

POL323-010 – AMERICAN POLITICAL THOUGHT – 3.0 credit hours
Kutztown University of Pennsylvania
Spring 2011 – TH 9:30-10:50 a.m. – Old Main 280

COURSE SYLLABUS

Professor: Glenn W. Richardson Jr.
Office: Old Main 304 A Wing
Office Hours: 11:05-11:35 MWF;; 2:00-2:45 MW; 11:00-noon TH (hours subject to change)
Phone: 610-683-4450
E-mail: richards@kutztown.edu
Course URL: <http://faculty.kutztown.edu/richards/323/323.html>

OVERVIEW:

What constitutes the bulwark of our own liberty and independence? It is not our frowning battlements, our bristling seas coasts, the guns of our war steamers, or the strength of our gallant and disciplined army. These are not our reliance against a resumption of tyranny in our fair land. All of them may be turned against our liberties, without making us stronger or weaker for the struggle. Our reliance is in the love of liberty which God has planted in our bosoms. Our defense is in the preservation of the spirit which prizes liberty as the heritage of all men, in all lands, every where. Destroy this spirit, and you have planted the seeds of despotism at your own doors.

Abraham Lincoln
Speech at Edwardsville, Illinois, September 11, 1858

Despite his racial difference and social status, something indisputably American about Negroes not only raised doubts about the white man's value system but aroused the troubling suspicion that whatever else the true American is, he is also somehow black.

Ralph Ellison

The United States is a nation held together not by a common ethnic identity, common religion nor even, perhaps, by a common language. The glue that holds this country together is its Constitution, the political system it established and the political ideals it embodies.

Those ideals have evolved over time, most notably in that today, in law if not in fact, no group of Americans is denied their citizenship, their rights, or their essential humanity, on the basis of the color of their skin, the creed of their faith or their gender. Yet, the consensus on equality before the law, centuries in the making, is to this day (in the eyes of many) not fully realized. It has not, moreover, settled the great political questions facing the nation and its people.

Those questions form the core of American political thought and the core of this course. They include the proper role of religion, tradition, order and change in society; the rights and responsibilities of men and women, the proper role of government in securing these rights and the enduring tension over the balance between state and federal power; the proper response to industrialization and concentrated economic (and political) might; and the struggle to extend the American dream to all of its citizens regardless of race, class or gender. These are the questions that Americans have addressed, from the tribes who greeted the first European settlers more than 400 years ago to a nation of more than 300 million people at the dawn of a new millennium, and they are the questions that we will address this semester.

Along the way, we will encounter the voices of many of famous Americans, black and white, rich and poor, men and women, Democrats and Republicans, and advocates for change and defenders of the standing order. These voices include Thomas Jefferson, Malcolm X, Franklin Roosevelt, Elizabeth Cady Stanton, Martin Luther King, Ronald Reagan, Frederick Douglass and Abraham Lincoln. We will hear from Protestants and Catholics and all manner of capitalists, socialists, liberals, conservatives, and environmentalists. It should be a most interesting tour, and one that I hope you will find both enriching and enjoyable.

COURSE DESCRIPTION:

This course is designed to provide you with an introduction into the great and enduring issues in American political thought, with one eye on the past 400 years and another on the century ahead. It is based on an extensive reading list of brief excerpts from primary sources of political and intellectual significance as well as contemporary analyses. The readings will provide the basis for extensive class discussions and debates, supplemented by lectures from the instructor and other classroom activities.

The assignments for this course are two take home essays, four in-class quizzes, various in-class assignments and a short final exam. All assignments are explained in detail below.

COURSE OBJECTIVES:

- * Expose students to ideas and debates that have inspired and animated American politics spanning native Americans, the first Puritan colonists, the first American revolutionaries, the constitutional framers, the emergence of mass democracy, romantic individualism, the Civil War, industrialization, the progressive era, the New Deal, and the challenges of the 21st century, as demonstrated by proficiency in written examination, in-class quizzes and class participation.
- * Explore the enduring language of American Democracy – its most hallowed expressions and its vibrant dissents, as demonstrated by proficiency in written examination, in-class quizzes and class participation.
- * Develop students' skills in critical reading, thinking, writing and debate, as demonstrated by proficiency in written examination and class participation.
- * Encourage students to apply the theories and concepts of American political thought to the current political environment, as demonstrated by proficiency in written examination, other written assignments, and class participation.

