

AMERICAN POLITICAL THOUGHT I: COLONIAL ERA TO CIVIL WAR

Political Science 318

University of Washington

Spring 2021

5 Credits

Monday and Wednesday, 10:00-11:20 a.m.

Remote Learning Version

Course Website: <https://canvas.uw.edu/courses/1450756>

INSTRUCTOR

Professor Jack Turner
Pronouns: He/Him/His
133 Gowen Hall
jturner3@uw.edu

Office Hours:
Tuesday, 2:45-4:45 p.m.
and by appointment:
<https://washington.zoom.us/j/96127745442>

TEACHING ASSISTANT

Brian Huang
bphuang@uw.edu

DESCRIPTION

This course surveys American political thought from the colonial era to the Civil War. Topics include the meaning and consequences of the first encounters between American Indians and Europeans; Puritan and Quaker conceptions of conscience, community, and liberty; work, political economy, and the idea of the “self-made” man in the eighteenth century; the ideology of the American revolution; debates between Federalists and Anti-Federalists over the Constitution; the relationship between power and property; Jeffersonian republicanism and Jacksonian democracy; the market revolution, class conflict, and racial identities; democratic culture; the conflict over slavery; the gendered dimensions of citizenship; and the relationship between freedom, the rule of law, and popular sovereignty.

COURSE STRUCTURE

There will be two synchronous Zoom lectures each week (Monday and Wednesday, 10:00-11:20 a.m.) and one synchronous Zoom section (on Fridays). Lectures will be recorded and slides will be posted. Sections will *not* be recorded.

LEARNING OBJECTIVES

1. To obtain a basic knowledge of the history of American political thought from the colonial era to the Civil War, as well as a sense of the historical trajectory of American ideas about freedom, equality, and democracy.

2. To track the changing relationship between labor conditions, on the one hand, and race and class identities, on the other.
3. To expand our ability to connect past to present, so that our political arguments are more historically informed.
4. To conduct political dialogue with sympathy, critical attention, passion, and respect.
5. To strengthen our command of English prose through careful writing.

WRITING ASSIGNMENTS AND GRADING

There will be three 5-page papers. Each will count for 25% of your grade. Quiz section participation will count for the final 25% of your grade. Paper guidelines appear in Appendix A.

Paper 1 (25% of Grade): Assigned Monday, April 12; Due Friday, April 23.

Paper 2 (25% of Grade): Assigned Monday, May 3; Due Friday, May 14.

Paper 3 (25% of Grade): Assigned Wednesday May 26; Due Wednesday, June 7.

Quiz Section Participation (25% of Grade): Fridays.

TEXTS

The books below are available at the University Book Store. I recommend the editions specified, but feel free to buy cheaper editions (except for Lincoln, *Selected Speeches and Writings*). The remainder of the readings will be posted on Canvas.

Benjamin Franklin, *The Autobiography of Benjamin Franklin, with Related Documents*, 3rd. ed., ed. Louis P. Masur (Boston: Bedford / St. Martin's, 2016).

James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*, ed. Isaac Kramnick (New York: Penguin Classics, 1987).

Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself, with Related Documents*, 3rd ed., ed. David W. Blight (Boston: Bedford / St. Martin's, 2017).

Abraham Lincoln, *Selected Speeches and Writings*, ed. Gore Vidal and Don E. Fehrenbacher (New York: Vintage Books / The Library of America, 1992).

OTHER POLICIES

I will refer cases of suspected cheating and plagiarism to the Arts and Sciences Committee on Academic Conduct. You can find University policies and guidelines regarding cheating and plagiarism at <http://depts.washington.edu/grading/issue1/honesty.htm#misconduct>. They also appear in Appendix B.

If you need academic accommodations for a disability, please contact Disability Resources for Students, 448 Schmitz Hall, V: (206) 543-8924, TTY: (206) 543-8925, uwdss@u.washington.edu. If you have a letter from Disability Resources for Students

documenting the need for academic accommodations, please present this letter to me so that we may discuss and arrange accommodations.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

I reserve the right to amend this syllabus over the course of the quarter.

