

POLI 280: American Political Thought Spring Term 2021

Instructor: Matthew H. Young

Email: mhyoung@live.unc.edu

Virtual Office Hours via Zoom: MWF 11:00AM-12:00PM and by appointment.

Course Description

This course is a broad survey of the main themes, controversies, and debates of American political thought from the colonial period to the present. Along the way, we will read and wrestle with a variety of arguments, from a wide variety of perspectives, on the fundamental questions of American politics and American identity. It has been said before that the United States is a nation of contradictions; this course will introduce you to many of those contradictions.

Before we begin, we should clarify what is meant by “American Political Thought.” I am well aware that there were plenty of people on these continents before European settlers, and that the United States doesn’t encompass all that is “America.” However, this is a course on political thought that has to do with the United States of America, and the colonies that immediately preceded it. Every course of study has its boundaries, and those are ours.

With a satisfactory working definition of “American” in hand, we can proceed to the latter part: “political thought.” Now, you may have heard the terms “political theory” or “political philosophy” before—and perhaps you’ve taken a class in one of these disciplines. Each of these terms describes a *method* of thinking about politics—in each case, a formalized, highly theoretical method that aims at precision in both thought and writing. “Political thought”—at least as I conceive of it—is a much broader category. Political thought is, quite simply, the product of thinking about politics. And, as it turns out, a lot of people spend a lot of time thinking about politics. Some think well, some think poorly; some produce useful or compelling or provocative “political thought” and others do not.

The history of American political development is, in many ways, the history of clergymen, poets, musicians, lay citizens, and yes, politicians thinking about what it means to be an “American” or to live in America, or what American society should look like. We’ll examine a wide variety of these perspectives. Over the course of this term, my hope is to both widen your own horizons as you critically engage with the history of American thought, and to give you ample inspiration and equipment to articulate your own thoughts about our shared home.

Course Schedule

This course is organized into three units, corresponding to three main aeons in American history. Unit I will focus on the founding period of the American republic, from its colonial roots to the American Civil War. Constitutional organization, political articulation, self-government, and the adoption of an American political culture make up the central themes of this period. Unit II follows the consolidation of federal authority, nation-building, and questions of race, identity, and expansion from the Civil War to the Great Depression, the New Deal, and World War II. Each of

these units will be organized in largely chronological fashion, addressing specific issues as they become central in the American political imaginary. In Unit III, we will turn to a largely topical organization, with each week covering major developments and disputes in American political thought from World War II through the present. During this period, we will continue to talk about the issues of race, gender and sexuality, foreign policy, and the environment (among many others). A more detailed course schedule, including reading assignments, may be found on Sakai.

Course Requirements and Grading

Your course grade will be determined by your satisfaction of the following requirements, and weighted as listed below. I have outlined in some detail each dimension of the course grade.

Assignment Weights

Participation: 10%

Unit I Exam: 10%

Thesis Defense Paper (Paper I): 10%

Unit II Exam: 15%

Interpretive Paper: 15% (Paper II)

Critical Paper (Paper III): 25%

Unit III Exam: 15%

Participation and Effort

Our class will meet for 50 minutes, from 9:05-9:55 AM EST on Monday, Wednesday, and Friday. Meetings will be hosted on Zoom. On certain days, I may pre-record a video lecture in lieu of our meeting, which you may watch at your convenience before the next scheduled meeting. It is absolutely essential that you make an effort to attend every scheduled meeting and to participate in a way that will foster your own learning and that of your classmates. Attendance is mandatory, and is more than just joining the meeting. You should come to class having read the assigned readings, considered any discussion questions posted on slack, and prepared your thoughts. You should plan to be present both virtually (camera on) and mentally (focused, taking notes, and engaging). I know that teleconferencing can be taxing, and that a host of distractions threaten to take your attention away from our conversation. I am asking you to do your level best to minimize those distractions—please keep your phone out of your hands and stay off of non-course related sites, even if you know I can't see it.

