COURSE PURPOSE AND OBJECTIVES:
The purpose of this course is to better understand the ideas that have animated American political thought from the late nineteenth century to today. We begin by examining the significance of the Civil War as a pivotal moment in both American history and political thought. The political principles of the American Founding, influenced by Lockean social compact theory, had shaped and guided American political thought and institutions through the Civil War and well into the late Nineteenth Century. Those principles were challenged by American Progressivism, which derived its fundamental ideology from post-Lockean sources and viewed the Civil War as marking a new beginning to American politics. Our larger goal in this course is to engage in serious thought, inquiry and discussion on American political thought from the late nineteenth century to today, in order to understand the extent to which contemporary American politics is influenced by both the American Founding and by Progressivism.

CONTACTING THE PROFESSOR:
Students are encouraged to meet with me outside of class to discuss any aspect of the materials or topics we cover in the course.
Office: Andrews 213
Mobile Phone: (419) 908-5967
Email: ccburkett@ashland.edu
Office Hours: Monday and Wednesday 1:00-2:30 and by appointment

STUDENT RESOURCES:
Students are encouraged to visit my personal website at www.ashland.edu/~cburket1/. Occasionally I will post course materials online, and there are also other valuable links and resources for students posted at this website.

REQUIRED TEXTS:

RECOMMENDED TEXTS:
- Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, sixth ed. (University of Chicago, 1996, ISBN 0226816273)

OTHER REQUIRED READINGS:
- Other assigned readings will be distributed by the professor during class.
COURSE REQUIREMENTS:

1. Class preparation and participation (roughly 30% of the final grade):
This portion of the grade includes class preparation, quality participation, memory of assigned readings, and attendance. The preparation portion of the grade may also be influenced by reading quizzes, which may be given on occasion without prior notice. Discussion is highly encouraged in this course. STUDENTS ARE EXPECTED TO DO THE READINGS BEFORE CLASS. The best way to prepare for class is to read the assignments and make a brief outline of the main points. Then memorize your outline.

2. Paper (roughly 35% of the final grade):
Students may select one of the following two options to satisfy the paper requirement for the course:
   - Option #1: Choose a topic from the reading plan (with professor’s permission) and prepare a 5-6 page seminar paper on the readings assigned for that day. Students will present their paper to the class, followed by discussion and a question/answer session led by the student.
   - Option #2: Choose a topic from the list provided by the professor and write a 9-12 page scholarly paper, to be submitted on the date assigned by the professor. The purpose of the paper is to demonstrate that you understand the importance and complexity of the question or topic. Every paper should begin with a paragraph laying out your thesis, and in the body of the paper you should present reasoned arguments that support your thesis based on evidence from the readings assigned for the course. You may also use outside sources, but the emphasis should be placed on the primary source documents assigned for class. Wikipedia is NOT a scholarly source and you should avoid using it in your paper. See also “Guidelines for writing papers” at the end of this syllabus

3. Exam (roughly 35% of the final grade):
The exam will consist of a short answer section and an essay section. In writing your exam essays, you should demonstrate that you have a good grasp of the topics we have covered in class. The exam is your opportunity to demonstrate that you have been participating intellectually and thinking seriously about the topics we have discussed. See also “The Meaning of Grades” at the end of this syllabus

GENERAL POLICIES:

1. PLAGIARISM: ANY WILLFUL PLAGIARISM ON PAPERS OR CHEATING ON EXAMS WILL RESULT IN AN “F” FOR THE COURSE. You should read the Academic Integrity Policy in the student handbook or catalog. Also see the link on plagiarism at my website, www.ashland.edu/~cburket1/.

2. ATTENDANCE: You should make every effort to attend every class. Even if you have what you think is a good reason for missing a class, the professor retains the discretion to decide whether to count it as an excused or unexcused absence. An unacceptable number of absences will result in a deduction from the final grade for the course.

Contents of this syllabus are subject to change.
READING PLAN:

WEEK 1: Introduction; Progressivism and the significance of the Civil War

M (1/11): No readings assigned

Wilson, “Christ’s Army,” in The Essential Political Writings [EPW]
Wilson, “Christian Progress,” in EPW

WEEK 2: Intellectual origins of Progressivism

M (1/18): NO CLASS – MLK DAY


PAPER TOPICS DISTRIBUTED

WEEK 3: Progressive Socialism


Richard Ely, “Socialism in America,” 1886
Richard Ely, “The Inheritance of Property,” 1891

WEEK 4: Progressive role of the State


W (2/3): Wilson, The State (continued)

WEEK 5: Progressive democracy

Herbert Croly, The Promise of American Life, 1909

Progressive Party Platform of 1912
WEEK 6: The New Freedom and the meaning of the Constitution

M (2/15): Wilson, “The Author and Signers of the Declaration of Independence,” in EPW (read only p. 97 (all), p. 99 (2nd to last par.), and last par. on 100 to 1st par. on 102)
Wilson, The New Freedom, in EPW (read only 2nd par. on p. 107, last par. on 112 to end of 1st par. on 114, 4th full par. on 120 to end of 3rd par. on 122)
William Brennan, “To the Text and Teaching Symposium,” 1985