CLASS SCHEDULE

* = Canvas

1. Monday, March 29: American Experience

2. Wednesday, March 31: Puritans and Quakers

Read: John Winthrop, "A Model of Christian Charity" (1630),*
"Little Speech on Liberty" (1645)*
William Penn, Selection from "Fruits of Solitude" (1682)*

3. Monday, April 5: Englishmen and Indians

Read: Benjamin Madley, "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods" (2015)*
John Winthrop, "Reasons to be Considered for . . . the Intended Plantation in New England" (1629)*
William Apess, "Eulogy on King Philip" (1836)*

4. Wednesday, April 7: Becoming American

Read: *The Autobiography of Benjamin Franklin* (1790), Parts I, II, and III (up to year 1733) [pp. 21-101 of the Masur edition], "Plan of Conduct" (1726), "Poor Richard Improved" (1758)

5. Monday, April 12: Work, Race, and Class

Read: Gary B. Nash, "Franklin and Slavery" (2006)*
Simon P. Newman, "Benjamin Franklin and the Leather-

Apron Men: The Politics of Class in Eighteenth-Century Philadelphia” (2009)*

Monday, April 12: First Paper Prompt Distributed

6. Wednesday, April 14: Revolution

View: Episode 2 – “Independence” from *John Adams* (2008), directed by Tom Hooper; available for purchase at <http://www.amazon.com/gp/product/B006885YM2>

Read: *The Declaration of Independence* (1776) (Jefferson’s First Draft)*

The Declaration of Independence (1776)* (Final Draft)

John Locke, *Second Treatise of Government* (1689), §4, 6-8, 11-13, 16-19, 95-99, 119-131, 211-223*

7. Monday, April 19: Constitution

Read: “The Articles of Confederation” (1781)*

“The Constitution of the United States” (1787)*

The Federalist Papers (1787-88), 1, 9, 10

Charles Beard, “The Constitution as an Economic Document” (1913)*

8. Wednesday, April 21: Federalists

Read: *The Federalist Papers* (1787-88), Nos. 28, 37, 45, 51, 62, 65, 68, 70, 78

Catherine A. MacKinnon and Kimberlé W. Crenshaw, “Reconstituting the Future: An Equality Amendment” (2019)*

Friday, April 23: First Paper Due

9. Monday, April 26: Anti-Federalists

Read: *The Anti-Federalist Papers* (1787-88): “Brutus I,”*

“Maryland Farmer III,”* “Robert Yates and John Lansing, Reasons of Dissent,”* “Cato III,”*

“Agrippa XV,”* “Centinel I,”* “Federal Farmer II, III, XVII,”* “Speech by Melancton Smith, June 21, 1788”*

10. Wednesday, April 28: Jeffersonian Republicanism and Jacksonian Democracy

Read: Thomas Jefferson, "First Inaugural Address" (1801),*
"Letter to John Adams, October 28, 1813,"* "Letter
to Joseph C. Cabell, February 2, 1816,"* "Letter to
John Taylor, May 28, 1816,"* "Letter to Samuel
Kercheval, July 12, 1816"*
John R. Cooke and Abel P. Upshur, "Debate in the
Virginia Constitutional Convention" (1829-1830)*

11. Monday, May 3: Labor, Race, and Party

Read: Robert V. Remini, "Andrew Jackson and Jacksonian
Democracy" (1984)*
Alexander Saxton, "Equality, Racism, and Jacksonian
Democracy" (1990)*

Monday, May 3: Second Paper Prompt Distributed

12. Wednesday, May 5: Democratic Culture I

Read: Alexis de Tocqueville, *Democracy in America*, Volume II,
Part 1, Chapter 1: "Concerning the Philosophical
Approach of the Americans" (1840),* Volume II,
Part 2, Chapter 2: "Of Individualism in
Democracies" (1840)*
Ralph Waldo Emerson, "The American Scholar" (1837)*

13. Monday, May 10: Democratic Culture II

Read: Ralph Waldo Emerson, "Self-Reliance" (1841)*
Henry David Thoreau, "Resistance to Civil Government"
(1849)*

14. Wednesday, May 12: Racial Slavery

Read: Orlando Patterson, "The Constituent Elements of
Slavery" (1982)*
Thomas Jefferson, *Notes on the State of Virginia*, Queries
XIV, XVIII (1787)*
John C. Calhoun, "Speech in the U.S. Senate" (1837)*

Friday, May 14: Second Paper Due

15. Monday, May 17: Natal Alienation and Violent Resistance
Read: Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845), Preface-Chapter 9
16. Wednesday, May 19: Freedom, Wage Labor, and Political Action
Read: Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845), Chapter 10-Appendix
17. Monday, May 24: Gendered Citizenship
Read: Kristen Foster, “‘We Are Men!’ Frederick Douglass and the Fault Lines of Gendered Citizenship” (2011)*
Elizabeth Cady Stanton, “Address Delivered at Seneca Falls” (1848),* “The Solitude of Self” (1892)*
Maria Stewart, “Religion and the Pure Principles of Morality, the Sure Foundation on Which We Must Build” (1831),* “Lecture Delivered at the Franklin Hall” (1832)*
Christina Henderson, “Sympathetic Violence: Maria Stewart’s Antebellum Vision of African American Resistance” (2013)*
18. Wednesday, May 26: Law, Freedom, and Union
Read: Abraham Lincoln, *Selected Speeches and Writings*, ed. Vidal and Fehrenbacher, “Address to the Young Men’s Lyceum” (1838) (pp. 13-21), “Fragment on Slavery” (1854) (pp. 91-92), “From Speech on the Kansas-Nebraska Act” (1854) (pp. 93-99), “From Speech on the Dred Scott Decision” (1857) (pp. 117-122), “House Divided Speech” (1858) (pp. 131-139), “From Speech at Chicago, Illinois” (1858) (pp. 140-148), “From First Lincoln-Douglas Debate” (1858) (pp. 149-153), “On Pro-slavery Theology” (1858) (pp. 175-176), “From Fifth Lincoln-Douglas Debate” (1858) (pp. 177-183), “From Seventh Lincoln-Douglas Debate” (1858) (pp. 190-196), “From Address at Cooper Institute” (1860) (pp. 240-251), “Speech at Independence Hall” (1861) (pp. 282-283), “First Inaugural Address” (1861) (pp. 284-293)

Wednesday, May 26: Third Paper Prompt Distributed

19. Wednesday, June 2: Unfinished Work

Read: Abraham Lincoln, *Selected Speeches and Writings*, ed. Vidal and Fehrenbacher, “From Message to Congress in Special Session” (1861) (pp. 300-315), “Appeal to Border-State Representatives for Compensated Emancipation” (1862) (pp. 335-337), “Address on Colonization” (1862) (pp. 338-342), “Meditation on the Divine Will” (1862) (p. 344), “Proclamation Suspending the Writ of Habeas Corpus” (1862) (p. 348), “Final Emancipation Proclamation” (1863) (pp. 368-369), “Address at Gettysburg, Pennsylvania” (1863) (p. 405), “Proclamation of Amnesty and Reconstruction” (1863) (pp. 411-414), “Second Inaugural Address” (1865) (pp. 449-450)

Wednesday, June 9: Third Paper Due

APPENDIX A:

BASIC FEATURES OF A GOOD PAPER

- It has an interesting, defensible, and clearly stated thesis, responsive to the paper topic.
- It presents well-developed arguments in support of the thesis.
- It supports those arguments with textual evidence.
- It cites textual evidence by using a standard method of citation (e.g., Chicago, MLA, APA) or by simply naming the author, text, and page number in parentheses following the quotation or paraphrase. **Example:** Locke contends that the state of nature is “a state of perfect freedom” (Locke, *Second Treatise*, 8).
- It anticipates potential objections.
- It is clearly and carefully organized.
- It is concisely and grammatically written.
- It is paginated and carefully proofread.

GRADING SCALE

4.0-3.5 (A/A-):	Very good to excellent work, with few, if any, missteps.
3.4-2.5 (B+/B/B-):	Good to very good work, with missteps, but also flashes of excellence.
2.4-1.5 (C+/C/C-):	Satisfactory work that sincerely attempts to analyze the readings and issues at hand, but with serious flaws.
1.5-0.7 (D+/D/D-):	Work attempting to engage the readings and issues at hand, but without the execution befitting a UW student.
0.6-0.0 (E):	Work that does not meet the minimum requirements of the assignment.

APPENDIX B:

UNIVERSITY OF WASHINGTON POLICIES ON ACADEMIC MISCONDUCT

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

PLAGIARISM

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).
 - **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
 - **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
 - **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
 - **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.
7. *In computer programming classes, borrowing computer code from another student and presenting it as your own.* When original computer code is a requirement for a class, it is

a violation of the University's policy if students submit work they themselves did not create.

***Note:** The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

MULTIPLE SUBMISSIONS

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.