

Course Description:

We study ideas, issues, and social and political institutions that have been central to the theory and practice of American constitutionalism from the founding era to the present. Readings

readings. (Graduate students will have more responsibility than undergraduate students for these reports.) It is essential to have copies of assigned readings to refer to in class. At the end of the semester, everyone will present their final project to the class, and everyone will serve as a discussant/peer reviewer for another student's project. This follows the format of academic conferences.

Attendance: Because the success of this class depends heavily on students taking responsibility for discussion, and because the seminar meets only once a week, attendance is necessary at every class session. If you have to miss a class, it is your responsibility to let me know in advance and arrange to make up the work missed. In most cases, this will mean turning in written responses to the study questions assigned for the missed class. In some cases, depending on the material missed, other work or a meeting with me may be necessary.

Writing Assignments include weekly journal reflections, a midterm synthetic essay, other short writing assignments if they seem to be needed, and a final research project (which will be developed in stages).

Research Project. Graduate students complete a research paper. Undergraduate students may complete a research design as an alternative to a full research paper.

Blackboard Journal. To develop your research project, it is important to keep track in your journal of insights gleaned from readings and discussion and to express these in writing early in the course. This will also help you to explore in writing a topic for your final paper. Elaborate on ideas and questions from the readings that interest you; develop your own insights. What interests you? Why? You can start early in the semester to investigate what others have written about your interests and to think about how you might enter the discussion. This process will also prepare you to write the midterm synthetic essay; it provides practices writing concretely about abstract ideas and using specific information from relevant readings to clarify and support your arguments. I am glad to discuss your ideas, questions, and interests with you at any point.

As explained in the *Guidelines for Journal Entries* (posted on Blackboard), journal reflections should address specific issues raised in the readings. Sometimes these will be entirely up to you. Other times I may ask you to address particular questions. Regardless, your entry should deal with relevant readings in sufficient detail and specificity to show that you understand the author's purpose and the context of the issue you address, even as you integrate this material with your own reflections. Raising questions and explaining why they matter is a good way to reflect. You should not make claims or express opinions about the readings without supporting references to the relevant text(s). Specific citations are required for paraphrased or quoted material, which will be essential for demonstrating your in-depth grasp of the reading. So try to focus on a specific point. Typically 250-300 words will suffice. Weekly journal posts are due on Wednesday by 1 pm.

As you develop your semester project, you will find it useful to consult Pius librarian [Rebecca Hyde](#). Professor Hyde is the library liaison for the Political Science Department. Her office is room 202H of Pius Library. She provides research assistance with library and other information resources, developing search strategies, finding the right sources for your research project and more. You can contact her via email (rebecca.hyde@slu.edu) and/or [set up an appointment online](#). We'll get started by having the full class meet with Ms. Hyde early in the semester.

Instructor feedback and evaluation. Normally, I will respond to individual journal entries during the week they are submitted, *if* they are submitted on time. **Rubrics/Guidelines for evaluating all written and**

writing@slu.edu. For all: <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/>. For graduate students: <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php>

The following university policy statements can be found at the end of this syllabus:

Facemasks Policy – *Please pay particular attention to this one.*
 Attendance
 Academic Integrity
 Basic Needs Services
 Disability Accommodations
 Title IX

Tentative Schedule

Detailed assignments—including readings, study questions, and reports assigned to individual students--will be posted on Blackboard. Some longer primary source readings will be divided into individual or group reports. In addition to primary source readings, for most class sessions, contemporary articles will be assigned either to the whole class or for individual reports. Articles assigned as individual reports are recommended reading for the rest of the class. The schedule below is tentative and may be revised according to needs of the class.

Available in Barnes and Noble campus bookstore:

Hamilton, Madison, Jay, *The Federalist Papers*
 Thomas Jefferson, *The Life and Selected Writings of Thomas Jefferson*, eds Koch and Peden
 Alexis de Tocqueville, *Democracy in America*, ed. Kramnick
 Abraham Lincoln, *Selected Speeches and Writings*, ed. Vidal

Other assigned readings and articles for reports are available in Pius Library electronic journals, online, on ERes, or from the instructor, as indicated in the Blackboard weekly assignments section. Always check the Blackboard weekly assignment for the latest version of any week's assignment. Password for ERes is Citizen.

2/3 Introduction: Multiple meanings of sports

Selected Federalist Papers

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp

U.S. Constitution, <http://constitutionus.com/>

2/24 **Founding & Constitution** continued

Selected Federalist Papers

Selected Antifederalist Papers, <https://thefederalistpapers.org/anti-federalist-papers>

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp

U.S. Constitution, <http://constitutionus.com/>

Individual students will be asked to report on selected Federalist and Antifederalist papers

3/3 **19th Century Politics and Society**

Harriet Martineau, *Society in America*, Vol. 1 (1837), selections,
<https://www.gutenberg.org/files/52621/52621-h/52621-h.htm>

Alexis de Tocqueville, *Democracy in America*, selections

Reports:

Lisa Pace Vetter, "Harriet Martineau on the Theory and Practice of Democracy in America," *Political Theory* 36: 3 (June 2008): 424-455. Pius Library electronic journals.

Article on Native Americans TBA

3/10 **19th Century Politics and Society** continued

Tocqueville, *Democracy in America*, continued

Political Science Reference Librarian Rebecca Hyde will visit to offer guidance for research resources.

Report:

Alvin B. Tillery, Jr., "Tocqueville as Critical Race Theorist: Whiteness as Property, Interest Convergence, and the Limits of Jacksonian Democracy," *Political Research Quarterly*, December 2009: 639-652. Pius Library electronic journals

3/17 **The Civil War & Race: Absolute versus Concurrent Majority**

Synthetic essay due. Paper topic due.

John C. Calhoun, *A Disquisition on Government*, selections
<http://www.portagepub.com/dl/causouth/calhoun-disquisition.pdf>

Martin Luther King, "Letter from a Birmingham Jail" (1963),
https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Malcolm X, "The Ballot or the Bullet" (1964)
http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Patricia Hill Collins, "Rethinking Black Women's Activism, ch. 9 in Black Feminist Thought.
<https://uniteyouthdublin.files.wordpress.com/2015/01/black-feminist-thought-by-patricia-hill-collins.pdf>

Alicia Garza, "A Herstory of the #BlackLivesMatter Movement," <https://thefeministwire.com/2014/10/blacklivesmatter-2/>

Reports:

Bernice McNair

W.E.B. DuBois, DuBois, Ch. 2 "The Souls of White Folk," in *Dark Water*, 1920
http://www.gutenberg.org/files/15210/15210-h/15210-h.htm#Chapter_II

4/21 American Institutions and American Citizenship Today

Presentations and Critiques

Danielle Allen, "The Road from Serfdom: How Americans can become citizens again," *The Atlantic* (December 2019) <https://www.theatlantic.com/magazine/archive/2019/12/danielle-allen-american-citizens-serfdom/600778/>

4/28 Pluralism, Neoliberalism, and American Citizenship Today

Presentations & Critiques

Joan Tronto, "Can Markets be Caring?" in *Caring* (2013).

5/5 Pluralism, Neoliberalism, and American Citizenship Today

Presentations and Critiques

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Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors
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isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

The College of Arts and Sciences academic honesty policy can be found here, <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by

phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared