

Syllabus
POL 100-02: American National Government
Winter Term, 2023

Instructor: Lynn Uzzell
Email: Mail@LynnUzzell.com
Office Hours: Tuesdays, 3:30-4:30; Thursdays, 9:30-10:30 am, or by appt.
(it is *not* an imposition to ask for an appointment)
Office Location: Holekamp 304

Location: Huntley Hall 301

Meeting Time: T/Th 11:45AM - 1:15

What is the best life? And to what degree can political means be used to achieve the best life? For millennia, political philosophers and statesmen have debated a myriad of complex political questions, but they all tend to point to those fundamental questions about the best life. Do we combine into political societies merely to protect ourselves from various threats to our life, liberty, and property? Or do we combine together over a shared commitment to the common good? Do we have a common conception of what the good life is, or is each individual left free to pursue happiness alone? Is a shared commitment to individualized happiness our only common goal, or does civic engagement mean that we have a duty to contribute something else toward the common good?

In this class, we will be exploring these enduring political questions against the backdrop of the American National Government. We will examine the competing philosophical traditions out of which our nation was born. We will contemplate what it means to live in a nation that had a “Founding.” We will study the component parts of our government, why they were structured the way they were, and ask if they could be structured better. Finally, we will examine, and debate, and debate some more, the competing political ideas that continue to divide us as a nation.

TEXTS:

- ***The Federalist Papers***, by Hamilton, Madison, Jay, Ed. Charles Kesler, Signet, 1999. (Every educated American should own a copy of *The Federalist*. For the purpose of this class, please purchase this edition. Then treasure it always.) ISBN: 978-0-451-52881-0
- ***American Government and Politics: Deliberation, Democracy and Citizenship*** | 2nd Edition, Joseph M. Bessette/John J. Pitney. (This book will be useful for this class, but it is not a masterpiece for the ages. Renting a copy and sending it back after this term is over would be fine.) ISBN: 978-1-133-58789-7
- ***Justice: What's The Right Thing To Do?*** by Michael J. Sandel ISBN: 978-0-374-53250-5
- **Additional Readings**, found in “Files” on Canvas and compiled in a Reading Packet

Important Note on Reading: All of the assigned reading needs to be read before class, but not all of it should be read in the same way. The readings from the *American Government and Politics* textbook are assigned to give background knowledge and general context. Much of the material (not all) will be information you already learned in middle school or high school. It is OK to skim through some of this reading, especially if it is already familiar to you. We will

not be relying on this source for much of the classroom discussion and you will NOT be tested on your ability to memorize facts (names, dates, etc.) from this source. It WILL be assumed that you have read through this source and understand the gist of its content. The other readings assigned for this course will figure more prominently in our discussions, and it will be expected that you have read them more closely.

Class Policies

As in all W&L courses, pledge papers and complete all work in compliance with the Honor System. You are welcome to use your laptops in class for note taking. On your honor, you are forbidden to web browse or access social media or your email account during class. No texting or use of cellphones while in class.

This is an in-person class, and it is expected that the student will be physically present for all classes whenever possible. If a student must be absent *for good cause*, such as illness or travel for an extra-curricular activity, students may *ask* the instructor for a Zoom option (they should not *inform* the instructor they will be on Zoom). Students must make every effort to give at least 24 hours' notice of an expected absence (and to remind instructor of the Zoom class within 24 hours if notice was given far in advance).

Late Assignment Policy: Each assignment has its own due date, and, if turned in late, there will be a 2% penalty deducted for each day it is late (e.g., an assignment turned in 5 days late will be a full letter grade lower than an assignment turned in on time). The penalty comes with no judgment (let she who has never turned in an assignment late cast the first stone). There are times when life gets unexpectedly busy, and something has to give. In that case, turning in an assignment late and accepting the penalty, rather than turning in subpar work on time, is a rational calculation. But I do not waive the penalty except for truly dire circumstances (e.g., death in family, serious illness or accident, etc.). If you think your illness or tragedy is serious enough to warrant special accommodation, you need to seek a short-term medical adjustment from the medical/counseling staff at Student Health and Counseling (SH&C), and they will send the request to your professors.

Citation Policy: Your written work for this class includes two research projects: A paper based on your debate speech and a term paper. Both projects require research in published sources, and both projects require students to cite their research using adequate citations. **Evidence of plagiarism will result in a fail for the course.**

GRADES:

Grading Scale (final grades are not rounded up or down)

97-100% = A+	77-79.99% = C+	Everything below 60% = F
93-96.99% = A	73-76.99% = C	
90-92.99% = A-	70-72.99% = C-	
87-89.99% = B+	67-69.99% = D+	
83-86.99% = B	63-66.99% = D	
80-82.99% = B-	60-62.99% = D-	

ASSIGNMENTS:

When submitting electronic assignments, it will help if you title the file: “[Last name]-[First name]-[Description of assignment].” Example: “Uzzell-Lynn-Student Bio.”

Semester Requirements, in Brief:

Assignment	Due Date	% of Grade
Student bio	Jan. 10	0%
Midterm	Feb. 16	15%
Debate Paper	Differs	10%
Term paper (in 3 stages):		35%
Outline	Feb. 10	(5%)
1 st Draft	Mar. 10	(10%)
Final Draft	April 3	(20%)
Final Exam	April 8-14	20%
Participation:		20%
Weekly posts	Weekly	(5%)
Classroom discussion	Ongoing	(15%)

STUDENT BIO:

Please fill out the student bio form (Found in the “Assignments” tab in Canvas) and upload by 10:00 am on January 10. These forms are simply meant to help me get to know my students individually and as a class; they are not graded.

MIDTERM:

The midterm will test student's knowledge of the material covered in the first half of the semester. It will be in short-essay format and in class. It is worth 15% of the grade.

DEBATES:

There will be 7 debates in this class, and 4 students will be leading each debate (which means that each student will be involved in two). On debate days, the debates will fill up half the class time. The Rules and Format of debates can be found in the "Files" tab in Canvas.

Each student will participate in two different debates: Once as a primary speaker (Member A) and once offering the rebuttal (Member B). It is not necessary for the student to personally agree with the side adopted in debate (in fact, it can be a useful intellectual exercise to try arguing for a side one does not agree with). It is necessary for all the slots to be filled. A sign-up sheet will be posted on January 18 at 5:00. Those who sign up early will have the most choices of positions to argue; those waiting until the last minute will be shunted into the remaining slots. It is recommended that the two members on each team (Members A & B on the Affirmative, and A & B on the Opposition) work together on their research and arguments.

Only the two "A" members (Affirmative A and Opposition A) will be required to have prepared remarks going into the debate. The prepared remarks will be turned in (uploaded into Canvas) as a paper (1,000-1,500 words, not including citations) and graded. This paper is due 48 hours after the debate, and it must include **research gleaned from class readings, especially the readings assigned on the day of the debate**, as well as **3 additional reputable sources**. The paper turned into the instructor must have proper citations demonstrating this research. Usually, it is not necessary to read the citations when delivering remarks orally during the debate (although it is sometimes persuasive to name a study that was done or a respected authority on some topic). The debate paper is worth 10% of the grade.

The two B Members (offering rebuttals) will be required to be informed on the issues of the debate before it begins. However, they do not give prepared remarks; instead, they must think quickly on their feet and respond to the other side's arguments. They will not receive a separate grade for their performance, but it will form a part of their participation grade.

A vote will be taken before and after each debate, and the number of students who changed their minds over the course of the debate will be tabulated. At the end of the semester, both members of the team who swayed the most number of votes will receive 10 extra credit points each. If there is a tie between two teams, all four team members will receive 7 extra credit points. A three-way tie will result in 4 extra credit points for six students. A four-way tie would be meaningless, and the prize dissipates into a hearty congratulation for the leading teams and no extra credit points.

TERM PAPER, IN 3 STAGES

The term paper will cumulatively be worth 35% of the grade, but it will be comprised of three different assignments, all weighted differently. We will discuss the elements of a good paper before the outline is due. All writing assignments should be turned in electronically in Word format and uploaded to Canvas.