Participation in this class may take many forms, and I am generally open-minded. Below is a short and non-exhaustive list of ways you can participate in our class and contribute to a productive learning environment:

Synchronous:

- Raising your hand and asking questions or responding to discussion questions during Zoom meetings.
- Visually responding and engaging during Zoom sessions (smiling, nodding, thumbs up, using the built-in reactions).
- Asking questions using the Zoom chat.

- Speaking with me during office hours.

Asynchronous

- Asking questions (via email or Slack) about the readings, assignments, or American political thought in general.
- Participating regularly in our Slack workspace—sharing your thoughts on readings, engaging with and responding to others, sharing resources, articles, links, etc.

Reading

Political theory is a reading-intensive discipline. While I have done my best to limit the length and difficulty of assigned readings, you should be prepared to spend a significant amount of time completing the assigned readings prior to attending class. I almost exclusively assign primary source documents, and many of these are dense, difficult or written in an unfamiliar style. Reading well will require long periods of time uninterrupted by your technology or circumstances. I recommend reading in a well-lit place with a pencil in hand and a notebook nearby to record any questions, comments, or areas that require clarification. Do not expect to skim the readings once and understand it fully; I have read each of these texts many times and still find myself learning new things with each visit.

Exams

There will be three exams, each one following the completion of a course unit. The first exam is worth 10 percent of your grade, the latter two are worth 15 percent each. These assessments are designed to measure your knowledge of the readings assigned and discussed in class, as well as other course concepts. Exams should be completed in one sitting, and are open book and open note (though not open internet or open-classmate). In other words, you may access your notes and books, but no other resources will be permitted.

Papers

You will write three papers for this course. Each paper will help you develop a new skill of analysis and argumentation, and will build on the previous paper. Together, the papers are worth 50 percent of your grade—so please take them seriously! Producing any type of writing is a process of drafting, sharing, redrafting, and revising. In this course, I highly recommend you begin thinking about your paper as soon as you receive the prompt. These papers are your primary opportunity to develop your interpretive and critical skills.

An excellent paper will be stylistically elegant and almost entirely free of errors, show a good understanding of assigned readings and course content, and contain a significant amount of original critical content. A summary or outline of the paper without a critical argument is *not* adequate and will not receive a good grade. *Failure to submit three papers will result in failure of the course.*

The bulk of your paper grade will be based on your demonstrated understanding and critical analysis of the text, your response to the prompt, and your clear, error-free, and elegant use of the English language. You may, however, be penalized for failing to adhere to the following guidelines.

Paper Guidelines

Submission: Papers must be submitted by the deadline marked on the prompt. Upload your completed paper to the ‘Drop Box’ folder on the course Sakai site. This is a private, secure folder that only you and I can access. I will return your graded paper via Drop Box. Your file should be named ‘[LastnameFirstname] I’, ‘[LastnameFirstname] II’, or ‘[LastnameFirstname] III’ (for example, my first essay would be named ‘YoungMatthew I’). and saved as a .doc or .docx file format.

Formatting and Length: Papers must be typed in a 12-point serif font such as Times New Roman, Georgia, or Garamond, with 1-inch margins. Please place page numbers on all pages and keep first-page assignment info (my name, course numbers, etc.) to a minimum. Your word count (excluding bibliographic entries and assignment info) should be clearly typed at the top of the paper. Papers should fall within the length specified within the assignment (for example, 800-1200 words. Papers shorter than the minimum length will have a multiplicative penalty of length/minimum applied, while papers longer than the maximum will have a multiplicative penalty of maximum/length applied. Roughly speaking, this means that if you submit a paper that is only 75 percent of the required length, you can earn at most 75 percent of the available credit.

Works Cited: You should include a works cited page at the end of your paper if you reference any works other than those assigned. I do not care what bibliographic style you use, so long as I can track down the source. You *must*, however, include specific page number citations (either parenthetical or as footnotes) when you reference or quote a text.