GRADING:

Points will be awarded on the following basis:

Assignment	Due Date	Points
In-class quizzes	January 18-April 28	20
In-class assignments/ participation	January 18-April 28	15
Essay I	TBA	30
Essay II	TBA	30
Final Exam	May 3	5
Optional Journal/Portfolio	April 28	10
TOTAL	January 18-May 3	110

Grades will be awarded on the following basis:

Grade	Points
A	90 +
B	80 +
C	70 +
D	60 +
F	< 60

- ALL ASSIGNMENTS ARE SUBJECT TO CHANGE AS ANNOUNCED IN CLASS.
- PLEASE BE SURE TO BACK-UP ALL OF YOUR COMPUTER FILES. DO NOT TURN IN YOUR ONLY COPY OF ANY ASSIGNMENT.

ASSIGNMENTS:

The course is organized into five thematic clusters or units. At the end of each unit, we will have an in-class quiz based on the key issues covered in that unit's assigned readings.

In-class Quizzes

Each unit of the course will conclude with a brief (5-point) in-class quiz. Quiz questions will be drawn from class readings and lecture materials and may consist of a combination of multiple-choice, true-false, short answer and brief essay items.

Essays I and II

Students are required to submit essays for two (2) of the five units in the course. Your task is to summarize key issues and positions relevant to the unit's readings. Your format is somewhat flexible. You may wish to compose a conventional academic essay or you might present a transcript from a fictional debate or take another approach to drawing out the key issues. Each essay should allow you to **demonstrate your detailed mastery of course readings and discussions**. All essays must be typewritten, double-spaced and should **not exceed six pages**. Essays should be concise, yet as detailed as possible. **Present direct quotations** from the readings where appropriate and **back up your points with evidence, reasoning and examples**. Your essays will be much stronger if you **anticipate and respond to opposing views**.

Final Exam

The final exam in this course is scheduled for Tuesday, May 3. It will essentially represent the fifth in-class quiz and will be based on the last of the course's five units of material.

In-class assignments

During the course of the semester, 15 points will be awarded for various assignments to be announced in class.

Optional Journal/Portfolio

Students can complete a journal/portfolio of entries pertaining to American political thought based on events and experiences that occur during this semester. Journal/portfolios should consist of copies of articles from the reputable national news sources published during this semester relevant to concepts in the readings, lectures and other course activities; and typewritten responses of approximately one to two double-spaced pages to each article. Journals will be evaluated in terms of their ability to *integrate and extend class concepts in depth and detail*. Each portfolio must include at least seven entries. Up to two entries may relate to conversations or experiences students have had relevant to the course materials. Portfolios should be neat and well organized; unprofessional work will be marked lower. The key to scoring well is to integrate specific class concepts (from the readings) with themes from the news articles. Up to 10 points toward the final grade may be earned from this assignment. Optional journal/portfolios are due in class on Thursday, May 3.

ATTENDANCE POLICY:

Students are responsible for class attendance, and for all materials discussed and assigned during class.

Make-up Assignments

There will be *no* make-up assignments for unexcused absences. Excused absences include but are not limited to illness, scheduled university-related activities, a death in the family, jury duty, and impassable roads. Acceptable excuses must be provided to the instructor *before* the assignment is due and *in writing* to be considered. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused under college guidelines, and who notify the instructor *before* the assignment is due, may, at the discretion of the instructor, turn in late assignments for partial credit.

NOTE: *Make-up tests and assignments will not be returned before the end of the semester. Make-up tests and assignments may differ from those given in class in terms of both content and form.*

Penalties for Late Assignments

Assignments turned in late on the day they are due will face a five-percent penalty. Each subsequent late day will accrue an additional ten percent deduction.

NOTE: *Late assignment penalties also apply where students fail to notify the instructor of an absence before an exam or assignment is due.*

In addition, at the instructor's discretion, students may be given the opportunity to complete a supplemental assignment to help offset late penalties. Typically, the amount of work involved in supplemental assignments would be disproportionate to the credit that can be earned (these policies are designed to discourage late assignments). If you have any doubt at all about your ability to complete an assignment you should notify the instructor in advance "just in case." Failure to do this will assure that you will not receive credit for missed assignments.

ELECTRONIC COMMUNICATION:

If you wish to send a message to me personally, you must address it to my e-mail address (richards@kutztown.edu). *Please include a recognizable subject line.* Doing so allows me to instantly recognize your message as important and distinguishes it from the many messages from strange e-mail addresses that arrive on a daily basis, and facilitates a prompt response from me. If you send me an e-mail message and do not receive a prompt response, please do not hesitate to send a follow-up. You

might want to try a different subject line in case the previous subject tripped the spam filter. While I try to answer each e-mail, it can be easy to accidentally overlook any particular message, and on occasion messages may be improperly screened by spam filters, etc. *Please note that electronic submission of assignments is not acceptable except at the discretion of the instructor.*

A web page has also been set up for this class. Important course information will be posted there along with links to other relevant web sites. The URL is:

<<http://faculty.kutztown.edu/richards/323/323.html>>

CLASSROOM ETIQUETTE:

Students are expected to observe all rules of proper classroom conduct. In order to insure an appropriate environment conducive to learning there are three rules governing behavior in the classroom that you must be aware of:

- Use of electronic devices of any kind is *not* permitted in class. Students found “surfing,” “texting,” “sexting,” or otherwise engaged in electronic communication of any kind may be asked to leave the classroom and may be penalized by having points taken away from the total number of points they have earned in the course. Students with special needs should discuss accommodations with the instructor.
- Please refrain from talking, eating, leaving your cell phone ringers on, or other disruptive activity during class. Even one or two conversations quickly create distractions for other students and the instructor.
- Please do not leave class early. If you must do so, tell the instructor before hand and arrange to sit near the door so your exit will be less noticeable.

Serious or repeated violations of these rules may result in a request that the offending individual(s) leave the classroom. Grading penalties (up to a half-letter grade for first-time offenders and a full letter-grade for recidivists) may be imposed at the discretion of the instructor.

POLICY ON ACADEMIC ETHICS AND HONESTY:

If a student has plagiarized or cheated in a course, the instructor may (in consultation with the Department Chairperson and the Dean) impose sanctions upon the student up to and including dismissal from the course with a grade of “F”. The student forfeits all privileges of withdrawal from the course.

Plagiarism is stealing and passing off (the ideas, words, work, themes, reports, drawings, laboratory notes, computer programs or other products of another) as one’s own. In short, it is using a created production without crediting the source. The surest way to avoid plagiarism is to provide proper citation to all works quoted directly or otherwise indirectly borrowed from. Proper citations include the title, date, and author of the work. If you are not familiar with the formatting of bibliographic citations, please consult a writer’s style guide or manual. An excellent online guide to citation can be found on the internet at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Guides for citing online materials specifically can be found on the web at:

<http://webster.commnet.edu/apa/online.htm>

or

<http://www.bedfordstmartins.com/online/cite6.html>

Cheating includes (but is not limited to) an attempt by one or more students to use unauthorized information in the taking of an exam; or knowingly to assist another student in obtaining or using unauthorized materials. Further specific delineation of academically dishonest behavior can be found in [The Key: Student Handbook 2010-2011](#) (pp. 50-51). If you have any doubts as to whether particular behavior would amount to cheating, please ask the instructor for clarification. Ignorance of the rules is not a valid defense.

COURSE STRUCTURE:

Class meetings will be comprised of introductory and concluding comments from the instructor, lectures, questions, discussions, debates and activities involving the whole class. For the class to be most successful, each student must come to each class prepared. That involves reading, studying, analyzing and often re-reading and re-analyzing materials *before* class. Much of what is said in the class, both by students and by the instructor, will make little sense to the unprepared student.

You must also try to resist the temptation to discount the comments of your fellow students. The course is *designed* to give students the opportunity to articulate key concepts and criticisms. Many, if not most, of the important statements made in the class will be made by students. It is essential that you give the utmost respect to your classmates.

Also, keep in mind that in no case should any of the comments in the class be taken or directed personally. A college classroom is perhaps the singular place in our society where people gather for the purpose of giving deliberate and reasoned consideration to a wide range of views, including many of great controversy. Indeed, I encourage you to present views you may not necessarily agree with in order to explore and develop relevant themes or issues.

TEXTBOOKS:

There are **three** (3) required textbooks for this course:

Dolbeare, Kenneth M. and Michael S. Cummings (Eds). *American Political Thought* (6th ed.). Washington, DC: CQ Press. 2010.

Schneider, Gregory L. *Conservatism in America Since 1930*. New York: New York University Press. 2003.

Rorty, Richard. *Achieving Our Country: Leftist Thought in Twentieth Century America*. Cambridge, MA: Harvard University Press. 1998.

Books are available at the KU Bookstore in the David E. McFarland Student Union Building.

READING AND ASSIGNMENT SCHEDULE

**WEEK ONE:
January 18-21**

INTRODUCTION

Introduction and Course Overview

POLS 323 Course Syllabus

Dolbeare and Cummings

"Introduction: American Political Thought."

AUTHORITY AND DEMOCRACY I

Government Under God

John Winthrop

"The Little Speech" (1639). (Ch. 1 in Dolbeare and Cummings)

Natural Rights and Consent of the Governed

John Wise

"Democracy is Founded in Scripture" (1717) (Ch. 3 in Dolbeare and Cummings)

Richard M. Weaver

"The Quest for Order" (1948) (Ch. 8 in Schneider)

**WEEK TWO:
January 24-28**

Tradition and Progress in Politics

F.A. Hayek

"Why I Am Not a Conservative" (1959) (Ch. 16 in Schneider)

Ronald W. Reagan

Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida (1983) (pp. 352-361 in Schneider)

John F. Kennedy

Address to the Greater Houston Ministerial Association (1960)

< <http://www.americanrhetoric.com/speeches/johnfkennedyhoustonministerialspeech.html> >

Barack Obama

Keynote Speech at the 2004 Democratic National Convention (2004) (pp. 643-646 in Dolbeare and Cummings)

Third Way

"The Third Way Culture Program" (2007) (pp. 604-606 in Dolbeare and Cummings)

"Come Let us Reason Together: A Governing Agenda to End the Culture Wars" (2009) (pp. 606-608 in Dolbeare and Cummings)

Richard Rorty

"American National Pride: Whitman and Dewey" (Ch. 1 in *Achieving Our Country*)

Maureen Dowd

"Stage of Fools" (2009) (pp. 699-641 in Dolbeare and Cummings)

**WEEK THREE:
January 31-February 4**

AUTHORITY AND DEMOCRACY II

Dissidents, Anarchists, and Nihilists

Henry David Thoreau

Civil Disobedience (1848) (Ch. 21 in Dolbeare and Cummings)

Emma Goldman

"Anarchism: What It Really Stands For" (pp. 386-395 in Dolbeare and Cummings)

**QUIZ I - Thursday, February 3
ESSAY I DUE: Tuesday, February 8**

**WEEK FOUR:
February 7-11**

**BETWEEN REVOLUTION
AND CONSTITUTION**

Benjamin Franklin

"Excerpts from the *Great Law of Peace of the Iroquois Nations* (n.d.)" (pp. 34-36 in Dolbeare and Cummings)

Samuel Adams

"The Rights of the Colonists" (Ch. 5 in Dolbeare and Cummings)

Thomas Paine

Common Sense (1776) (pp. 49-55 in Dolbeare and Cummings)

The American Crisis I (1777) (pp. 55-57 in Dolbeare and Cummings)

Rights of Man - Part One (1791) (pp. 57-58 in Dolbeare and Cummings)

The Unanimous Declaration of the Thirteen United States of America, 4 July 1776 (Ch. 8 in Dolbeare and Cummings)

The Articles of Confederation (1781) (Ch. 9 in Dolbeare and Cummings)

John Adams

"Thoughts on Government" (1776) (pp. 68-72 in Dolbeare and Cummings)

"A Defense of the Constitution of the United States" (1787) (pp. 72-76 in Dolbeare and Cummings)

"Correspondence with Abigail Adams" (1776) (p. 77 in Dolbeare and Cummings)

**WEEK FIVE:
February 14-18**

**RIGHTS AND RESPONSIBILITIES
IN A CONSTITUTIONAL ORDER**

The Constitution of the United States of America (1787) (pp. 80-88 in Dolbeare and Cummings)

Antifederalist Thought

Dissent of the Pennsylvania Minority (1787) (pp. 125-30 in Dolbeare and Cummings)

Richard Henry Lee

"Letters from the Federal Farmer" (1787) (pp. 131-37 in Dolbeare and Cummings)

Samuel Adams

"Letter to Richard Henry Lee" (pp. 130 in Dolbeare and Cummings)

Federalist Thought

James Madison

The Federalist (1787-88) (pp. 91-108 in Dolbeare and Cummings)

Alexander Hamilton

The Federalist (1787-88) (pp. 109-23 in Dolbeare and Cummings)

Rights, Responsibilities and Liberty

Albert Jay Nock

"Radical Individualism: The State as Enemy" (Ch. 3 in Schneider)

Murray N. Rothbard

"Why Be Libertarian?" (Ch. 25 in Schneider)

"What is Libertarianism?" (Ch. 27 in Schneider)

Winona LaDuke

All Our Relations: Native Struggles for Land and Life (1999) (Ch. 60 in Dolbeare and Cummings)

**WEEK SIX:
February 21-25**

**DEVELOPMENT AND
DEMOCRACY**

Building a Great Republic: The American Empire

Alexander Hamilton

"Report on Credit" (1790) (pp. 139-44 in Dolbeare and Cummings)

"Opinion on the Constitutionality of the Bank" (1791) (pp. 144-47 in Dolbeare and Cummings)

"Report on Manufactures" (1791) (pp. 147-49 in Dolbeare and Cummings)

John Marshall

Marbury v. Madison (1803) (pp. 194-97 in Dolbeare and Cummings)

McCulloch v. Maryland (1819) (pp. 197-203 in Dolbeare and Cummings)

Jeffersonian Republicanism: An Empire of Liberty

Thomas Jefferson

"Madison's Report to the Virginia General Assembly" (1800) (pp. 154-59 in Dolbeare and Cummings)

Notes on Virginia, 1785 (pp. 152-54 in Dolbeare and Cummings)

"First Inaugural Address" 4 March 1801 (pp. 160-62 in Dolbeare and Cummings)

"Selected Letters (1787-1823)" (pp. 162-74 in Dolbeare and Cummings)

QUIZ II - Thursday, February 24
ESSAY II DUE: Tuesday, March 1

WEEK SEVEN:
February 28-March 4

DEMOCRACY AND PROPERTY
IN THE INDUSTRIAL AGE I

Social Darwinism and the Gospel of Wealth

William Graham Sumner

What Social Classes Owe to Each Other (1884) (pp. 302-15 in Dolbeare and Cummings)

"The Conquest of the United States by Spain" (1899) (pp. 316-7 in Dolbeare and Cummings)

Capitalism and Democracy

Orestes Brownson

"The Laboring Classes" (1840) (Ch. 19 in Dolbeare and Cummings)

Edward Bellamy

Looking Backward (1889) (Ch. 29 in Dolbeare and Cummings)

Andrew Carnegie

"Wealth" (1889) (Ch. 30 in Dolbeare and Cummings)

Henry Demarest Lloyd

"Revolution: The Evolution of Socialism" (1894) (Ch. 33 in Dolbeare and Cummings)

SPRING BREAK:

Begins: **AT THE END OF CLASSES, FRIDAY, MARCH 4**

Ends: **8:00 A.M., MONDAY, MARCH 14**

**WEEK EIGHT:
March 14-18**

**DEMOCRACY AND PROPERTY
IN THE INDUSTRIAL AGE II**

Populism

The Ocala Demands (1890) (pp. 334-5 in Dolbeare and Cummings)
The Populist Party Platform (1892) (pp. 336- 39 in Dolbeare and Cummings)

The Age of Reform

Herbert Croly
The Promise of American Life (1909) (Ch. 40 in Dolbeare and Cummings)

Eugene V. Debs
"Revolutionary Unionism" (1905) (pp. 400-05 in Dolbeare and Cummings)
Speech to the Jury (1918) (pp. 405-15 in Dolbeare and Cummings)

Progressivism

The Progressive Party Platform (1912) (pp. 426-28 in Dolbeare and Cummings)

Article V of the Colorado State Constitution, as Amended (1910) (pp. 428-30 in Dolbeare and Cummings)

The Progressive Era Constitutional Amendments, Sixteen through Twenty-One (1913-33)
(pp. 430-31 in Dolbeare and Cummings)

Woodrow Wilson
"The Meaning of Democracy" (1912) (Ch. 43 in Dolbeare and Cummings)

John Dewey
The Public and Its Problems (1927) (Ch. 44 in Dolbeare and Cummings)

**WEEK NINE:
March 21-25**

THE NEW DEAL AND BEYOND

Reformed Capitalism

Franklin D. Roosevelt
The Commonwealth Club Address (1932) (pp. 452-60 in Dolbeare and Cummings)
Campaign Address (1936) (pp. 460-64 in Dolbeare and Cummings)
An Economic Bill of Rights (1944) (pp. 464-66 in Dolbeare and Cummings)
First Inaugural Address <http://avalon.law.yale.edu/20th_century/froos1.asp>
The Four Freedoms Address (1941)
<<http://www.fdrlibrary.marist.edu/pdfs/ffreadingcopy.pdf>>

Herbert Hoover
 Address: The Fifth Freedom (1941)
 < <http://teachingamericanhistory.org/library/index.asp?document=1595> >

Classical Liberalism in the 20th Century

F.A. Hayek
 "Resurrecting the Abandoned Road" (Ch. 5 in Schneider)

Milton Friedman
 "Defining Principles: Capitalism and Freedom" (Ch. 7 in Schneider)

Ronald Reagan
 First Inaugural Address (1981) (pp. 541-44 in Dolbeare and Cummings)

Richard Rorty
 "The Eclipse of the Reformist Left" (Ch. 2 in *Achieving Our Country*)

QUIZ III - Thursday, March 24
DEBATE ESSAY III DUE: Tuesday, March 29

WEEK TEN:
March 28-April 1

THE STRUGGLE FOR EQUALITY I

Women's Rights

Elizabeth Cady Stanton
 "Declaration of Sentiments and Resolutions" (1848) (pp. 231-234 in Dolbeare and Cummings)
 <<http://www.cr.nps.gov/nr/travel/pwwmh/declar.htm>>
 Address to the New York State Legislature (1860) (pp. 234-36 in Dolbeare and Cummings)

Slavery

Frederick Douglass
 Speech at the Anti-Slavery Association (1848) (pp. 236-239 in Dolbeare and Cummings)
 "The Various Phases of Anti-Slavery" (1855) (pp. 239-242 in Dolbeare and Cummings)

John C. Calhoun
A Disquisition on Government (1848) (Ch. 24 in Dolbeare and Cummings)

George Fitzhugh
Cannibals All! (1856) (Ch. 25 in Dolbeare and Cummings)

Abraham Lincoln

Speech on the Dred Scott Decision (1857) (pp. 263-266 in Dolbeare and Cummings)
 Letter to Boston Republicans (1859) (p. 267 in Dolbeare and Cummings)
 Cooper Union Address (1860) (p. 268 in Dolbeare and Cummings)
 First Inaugural Address (1861) (pp. 268-74 in Dolbeare and Cummings)
 Second Annual Message to Congress (1862) (pp. 274-276 in Dolbeare and Cummings)
 Gettysburg Address (1863) (p. 276 in Dolbeare and Cummings)