Papers will be graded according to all the criteria that make for good writing: evidence of research, substantive and accurate knowledge of the subject, balanced presentation of both sides cogent logic defending a concrete thesis, lucid and appropriate writing style, correct grammar, spelling, and punctuation. It is recommended that students take advantage of the Writing Center and/or Williams School Communications Center **prior** to submitting papers on the due date. **Pledge** in full all written work.

OUTLINE (1-2 pages), 5% of total grade:

The student may either choose one of the paper topics handed out at the beginning of the semester or form a unique paper topic in consultation with the instructor (which must be approved at least one week before outline is due). Preliminary research in the chosen topic must be done before the outline can be completed. **If an outline is turned in without demonstrable research, it will receive zero credit.** Each outline will include:

- The topic of the paper (this can be expressed in a well-worded title)
- A thesis statement: 1-3 complete sentences which state the proposition the paper intends to prove and reasons for supporting it.
- A list of supporting points (which prove the thesis) and the examples or proof-texts that will substantiate the supporting points. When supporting points are drawn from outside sources, that source, including page number, should be noted.
- A list of sources that have been examined for the outline, and possibly others which will be examined but have not yet been read. This list must include some sources from the class readings and also some reputable sources from outside class readings.

Further instructions on a good outline will be uploaded in Canvas and reviewed in class prior to the due date.

FIRST DRAFT (5-6 pages) 10% of total grade:

A first draft is not a “rough draft.” It is expected that the student has conducted rigorous research and drafted a well-organized, well-argued, grammatically correct paper. It is due on March 4 and is worth 10% of the total course grade.

FINAL DRAFT (8-10 pages) 20% of total grade:

Students will receive copious feedback and constructive criticism on the first draft of their papers. Students will use this feedback to polish and expand upon the paper for their final draft. The final draft is due March 30 and is worth 20% of the total course grade.

PARTICIPATION

As a seminar course, the centerpiece of our class meetings will be rigorous discussion and debate about American government. Therefore, participation is of the utmost importance. Students will be expected to complete the readings before each class and be prepared to discuss them. Poor

attendance will injure a participation grade (but good attendance is simply expected; it does nothing to improve a participation grade).

As part of the participation grade, students are required to make one short post per week (not per class) on the Discussion Board in Canvas. Posts should begin the first week of class and should be made while the student is doing the assigned readings for the upcoming class. They must be posted at least 1 hour before class begins. The post can be: an answer to one of the reading questions, a question raised by the readings, or it can be a quotation from one of the readings for that day combined with a brief explanation of why that quotation struck you as interesting or important. Individual posts will not be graded; however, a student might be asked in class to elaborate on a post that was made prior to that class. The posts are worth 5% of the total course grade, and each student must post once per week, (12 times total), to receive the full grade. The rest of the participation grade, based on class discussion, is worth 10% of the course grade.

FINAL EXAM

A final exam will test primarily the material we read for the second half of the semester, although some of the material may refer to or build upon knowledge gleaned from the first half.

Course Schedule

WEEK 1:

Tuesday, January 10: Foundational questions: Ancients

*****Assignment: Student Bios are Due by 10:00 am (please upload into Canvas)*****

<p>Readings:</p> <ul style="list-style-type: none"> • <i>American Government</i>, Intro., pp. 1-3 • Aristotle, excerpts from the <i>Politics</i> 	<p>Study Questions:</p> <ul style="list-style-type: none"> • What is a life well lived? • Why do people band together in political societies? • What is the purpose of government? • How do different perceptions of human nature alter our understanding of the purpose of government?
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**Thursday, January 12: Foundational questions: Moderns**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Locke, <i>2<sup>nd</sup> Treatise</i>, excerpts (read up until Chapt. XIX, pg. 12)</li> <li>• Sandel, chapt 1, pp. 3-10, 19-30</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a life well lived?</li> <li>• Why do people band together in political societies?</li> <li>• What is the purpose of government?</li> <li>• How do we judge between right and</li> </ul> |
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|  | wrong?<br><ul style="list-style-type: none"> <li>• How do different perceptions of human nature alter our understanding of the purpose of government?</li> </ul> |
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WEEK 2:

Tuesday, January 17: Revolutionary questions

Readings: <ul style="list-style-type: none"> • <i>American Government</i>, pp. 10-18, 24-25 • Locke, <i>2nd Treatise</i>, read Chapt. XIX in the excerpts • Declaration of Independence • Thomas Jefferson, “Letter to John Cartwright,” (1824) 	Study Questions: <ul style="list-style-type: none"> • In what ways did the Declaration of Independence draw upon Locke? In what ways did it depart from Locke? • What justifies overthrowing a government?
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**Wednesday, January 18:**

\*\*\*\*Debate Sign-ups will begin at 4:00 pm. (In “Appointment Groups” on Canvas)\*\*\*\*

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Thursday, January 19: Constitutional Government & Separation of Powers

Readings: <ul style="list-style-type: none"> • <i>American Government</i>, pp. 30-37, 44, 48-53, 350-51 • Articles of Confederation (begins on p. 533 in back of <i>Federalist Papers</i>—<i>skim</i>) • Constitution • Review Locke, <i>2nd Treatise</i>, Chapt. IX • <i>Federalist</i> No. 1, 14 (<i>last paragraph only, pp. 98-100</i>), No. 15, 51 • Centinel, “No. 1” 	Study Questions: <ul style="list-style-type: none"> • What sort of government(s) did the “Free and Independent States” of America create after they declared Independence from Great Britain? • In what ways did the American constitution differ from other constitutions? • Where do the powers of government come from (i.e., what are their corollaries in the state of nature)? • Why is it better for government if the different powers are vested in separate bodies? • What are “checks and balances,” how are they different from “separation of powers”? What is the relationship between those two concepts? • Why did the antifederalists object to the Constitution?
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	<ul style="list-style-type: none"> • What did the antifederalists want instead? – What were they <i>for</i>?
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**WEEK 3:**

**Tuesday, January 24: Congress**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>American Government</i>, pp. 344-350, 352-53, 369-371</li> <li>• <i>Federalist</i> No. 52, 53, 55, 62, 63</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of a legislature?</li> <li>• What are the characteristics of good laws (how are they distinguished from bad law)?</li> <li>• How was the US Congress designed to formulate good laws and avoid bad laws?</li> </ul> |
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Thursday, January 26: Congress, cont.

<p>Readings:</p> <ul style="list-style-type: none"> • Orstein & Mann: Broken Branch • Connelly, Pittney, & Schmitt: Is Congress Broken? 	<p>Study Questions:</p> <ul style="list-style-type: none"> • How was the US Congress designed to formulate good laws and avoid bad laws? • Does the Congress fulfill its purpose today? • Is “gridlock” always a bad thing, or might it serve a purpose?
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*****DEBATE 1: *** Resolved, Congress is Broken.**

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**WEEK 4:**

**Tuesday, January 31: How to Write a Killer Politics Paper, & The President and executive branch**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Essay Writing Guide</li> <li>• <i>American Government</i>, pp. 375-79, 381-84, 393-95, 399-400, 403</li> <li>• <i>Federalist</i> No. 70</li> <li>• Locke on Prerogative Power</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the elements of a good politics paper, and how does one write it?</li> <li>• What is executive power (in the abstract)?</li> <li>• What are prerogative powers?</li> <li>• Does the president have powers that are not properly executive powers?</li> <li>• Does the president possess prerogative power?</li> </ul> |
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Thursday, February 2: The President, cont.

Readings: <ul style="list-style-type: none">• <i>American Government</i>, pp. 161-169, 395-398• Yoo on Presidential War Powers• Additional reading on Presidential War Powers, TBD	Study Questions: <ul style="list-style-type: none">• What are the president's powers over foreign policy?• Why have executives traditionally been given more independence in matters of foreign policy than over domestic policy?
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*****DEBATE 2: *** Resolved, When the Nation is under Threat, the President's War Powers Cannot be Limited.**

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**WEEK 5:**

**Tuesday, February 7: The Judiciary & Judicial Review**

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| <b>Readings:</b> <ul style="list-style-type: none"><li>• <i>American Government</i>, pp. 436-42, 458-469</li><li>• Selections from <i>Marbury v. Madison</i> (1803)</li><li>• <i>Federalist</i> No. 78</li></ul> | <b>Study Questions:</b> <ul style="list-style-type: none"><li>• What is the purpose of a judiciary?</li><li>• How is America's judiciary structured?</li><li>• What is judicial review? Why is it deemed necessary? Might this power be abused?</li><li>• What are the remedies if the Courts abuse their power?</li></ul> |
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Thursday, February 9: The Judiciary, Can it be Checked? And Constitutional Interpretation

Readings: <ul style="list-style-type: none">• <i>American Government</i>, pp. 218 (public opinion poll on death penalty)• Brutus, "The Problem of Judicial Review" (1788)• Abraham Lincoln, selections on the <i>Dred Scot</i> decision• Woodrow Wilson, "What is Progress?", (Read pp. 42-48 only)• William Brennan, "The Constitution of the United States: Contemporary Ratification"• Antonin Scalia, "Originalism: The Lesser Evil"	Study Questions: <ul style="list-style-type: none">• Does the judiciary wield more power than was intended by the Constitution?• Does the judiciary wield too much power?• What are the remedies if the Courts abuse their power?• What is the meaning of "a living constitution," and what are the best reasons for interpreting our Constitution in that way?• What is "originalism"? What are the best reasons for interpreting the Constitution in this way?
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**Friday, February 10:**

**\*\*\*Assignment: Paper Outlines are Due by 5:00 pm\*\*\***

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WEEK 6:

Tuesday, February 14: Federalism

<p>Readings:</p> <ul style="list-style-type: none"> • <i>American Government</i>, pp. 64-88 • <i>Federalist</i> No. 39, 46 • Alexander Hamilton & James Wilson in the Constitutional Convention and Ratifying debates (1787-88) • James Madison to N. P. Trist (1830) • Virginia and Kentucky Resolutions (1798) (Read VA Resolutions; <i>skim</i> KT's) 	<p>Study Questions:</p> <ul style="list-style-type: none"> • Where does sovereignty lie within America's federal system? • What are some of the best arguments for reserving powers to the state and local governments? • What are the best arguments for consolidating power in the national government? • What are the remedies if the national government encroaches on state governments?
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**Thursday, February 16: \*\*\*MIDTERM\*\*\***  
**Midterm will last 1 hour, from 11:45-12:45**

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February 18-26: NO CLASS: Washington Break

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**WEEK 7:**

**Tuesday, February 28: The Bill of Rights**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>American Government</i>, pp. 53-56, 132-139</li> <li>• U.S. Bill of Rights (1789)</li> <li>• <i>Federalist</i> No. <b>84</b> (pp. 509-515 only)</li> <li>• Franklin D. Roosevelt, "Second Bill of Rights" from State of the Union Address (1944)</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of a bill of rights?</li> <li>• How does a bill of rights achieve its purpose?</li> <li>• Which rights belong in a bill of rights?</li> </ul> |
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Thursday, March 2: Religion and Politics, Competing Claims

<p>Readings:</p> <ul style="list-style-type: none"> • <i>American Government</i>, pp. 139-144 • Mayflower Compact (1620) • Patrick Henry, "A Bill Establishing a 	<p>Study Questions:</p> <ul style="list-style-type: none"> • How did the first settlers in New England understand the role of religion in politics? • What was the Founders' view of the
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<p>Provision for Teachers of the Christian Religion”</p> <ul style="list-style-type: none"> • James Madison, “Memorial and Remonstrance against Religious Assessments” • Thomas Jefferson, “Letter to Danbury Baptist’s Association” • George Washington, “Letter to Quakers” • George Washington, “Thanksgiving Day Proclamation” • Justices Kennedy and Ginsburg, <i>Masterpiece Cakeshop</i> (2018) decision and dissent 	<p>relation between religion and politics?</p> <ul style="list-style-type: none"> • Does the First Amendment affirm mere neutrality between religions or dictate a public stance with regard to religion vs. non-religion? • Is the addition of new rights always an expansion of rights for everyone? Or is the creation of certain rights for some people necessarily an encroachment of rights for others?
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*****DEBATE 3: Resolved, Business Owners Have a Right to Refuse to Participate in Same-Sex Weddings for Religious Reasons *****