Lateness: All students will be given one ‘grace day’ for their papers. You may turn in one paper, one day (24 hours) late, without penalty. After that, late papers will be assessed a 10 percent penalty for each day late.

Grading Scale:

All letter grades will be given according to the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-59

Technology and Classroom Behavior

You will need a computer with a working microphone and webcam to participate in this course. Otherwise, your cell phones and other electronic devices should be silenced and put away. Pedagogical studies suggest that material is better processed and retained when students take notes

by hand—so even though you will be using your computer to be “in” class, I still recommend that you come to our class meetings online with the hard copy of the text in front of you and a notebook. Think of your computer as a portal to our classroom.

Of course, I cannot guarantee your own attention during class (or your honesty in completing assignments), and I categorically refuse to use the modern surveillance tools that have become popular on our campus, as I consider them a violation of your privacy and of my trust in you. I can only guarantee you that I put considerable effort into being prepared for class and your questions, and will always do my best to make our discussions engaging and interesting. I ask that you do the same. Together we can make this a pleasant and productive experience. It should go without saying that standard rules for classroom etiquette do not fail to hold simply because our classroom is virtual. If you would not sleep, multi-task, or goof off in a face-to-face classroom, you should not do it on Zoom.

Civility and Intellectual Engagement

In this course we will frequently discuss ideas, theories, and concepts that may be divisive or contentious. I expect the highest standard of civil discourse and mutual respect from, and for, all participants in this class. For my part, it is not my goal to persuade you to see politics through any particular lens, or to convince you of my political positions. As I will explicitly remind you throughout the term, my aim is to help you appraise and examine the various positions we encounter with charity, integrity, and rigor. Some of the ideas we encounter may be similar to convictions that you or others you know hold. Other ideas may be hostile to your own deeply held religious, ethical, or political commitments. In all, I expect you to react with academic integrity, maturity, and civility.

There are a number of issues particular to the content of this course that may make civil discourse and critical engagement difficult. The diversity of thought within American political history guarantees that you will encounter arguments and ideas within this class that are written from a very different perspective than your own. Further, you will encounter viewpoints with which you have deep, profound, and intractable disagreements. We will read works that articulate views that I myself find morally repugnant and deeply loathsome. The same will be true for you. So why do we read such things? There are three main reasons. First, this is a course in the *history* of political thought—and history is full of people who held views we now broadly condemn. Changes are, at least some of the views you and I hold today will be condemned by our children and grandchildren. Faithfully teaching history requires understanding and discussing views that were common and influential historically, even if we disagree with them. It is impossible to grasp the multifaceted history of a people if we only study the good and commendable parts of that history. Second, there are many ideas that, though wrong, contain some element of the truth. Likewise, there are ideas that are largely correct, yet still contain errors. Almost everything we will read fall into these categories. Our own moral lives are improved and strengthened by drawing them into contrast with other ways of thinking. A good question to ask, when reading for this class, is “What *might* be right about this?” An equally helpful question is “What doesn’t seem right about this?”

So what about the ideas that we are absolutely certain are incorrect? We’ll read some things this term that fall into this realm—arguments that you find not only misguided or mistaken, but deeply

and indisputably objectionable on a moral level. What is there to be gained by reading such things? Well, our ability to competently understand, articulate, and defend our own views is improved by contrast and dispute. When you read something of this sort, please do not shut down! If you need to, step back from your books or computer, take a walk or a few deep breaths, and talk to me, your classmates, or someone else about it. But do return. And when you do return, follow your best instincts. Think deeply about *why* such a view is incorrect—not simply that it is. Take it as an opportunity to hone your analytic abilities, and improve your own convictions. I believe that a commitment to civil engagement and critical analysis will better enable us all to analyze and respond to such views when we encounter them outside the classroom. I am aware that this is a difficult and challenging task, and I hope that you trust me to be a fair and considerate guide as we navigate the muddy waters of American political thought.

Communication

There are four means of communication open to you: Zoom, Sakai, Slack, and email. I'll explain each option below:

Zoom: for class meetings, office hours, and appointments. Zoom is best used for long questions or consultations.