Second Inaugural Address (1865) (p. 277 in Dolbeare and Cummings)

WEEK ELEVEN:

April 4-8

THE STRUGGLE FOR EQUALITY II

Persistent Inequality

W.E.B. Du Bois

The Souls of Black Folk (1903) (Ch. 37 in Dolbeare and Cummings)

Emma Goldman

"The Tragedy of Women's Emancipation" (pp. 395-99 in Dolbeare and Cummings)

Racial Equality

Chief Justice Earl Warren, in *Brown v. Board of Education* (1954)

<http://www.law.cornell.edu/supct/html/historics/USSC_CR_0347_0483_ZS.html>

Martin Luther King, Jr.

Letter from Birmingham City Jail (1963) (Ch. 48 in Dolbeare and Cummings)

"I Have a Dream" (Speech, August 28, 1963)

<<http://www.americanrhetoric.com/speeches/mlkihaveadream2.htm>>

Malcolm X

"The Black Revolution" (Speech, June 1963) <http://www.malcolm-x.org/speeches/spc_06_63.htm>

"Speech After the Bombing, February 14, 1965" <http://www.malcolm-x.org/speeches/spc_021465.htm>

WEEK TWELVE:

April 11-15

THE STRUGGLE FOR EQUALITY III

Conservatism and Race

Barry M. Goldwater

"The Conscience of a Conservative" (1960) (Ch. 19 in Schneider)

Glenn C. Loury

"Achieving the 'Dream': A Challenge to Liberals and Conservatives in the Spirit of Martin Luther King Jr. (1990) (Ch. 57 in Dolbeare and Cummings)

QUIZ IV - Tuesday, April 12
ESSAY IV DUE: Tuesday, April 19

**WEEK THIRTEEN:
April 18-22**

CHALLENGES FOR THE 21ST CENTURY I

Culture, Politics, and the Future

Richard Rorty

"A Cultural Left" (Ch. 3 in *Achieving Our Country*)

Christopher Lasch

The Culture of Narcissism (1979) (pp. 528-32 in Dolbeare and Cummings)

Women and the Common Life (1997) (pp. 532-33 in Dolbeare and Cummings)

Eric Liu and Nick Hanauer

"Patriotic Values and Policies: A Ten-Principle Plan" from *The True Patriot* (2007) (Ch. 64 in Dolbeare and Cummings)

**WEEK FOURTEEN
April 25-29**

CHALLENGES FOR THE 21ST CENTURY II

Patrick J. Buchanan

Where the Right Went Wrong: How Neoconservatives Subverted the Reagan Revolution and Hijacked the Bush Presidency (2004) (Ch. 59 in Dolbeare and Cummings)

National Conference of Catholic Bishops

"Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy" (1986) (Ch. 56 in Dolbeare and Cummings)

Samuel Francis

"Beautiful Losers: Why Conservatism Failed" (Ch. 37 in Schneider)

Paul Weyrich

"An Open Letter to Conservatives" (Ch. 39 in Schneider)

What's Right: Policy Review Defines the Limits of Conservatism (Ch. 40 in Schneider)

Kathleen Hall Jamieson and Bill Moyers

Democracy, the Web, and the Politics of Patriarchy: Bill Moyers Interviews Kathleen Hall Jamieson (2007) (Ch. 67 in Dolbeare and Cummings)

Liberty and Security

Dwight D. Eisenhower

"Farewell Radio and Television Address to the American People" (1961)

John F. Kennedy

"Inaugural Address" (1961)

Patrick J. Buchanan

"A Republic, Not an Empire" (Ch. 36 in Schneider)

George W. Bush

The National Security Strategy of the United States (2002) (Ch. 63 in Dolbeare and Cummings)

Andrew J. Bacevich

“Appetite for Destruction: Never Have So Many Shoppers Owed So Much ... “ (2008) (pp. 626-34 in Dolbeare and Cummings)

WEEK FIFTEEN

May 2-6

FINAL EXAM: TUESDAY, MAY 8