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**WEEK 8:**

**Tuesday, March 7: Slavery and the Constitution**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>American Government</i>, pp. 56-60, 176-80</li> <li>• Slavery provisions in the Constitution: (Art. 1, Sec. 2, Clause 3; Art.1, Sec. 9, Clause 1; Art. 4, Sec. 2, Clause 3)</li> <li>• Patrick Henry, “Letter to Pleasants” (1773)</li> <li>• William Lloyd Garrison, “On the Constitution and the Union”</li> <li>• Frederick Douglass, “The Constitution of the US: Pro-Slavery or Anti-Slavery?” (1860)</li> <li>• Justices Taney and Curtis, from the <i>Dred Scott</i> decision</li> <li>• Excerpts from the <i>1619 Project</i>, by Nikole Hannah-Jones (2019)</li> <li>• Excerpts from the <i>1776 Report</i> (2021)</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did the Framers of the Constitution compromise with slavery, especially since most of them believed the institution was wrong?</li> <li>• What are the arguments that the Constitution was pro-slavery?</li> <li>• What are the arguments that it was anti-slavery?</li> <li>• Given the two sides of the debate over the Constitution and slavery, which side is more factually accurate?</li> <li>• What are the ways that histories about the Constitution “shape the narrative,” even while they remain factually accurate?</li> </ul> |
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Thursday, March 9: Race, Racism, and Reparations

<p>Readings:</p> <ul style="list-style-type: none"> • <i>American Government</i>, pp. 174-76, 180-87 • Sandel, Chapt. 7, and first part of chapt. 9, 	<p>Study Questions:</p> <ul style="list-style-type: none"> • Was the Civil Rights era an assertion of new rights, or a demand that original rights be respected?
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<p>pp. 208-215</p> <ul style="list-style-type: none"> • Martin Luther King, Jr., “I Have a Dream” (Not in Packet. Watch the speech or read it here.) • Ta-Nehisi Coates, Case for Reparations • Larry Elder, Case against Reparations • Chua and Rubenfeld on Ethnic Groups & Success 	<ul style="list-style-type: none"> • Is the addition of new rights always an expansion of rights for everyone? Or is the creation of certain rights for some people necessarily an encroachment of rights for others? • What are some of the ways that racism has been established or reinforced by law, and what harms have those laws created? • What are the remedies to past or present injustices arising out of racism in America?
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*****DEBATE 4: *** Resolved, America should pay reparations to those citizens who have been harmed by the legacies of slavery or racism in this country.**

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**Friday, March 10:**

**\*\*\*Assignment: 1<sup>st</sup> Draft of Paper Due by 5:00 pm\*\*\***

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WEEK 9:

Tuesday, March 14: Political parties

<p>Readings:</p> <ul style="list-style-type: none"> • <i>American Government</i>, pp. 211-214, 219-20, 222-23, 259-264, Table on p. 272, pp. 284-285 • <i>Federalist</i> No. 10 • James Madison on Parties in 1792 • Uzzell, “Madison’s Five Lessons” 	<p>Study Questions:</p> <ul style="list-style-type: none"> • What is the meaning of the word “party” in <i>Fed. No. 10</i>? Does it mean the same thing as “faction”? • What is the meaning of “party” in each of the two essays in 1792? Does the meaning stay the same? • Are parties in America a positive good or a necessary evil?
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**Thursday, March 16: Political parties and liberalism,**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>American Government</i>, pp. pp. 474-82, 488-89</li> <li>• John Dewey, “The Future of Liberalism” (1935)</li> <li>• Review FDR’s “Second Bill of Rights” (From “Bill of Rights” day)</li> <li>• Sandel, Chapt. 6</li> <li>• Eberstadt on Entitlements</li> <li>• Additional reading on Entitlements, TBD</li> </ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the word “liberal” changed over time?</li> <li>• What does historic relativity mean?</li> <li>• Do people have a right to a certain standard of living?</li> <li>• If so, is that right the same status as “natural rights” or different?</li> <li>• Do the various rights conflict?</li> </ul> |
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\*\*\*DEBATE 5: \*\*\* **Resolved, The Basic Necessities of Life Are a Human Right.**

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WEEK 10:

Tuesday, March 21: Political parties and conservatism

<p>Readings:</p> <ul style="list-style-type: none">• <i>American Government</i>, pp. 149-155• James Ceaser, “Four Heads and One Heart” (2010)	<p>Study Questions:</p> <ul style="list-style-type: none">• What are the four “heads” of conservatism? What distinguishes them from each other?• Does anything really unite these different strains, or are they really like different parties altogether?
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**Thursday, March 23: Political Parties and libertarianism**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Sandel, Chapt. 3-4</li><li>• Boaz, “Return of Big Government”</li><li>• Galston, “How Big Government Got its Groove Back”</li></ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"><li>• What are the basic tenets of libertarianism?</li><li>• Is libertarianism a good way to govern? Is it sufficient for addressing all legitimate political ends?</li></ul> |
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\*\*\*DEBATE 6: \*\*\* **Resolved, The Government that Governs Least Governs Best.**

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WEEK 11:

Tuesday, March 28: Foreign policy

<p>Readings:</p> <ul style="list-style-type: none">• <i>American Government</i>, pp. 533-39, 555-557• George Washington, selections from “Farewell Address” (1796)• George W. Bush’s Second Inaugural Address (2005)• Donald Trump, National Security Strategy (2017)• Applebaum, “Liberal Democracy Is Worth a Fight”• Davis, “Why is Afghanistan falling to the Taliban so fast?”	<p>Study Questions:</p> <ul style="list-style-type: none">• America is the wealthiest and most powerful nation that has ever existed. What are the advantages and disadvantages of that fact?• What are our duties toward other nations?• To what degree can or should one nation alter or influence the internal policies of another nation?• What are the legitimate means for trying to alter or influence the internal policies of another nation?
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*****DEBATE 7: *** Resolved, Spreading Democracy Abroad should be considered a vital aspect of our Foreign Policy**

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**Thursday, March 30: The Media**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• <i>American Government</i>, pp. 144-49, 318-21, 326-28, 332-34, 340-41</li><li>• Additional media readings, TBD, will be sent out one week before class</li></ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"><li>• News media have often been called the “fourth estate,” as if they were the unofficial 4<sup>th</sup> branch of government. What is the relationship of news media to democratic politics?</li><li>• What is the difference between a news story and an op-ed? Is there a sharp line that divides them?</li><li>• News reports are sometimes called “the first draft of history.” Why are they only history’s first draft?</li><li>• What are some of the ways that even a news story may be “slanted” toward one political position or another?</li></ul> |
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Monday, April 3:

*****Assignment: Final Draft of Paper Due by 5:00 pm*****

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**WEEK 12:**

**Tuesday, April 4: Politics and the Good Life**

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| <p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Sandel, Chapt. 8 &amp; 10</li></ul> | <p><b>Study Questions:</b></p> <ul style="list-style-type: none"><li>• What role should “morality” play in political or legislative debates?</li><li>• What is a life well lived?</li><li>• Why do people band together in political societies?</li><li>• What is the purpose of government?</li><li>• How do we judge between right and wrong?</li><li>• How do different perceptions of human nature alter our understanding of the purpose of government?</li></ul> |
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Thursday, April 6: Politics, the Good Life, and Review Session

<p>Readings:</p> <ul style="list-style-type: none">• Aristotle, first and last chapters of the <i>Nicomachean Ethics</i>• Review the Final Exam Study Guide, and email questions before the final class.	<p>Study Questions:</p> <ul style="list-style-type: none">• What is a life well lived?• Why do people band together in political societies?• What is the purpose of government?• How do we judge between right and wrong?• How do different perceptions of human nature alter our understanding of the purpose of government?
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**\*\*\*Apr 8-14: Final Exam\*\*\***