Sakai: I will use Sakai for posting assignments, any course readings not contained in the book, and announcements for the entire course. Announcements will be duplicated on Slack.

Slack: I've opened a Slack Workspace for our class. We'll talk more about how to use Slack, but this will be your hub for discussion and conversation surrounding the class. You should use Slack for responses to discussion questions, quick short questions directed to me, questions about assignments, papers, or readings that you think other students might share, reactions to and discussions of the readings or class discussions, and chatting about American political thought with your classmates. Regular participation on Slack counts towards your participation grade.

Email: You should use email for any communication that should remain private, including questions about grades, requests for extensions, explanations of absences, etc. My email address is mhyoung@live.unc.edu

I strive to be prompt in responding to your communications, regardless of the medium. However, you should note that I strive to keep normal work hours and as such may not immediately answer messages that arrive late at night or during the weekend. I do not, as a rule, read or respond to emails or messages on Sunday.

Course Texts

Required: You should rent or purchase print copies of the texts listed below.

1. *American Political Thought: A Norton Anthology*. Eds. Isaac Kramnick and Theodore J. Lowi.

First Edition ISBN: 0393928861. Second Edition ISBN: 0393655903

You may use either the first or second edition—whichever is cheaper. This book is fairly expensive, but contains almost all of the readings required for the course in one place. Used copies of the book may be much cheaper, and available on Amazon, Thrift Books, or your favorite purveyor of books. Copy and paste the ISBN number to easily find the text.

2. A compact/pocket edition of the Constitution of the United States.

I don't care which version you purchase, but it will be a handy reference tool throughout the term. There are dozens of available options, such as [this popular edition](#) available for only \$1 via Amazon:

Recommended: While not required, you may find a short history of the United States helpful. This is a course in the history of American Political Thought, and many of the assigned readings deal with historical controversies and conflicts. While there are many good histories of the United States, Paul S. Boyer's *American History: A Very Short Introduction* is lively, considerate, cheap, and very brief. At under 100 pages of content, you could read it in an afternoon to refresh yourself regarding U.S. history. For now, this book is available to read online through the UNC Library.

Academic Integrity and Accommodations

Academic Integrity

Students and faculty at UNC are governed by the Honor Code. Academic dishonesty will absolutely not be tolerated. Any student who is caught presenting someone else's work as their own, making inappropriate use of resources, or behaving dishonestly in any manner will be strictly penalized, reported to the relevant authorities, and may be subject to Honor Court proceedings. For additional information about academic dishonesty and plagiarism, please see <http://www.lib.unc.edu/plagiarism>.

Accommodations

Reasonable accommodations are available for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Services Office. See the ARS Website for contact information: <https://ars.unc.edu>

Course Schedule

WEEK 1: A City on a Hill

20 January: Introduction

Syllabus (Sakai).

22 January: The City on a Hill

The Mayflower Compact (1620). K&L. (1 page).

John Winthrop, *A Model of Christian Charity* (1630). K&L. (6 pages).

John Winthrop, *Little Speech of Liberty* (1639). K&L. (3 pages).

WEEK 2: Political Culture in the American Colonies

25 January: Hard work and austerity

Benjamin Franklin, *The Way to Wealth* (1758). K&L. (7 pages).

Benjamin Franklin, *The Art of Virtue* (1784). K&L. (6 pages).

Benjamin Franklin, *Information to Those Who Would Remove to America* (1784). K&L. (6 pages).

27 January: Are we English?

Samuel Adams, *The Rights of the Colonists* (1772) K&L. (5 pages).

Jonathan Boucher, *On Civil Liberty, Passive Obedience, and Non-Resistance* (1774). K&L. (4 pages).

Phillis Wheatley, *On Being Brought from Africa to America*. Sakai. (1 page)

Jupiter Hammon, *An Address to Miss Phillis Wheatley*. Sakai. (3 pages)

29 January: Liberty or Death

Patrick Henry, *Give Me Liberty, or Give Me Death!* (1775). Sakai. (2 pages).

