

Political Science 361: Contemporary American Political Thought
University of Wisconsin, Madison
Summer 2022
June 13-July 24
Wednesday, 7:00-9:00 PM via Zoom

Instructor

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Office Hours: by appointment

Course Description

This course considers central themes and controversies in American political thinking during the 20th and early 21st centuries. Topics include the development of liberalism from the Progressive Era to the New Deal to the Great Society and beyond; the emergence of new strands of conservatism after World War II and the tensions between those strands; and challenges by excluded and marginalized groups to the traditional social and political order. As a topic of study, “American Political Thought” combines philosophy, political theory, history, and practical politics. We will thus read a wide variety of texts, ranging from philosophical treatises to newspaper articles, from presidential addresses to works of social science. Our ultimate goal is to become more knowledgeable and more critical students of the American political experience – and to think about how to help our own students do the same.

Course Learning Outcomes. Students who complete Political Science 361 will be able to

1. Explain in their own words main themes and arguments in American political thought from the Progressive Era to the present.
2. Analyze contemporary American political thought in the context of the political thought of the founding and early republic eras.
3. Create lesson plans to help students build their knowledge about contemporary American thought and their skills as critically-thinking citizens.

Course Materials All materials for the course will be available through the course Canvas site. There are no books to buy for the course.

Course Requirements, Assignments and Grading. The most important requirement for our course is that everyone comes to class having completed the assigned readings and with an open mind, ready to discuss and learn and to take advantage of our time in the classroom.

Part of your grade will be based on your **participation** in our weekly Zoom discussions on Wednesday evenings. We'll devote those discussions to close analysis of our shared readings. To prepare, you should carefully read all the assigned material in advance and, by noon on Tuesday, write a brief **preparatory post** on the Canvas discussion forum reflecting on something you found especially interesting or puzzling and posing one focused question for discussion by the group. Our discussions will, no doubt and quite appropriately, raise questions about how we might as educators approach teaching these texts. Recognizing this, by noon on Saturday each week, you will write a brief **teaching post** on the Canvas discussion forum reflecting upon how the texts, themes and arguments from the week might bear upon your teaching.

Over the course of the term, you'll also submit two **lesson plans** (in the format most useful and appropriate for you) drawing on particular materials from the course. You'll also complete a **final project** in which you: 1) select a recent piece of political rhetoric not found on the syllabus; 2) write an essay of no more than 1000 words offering your own analysis of the piece of rhetoric drawing on themes and texts from the course; and 3) create a lesson plan for teaching the piece of rhetoric.

Course grades will be calculated approximately as follows (though the instructor reserves the right to change course assignments as necessary, and with adequate notice and explanation):

Canvas preparatory posts	12 points
Canvas teaching posts	12 points
Participation in synchronous Zoom discussions	16 points
Lesson Plans	30 points
Final Project	30 points
Total Available Points	100 points

Final letter grades will be assigned according to the following scale:

93-100 points	A
88-92 points	AB
83-87 points	B
78-82 points	BC
70-77 points	C
60-69 points	D
0-59 points	F

Diversity and Inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Academic Calendar & Religious Observances: Please let the instructor know as soon as possible if you require accommodations for religious observances. See the University’s policy at: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Accommodations for Students with Disabilities. “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform the instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Additional Campus Resources Please see these links to other campus services and services:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Academic Integrity By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

Lecture materials and recordings for PS 361 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to

record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Preliminary Course Reading Schedule

Week 1: Historical and Theoretical Background

Meet on June 15

- Federalist Paper 70
- Philadelphiensis, Letter IX
- Jackson, 1829 State of the Union

- Douglass, What to the Slave is the Fourth of July?
- Seneca Falls Declaration of Sentiments and Resolutions
- Fitzhugh, Cannibals All
- Lincoln, Second Inaugural

- Booker T. Washington, Atlanta Compromise Address
- W.E.B. DuBois, The Talented Tenth
- National People's Party, Omaha Platform
- Thomas E. Watson, The Negro Question in the South

Week 2: The Progressives

Meet on June 22

- Theodore Roosevelt, Citizenship in a Republic
- Progressive Party Platform, 1912
- Woodrow Wilson, Leaders of Men
- Democratic Party Platform, 1912
- Jane Addams, Subjective Necessity of Social Settlements, The Subtle Problems of Charity

Week 3: New Deal Liberalism and Critics

Meet on June 29

- Walter Lippmann, Public Opinion
- Herbert Hoover, Rugged Individualism
- FDR, Commonwealth Club Address, 1941 State of the Union, 1944 State of the Union
- Walter Lippmann, Planning in an Economy of Abundance

Week 4: Post-War Conservatism**Meet on July 6**

- Richard Weaver, Ideas Have Consequences
- Friedrich Hayek, Why I am Not a Conservative
- Young Americans for Freedom, The Sharon Statement
- Frank Meyer, The Twisted Tree of Liberty
- Barry Goldwater, 1964 RNC Acceptance Speech

Week 5: the 1960s**Meet on July 13**

- C. Wright Mills, The Power Elite
- Students for a Democratic Society, The Port Huron Statement
- Betty Friedan, The Feminine Mystique
- Martin Luther King, Jr., Letter from Birmingham Jail
- Malcolm X, The Ballot or the Bullet
- Stokely Carmichael, Black Power Address

Week 6 (March 1, 3, 5): Redefining Liberal and Conservative**Meets on July 20**

- John Rawls, A Theory of Justice
- Amatai Etzioni, Communitarianism
- Combahee River Collective Statement
- Russell Kirk, 10 Conservative Principles
- Pat Robertson, Address to National Religious Broadcasters
- Milton Friedman, Capitalism and Freedom
- Ronald Reagan, First Inaugural Address

Final Project: pick an inaugural and analyze it

Additional Academic Policies

PRIVACY OF STUDENT INFORMATION AND DIGITAL TOOLS. The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

COURSE EVALUATIONS. You will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation process

Official Course Information From UW Guide.

Contemporary American Political Thought

POLI SCI 361 001 (3 Credits)

2021 Spring [1214]

Description

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Prerequisite(s)

Sophomore standing and (POLI SCI 160 or ILS 205) or (POLI SCI 209 taken prior to Fall 2017)

Breadths

H - Humanities

Instruction Mode

Classroom Instruction

Department: Political Science

College: Letters and Science

How Credit Hours are Met

This class meets for three 50-minute class periods plus a single laboratory or discussion session each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.