W (2/17): Wilson, Constitutional Government in the United States, in EPW (read only p. 175 to end of 2nd par. on 177, 1st full par. on 190 to end of 1st par. on 193, last par. on 202)

WEEK 7: Administration vs. politics

M (2/22): Wilson, “The Study of Administration,” in EPW (read all)

W (2/24): Wilson, “The Study of Administration,” in EPW (continued)

WEEK 8: “Normalcy” and the New Deal

Hoover, “Rugged Individualism” speech, 22 October 1928

W (3/3): Franklin Roosevelt, Commonwealth Club Address,” 23 September 1932

MID-TERM EXAM DUE AT THE BEGINNING OF CLASS 3/3

WEEK 9 (3/8, 3/10): NO CLASSES – SPRING BREAK

WEEK 10: New Deal economic planning

M (3/15): Roosevelt, Fireside Chat on AAA and NIRA, 24 July 1933


WEEK 11: John Dewey and Progressive Liberalism

M (3/22): Dewey, Liberalism and Social Action, chapter 1 (pp. 13-20; last par. on 32 to end of 36)

W (3/24): Dewey, Liberalism and Social Action, chapter 2 (all)
WEEK 12: Dewey and The Great Society

M (3/29): Dewey, *Liberalism and Social Action*, chapter 3 (top of page 61 to end of 1st paragraph on 62; first full paragraph on 90)

Johnson, “War on Poverty” speech, 16 March 1964

WEEK 13: The Great Society

M (4/5): NO CLASS- EASTER BREAK

W (4/7): Johnson, Special Message to Congress on Conservation and the Restoration of Natural Beauty, 8 February 1965
Johnson, On the National Foundation of the Arts and Humanities, 10 March 1965
Johnson, Signing of the Public Broadcasting Act, 7 November 1967

WEEK 14: The origins of Conservatism


W (4/14): Reagan, “OSHA,” in *Reagan, in His Own Hand*
Reagan, “Man’s Castle,” in *Reagan, in His Own Hand*
Reagan, “Paperwork and Bureaucrats,” in *Reagan, in His Own Hand*
Reagan, “Inflation,” in *Reagan, in His Own Hand*

WEEK 15: The Modern Regulatory State

M (4/19): Bovard, *Farm Fiasco*, chapter 9

Bovard, “Endangered: Property Rights”
Sugg, “Lords of the Flies”
Sugg, “California Fires: Losing Homes, Saving Rats,” 1993
Kanner, “California’s Rat Killer Gets Off,” 1995

WEEK 16: The Modern Regulatory State


James Rosen, “Seller, Beware: Feds Cracking Down on Garage Sales”

LAST DAY OF CLASS WEDNESDAY, 4/28

The Meaning of Grades:
“A”: Excellent work demonstrating unusually thorough preparation, genuine comprehension and synthesis, insight and even originality. It is remarkably well-written and presented. The grade signifies not simply very good work but exceptionally fine work.

—in a word, MASTERY.

“B”: Very good, thorough work. The work demonstrates thorough preparation, a grasp of the subject matter and thorough command of the materials of the course. It may not show any special insight or originality, but it demonstrates clear understanding of the material with answers presented in a clear and logically correct style.

—in a word, COMPETENCE.

“C”: The work is acceptable for degree credit. It does not mean “poor” work because we should not award degrees for poor work. The work demonstrates an adequate, though not comprehensive, grasp of the subject matter. Significant information might be overlooked. The work may not display a full appreciation of the meaning or implication of a question. Answers might be too brief to allow sufficient development. An essay might read like a list of facts rather than a well-developed argument. It might appear to be wholly derived from the lecture material, ignoring relevant readings or references to the readings. Though imperfect, the work is, on the whole, of a quality that is acceptable in the sense that the award of the degree for this level of work is warranted.

—in other words, ACCEPTABLE or SATISFACTORY.

“D”: Work that barely qualifies for academic credit. The student has clearly learned something from the course, but the work is shoddy and shows poor or inconsistent preparation. The general impression is of an examination or essay that is inadequately prepared or understood or poorly presented. A student who performs consistently at this level should not expect to be awarded a college degree.

—in other words, POOR BUT PASSING.

“F”: Work that shows little or no preparation or comprehension. Many facts or references are missing or are misunderstood. There is little or no analysis, and the style is poor, confused or incomprehensible. IT DOES NOT MEAN THAT NO WORK HAS BEEN DONE, NO CLASSES WERE ATTENDED, NO ESSAYS WERE WRITTEN OR NO LEARNING HAS TAKEN PLACE. A student can attend classes (or at least some or most of them), do the reading (perhaps inconsistently), and hand in the required work and yet receive an “F” if the product does not reflect some minimal command of the materials of the course.

—in a word, UNACCEPTABLE.

**Guidelines for writing papers**
1. Papers should be double spaced, with 1” margins at the top and bottom and 1 ¼” margins on each side. Use 12 point, Times New Roman font or equivalent.

2. *Always* number your pages.

3. Check spelling, punctuation and capitalization. These should be *perfect*.

4. Correctly cite your sources, even if you paraphrase an author. You may use footnotes, endnotes, or parenthetical citations.

   Example: “A wise prince, therefore, has avoided these arms and turned to his own” (Machiavelli, *The Prince*, 86).

   Example: Machiavelli wrote that wise princes rely on their own resources rather than relying on the arms of other men (Machiavelli, *The Prince*, 86).

**General reminders on style:**

5. Vague and unclear writing is the product of vague and unclear thinking. If you are having a difficult time conveying an idea, it is because you are unclear about that idea.

6. Read your essay aloud several times before you submit it. If it sounds awkward or unclear, rewrite your essay until it becomes clear. Remember, the reader does not know what you are trying to say, only what you *are* saying.

7. Organize your ideas in paragraphs; avoid huge leaps from one idea to another between paragraphs. Each paragraph should have some thematic relation to the preceding and following paragraphs.

8. Eliminate wordiness, flowery language, and overly complex or run-on sentences.

9. Avoid pusillanimous phrases such as “I believe,” “I think,” or “In my opinion.”

10. Always strive for clarity. Try to avoid vague words such as “thing,” “stuff,” “this,” and “that.”

   Bad: The main thing that Churchill disliked was this.

   Good: Churchill most disliked inactivity.

11. When quoting another author, make sure the reader knows who is speaking. Never simply drop a quote into your paper.

   Bad: “If men were angels, no government would be necessary.”

   Okay: As James Madison wrote, “If men were angels, no government would be necessary.”

   Better: “If men were angels,” James Madison wrote, “no government would be necessary.”

12. Never introduce a new paragraph with a conjunction; never introduce a sentence with “however” or “therefore.”

   Unacceptable: However, the evidence suggests that he is wrong.

   Acceptable: The evidence, however, suggests that he is wrong.

13. If you quote another author, and the quote is more than four lines in length, use a block quote: single space, full justify, and indent the text an additional ½ inch on each side. For example:

   In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions (Madison, 232).

14. For further advice, consult William Strunk, Jr. and E.B. White, *The Elements of Style*. It has gone through many editions, is short, inexpensive, lively and invaluable.

**Common grammatical mistakes:**
15. Never write in sentence fragments.
   ALL sentences must have a subject and a verb:
   Fragment: The extreme hostility toward those against the measure.
   Prepositional phrases and subordinate clauses cannot stand alone without a main clause:
   Fragment: Although he could not go to class.
16. Make sure nouns and verbs agree in number and tense:
   Incorrect: He had went to class early.
   Correct: Cindy, along with most of her friends, believe that it was unfair.
17. Never use “he or she” or “they” to indicate a single person; use “he.”
   Incorrect: If a person (singular) decides to write, they (plural) should write well.
18. Avoid comma faults.
   Incorrect: She was able, to understand the economy.
19. In a series of three or more terms, use a comma after each (except the last).
   Correct: red, white, and blue
   Correct: He baked the cake, iced it, and ate it after supper.
20. Enclose parenthetical expressions between commas.
   Incorrect: The executive, as Hamilton envisioned should hold a very long term of office.
   Correct: The executive, as Hamilton envisioned, should hold a very long term of office.
21. Use “that” and “which” correctly. “Which” introduces a subordinate clause and must follow a comma.
   Incorrect: He sat on the chair which was empty.
   Correct: He sat on the chair that was empty.
   Correct: He sat on the chair, which was not being used by anyone.
22. Whenever possible, use active verbs.
   Passive: The problem was understood by him.
   Active: He understood the problem.
23. Avoid contractions, such as don’t, can’t, wouldn’t, doesn’t, she’s
24. Use “being” correctly; it is not a substitute for “as,” “since,” or “because.”
   Incorrect: Although he did not win, Tom accepted the praise, being that he had raced well.
   Correct: Although he did not win, Tom accepted the praise, as he had raced well.
25. Use apostrophes correctly.
   Incorrect: Sharons car is red.
   Incorrect: I solved three problem’s.
26. The possessive of “it” does not use an apostrophe; “It’s” means “it is.”
   Incorrect: It’s paw was stuck in the rocks.
   Correct: Its paw was stuck in the rocks.
27. Beware of homonyms (words that sound the same but have different meanings).
   Incorrect: Their were two problems to be red.
   Incorrect: There car was read.
   Incorrect: He lead the others in the fight.
   Incorrect: The society excepted him as a new member.
28. Do not confuse “than” and “then.” “Than” indicates comparison; “then” indicates time.
   Incorrect: If he does, than I will go with him.
   Incorrect: His wisdom is greater then mine.
29. Keep related words together.
   Incorrect: He noticed a large stain on the rug that was right in the center.
   Correct: He noticed a large stain right in the center of the rug.
30. Use “second, third,” etc., rather than “secondly, thirdly,” etc.