John Adams, *Thoughts on Government* (1776). K&L. (7 pages).

Thomas Paine, *Common Sense* (1776) K&L. (15 pages).

WEEK 3: The Revolution and Confederation

1 February: Independence

Thomas Jefferson, *Declaration of Independence* (1776). K&L. (4 pages).

Abigail Adams, *Letter to John Adams* (1776). K&L. (1 page).

Slaves Petition for Freedom (1777). Sakai. (1 page).

Corn Tassel, *Speech to the Continental Congress* (1777?). Sakai. (1 page).

3 February: The Confederation Government

The Articles of Confederation (1778). K&L. (8 pages).

Alexander Hamilton, *Letter to James Doane* (1780). K&L. (8 pages).

5 February: The Constitution

The Constitution and the Bill of Rights

The Federalist Papers 1, 9, 10, 23. K&L. (17 pages).

WEEK 4: Ratification and the early Republic

8 February: The Federalists

The Federalist Papers, 39, 51, 84. K&L. (18 pages).

10 February: The Anti-federalists

Letters from the Federal Farmer I, II, III, IV, and V. (1787). K&L. (8 pages).

Patrick Henry, *Debate in the Virginia Convention* (1788). K&L. (8 pages).

Thomas Jefferson, *Letter on the Constitution to James Madison* (1787). K&L. (3 pages).

12 February: The first 15 years

George Washington, *Farewell Address* (1796). K&L. (5 pages).

Thomas Jefferson, *First Inaugural Address* (1801). K&L. (3 pages).

John Marshall, *Marbury v. Madison* (1803). K&L. (3 pages).

Madison and Jefferson, *The Virginia and Kentucky Resolutions*. K&L. (6 pages).

WEEK 5: Antebellum Democracy

15 February – NO CLASS – WELLNESS DAY

17 February: Jacksonian Democracy

Andrew Jackson, *First Annual Message to Congress* (1829). K&L. (5 pages).

Andrew Jackson, *Farewell Address* (1837). K&L. (13 pages).

19 February: Individualism

Orestes Brownson, *The Laboring Classes* (

Ralph Waldo Emerson. *Self-Reliance* (1840). K&L. (5 pages).

Henry David Thoreau, *Resistance to Civil Government* (1849). K&L. (7 pages).

UNIT I PAPER DUE ON SAKAI – 19 FEBRUARY, 12 PM.

WEEK 6: The Civil War

22 February:

Angelina Grimké, *Letter to Catharine E. Beecher* (1837). K&L. (4 pages).

Catharine Beecher, *A Treatise on Domestic Economy* (1841). K&L. (7 pages).

Elizabeth Cady Stanton, *The Seneca Falls Declaration of Sentiments and Resolutions* (1848). K&L. (5 pages).

Elizabeth Cady Stanton, *Address to the New York State Legislature* (1860). K&L. (3 pages).

24 February:

David Walker, “Appeal ... To the Colored Citizens of the World” (1829). K&L. (8 pages).

Frederick Douglass, “What to the Slave is the Fourth of July?” (1849). K&L. (4 pages).

Frederick Douglass, “Lectures on Slavery” (1850). K&L. (4 pages).

George Weston, “The Poor Whites of the South” (1856). Sakai.

26 February:

Roger B. Taney, *Dred Scott v. Sandford* (1857). K&L. (5 pages).

Abraham Lincoln, *Speech at Peoria Illinois* (1854). K&L. (5 pages).

Abraham Lincoln, *Speech on the Dred Scott Decision* (1857). K&L. (6 pages).

Abraham Lincoln, *Cooper Union Address* (1860). K&L. (2 pages).

Abraham Lincoln, *First Inaugural Address* (1861). K&L. (8 pages).

UNIT I EXAM DUE 26 February, 12 PM.

WEEK 7: Jim Crow, Populism, and the Gilded Age

1 March:

Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution (1865, 1868, 1870). (2 pages).

