We will be reading some of the most influential and rewarding texts in American civilization, but they only give up their treasures to people who first give up to them a great deal of honest hard work and *thought*. The material is difficult, but its rewards are forever. The second purpose is to allow the instructor to give you individual attention, to encourage you when your work promises to be productive, and to alert you when it does not. Grading: if the instructor cannot tell that you worked hard to read and understand the assigned material, your grade will be a C or below. Do this on ten (10) Thursdays. **These assignments are due at the beginning of class Thursday. Late submissions will not be accepted. If the student is not present, the assignment will not be accepted.**

Writing to Communicate: Formal Essays

“Writing Across the Curriculum courses require at least one formal writing assignment appropriate to the discipline. . . . The paper should be evaluated on content, form, grammar, and spelling. It should also represent a sustained effort on the part of the student.”

These assignments meet WAC requirements for writing to communicate. You wish to communicate your understanding of the material and to argue for your point of view. The course is organized around important debates in American political thought; for instance, the debate between Federalists and Anti-federalists. One week before the essay is due the instructor will distribute an assignment sheet with the essay topic and requirements. Typically the assignment will ask students to write about six to eight pages which demonstrate that they have read and understood the material, can relate the material to the main themes of the course, and can use the material creatively in relation to their own concerns. All essay exams are graded with the following rubric in mind:

Not Satisfactory	Weak	Good	Very Good	Excellent
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1. _____ Memory of course information

2. _____ Understanding of central ideas
3. _____ Imaginative & creative use of subject matter
4. _____ Effectiveness writing standard English
5. _____ Conscientiousness/Cheating

Plagiarism. Do your own work; it will free you from living a deceitful life. **Never use anyone else's words or ideas as though they were your own.** If you have read something that you think is really admirable and couldn't say it better yourself, try paraphrasing it and putting the person's name in a introductory sentence, even if it is a friend or another professor. "According to Stan Bi Yourmann, Tocqueville's understanding of women is based on ancient Axumite notions of servitude." (Your words; Stan's ideas. Perfectly respectable.) If you do decide to use Stan's exact words, put quotes around them. "Tocqueville's understanding of women," says Stan Jurgrownd, "comes from ancient Axumite texts." (Stan's ideas; Stan's words. Perfectly respectable especially if you then go on to agree or disagree with Stan.) Using Stan's words or Stan's ideas without mentioning Stan at all is really sleazy and we call it plagiarism. Copying Stan's work off the web and pasting it into your own document, then using the thesaurus to replace some of Stan's words is plagiarism, with or without a citation. Plagiarism can get you a zero on the assignment, an "F" in the course, or dismissal from the University. The instructor decides which. Plagiarism by anyone on any assignment in this class will be punished in accordance with University regulations. By the way, Stan, like many authors on the Web, is just plain wrong, which would also hurt your grade.

Plagiarism will result in an F for the course.