Thomas E. Watson, *The Negro Question in the South* (1892). K&L. (6 pages).

Plessy v. Ferguson (1896). Justice Brown's majority opinions; Justice Harlan's dissent. K&L. (4 pages).

3 March:

Andrew Carnegie, *The Gospel of Wealth* (1889). K&L. (7 pages).

James Baird Weaver, *A Call to Action* (1892). K&L. (5 pages).

National People's Party Platform (1892). K&L. (5 pages).

William Jennings Bryan, *The Cross of Gold Speech* (1896). K&L. (5 pages).

5 March:

Booker T. Washington, *Atlanta Exposition Address* (1895). K&L. (5 pages).

W.E.B. Du Bois, *The Souls of Black Folk* (1903). K&L. (13 pages).

W.E.B. Du Bois, *The Talented Tenth*. K&L. (6 pages).

Marcus Garvey, *The True Solution of the Negro Problem* (1992). K&L. (7 pages).

WEEK 8: The Progressive Era

8 March:

Slater and George, *Speeches on Chinese Immigration* (1882). K&L. (9 pages).

Eugene V. Debs, *Speech to the Jury* (1918). K&L. (8 pages).

William Graham Sumner, *The Conquest of the United States by Spain* (1899). K&L. 5 pages).

10 March:

Theodore Roosevelt, *The Winning of the West* (1889-1896). K&L. (3 pages).

Frederick Jackson Turner, *The Significance of the Frontier in American History* (1893). Sakai. (9 pages).

Chief Joseph, *An Indian's View of Indian Affairs* (1879). K&L. (13 pages).

Chief Joseph, Crazy Horse, and Smohalla, *On Work and Property*. K&L. (2 pages).

12 March – NO CLASS – WELLNESS DAY

WEEK 9: The Roaring Twenties and the Depression

15 March:

Victoria Woodhull, *On Constitutional Equality* (1871). K&L. (5 pages).

Susan B. Anthony, *Speech About Her Indictment* (1873). K&L. (3 pages).

Jane Addams, *If Men Were Seeking the Franchise* (1913). K&L. (5 pages).

Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments to the U.S. Constitution.

17 March:

Theodore Roosevelt, *New Nationalism* (1910). K&L. (9 pages).

Woodrow Wilson, *The New Freedom* (1913). K&L. (12 pages).

19 March:

- Herbert Hoover, *American Individualism* (1922). K&L. (4 pages).
- Twelve Southerners, *I'll Take My Stand* (1930). K&L. (4 pages).
- Herbert Hoover, *The Challenge to Liberty* (1936). K&L. (4 pages).
- Herbert Hoover, *The Fifth Freedom* (1941). K&L. (3 pages).

WEEK 10: The New Deal

22 March:

- FDR, *Commonwealth Club Speech* (1932). K&L. (10 pages).
- FDR, *First Inaugural Address* (1933). K&L. (4 pages).
- FDR, *Annual Message to Congress*. (1936). K&L. (3 pages).
- FDR, *The Four Freedoms* (1941). K&L. (4 pages).
- FDR, *A Second Bill of Rights* (1944). K&L. (2 pages).

24 March:

- C. Wright Mills, *Letter to the New Left* (1960). K&L. (5 pages).
- Students for a Democratic Society, *The Port Huron Statement* (1962). K&L. (12 pages).
- Jerry Rubin, *A Yippie Manifesto* (1969). K&L. (8 pages).
- Thurgood Marshall, *Commemorating the Wrong Document?* (1987). K&L. (4 pages).

26 March:

- William F. Buckley, Jr. *National Review: Credenda and Statement of Principles* (1955). Sakai. (4 pages).
- Barry Goldwater/L. Brent Bozell, *The Conscience of a Conservative* (1960). K&L. (8 pages).
- Young Americans for Freedom, *The Sharon Statement* (1960). K&L. (2 pages).
- Russell Kirk, *10 Conservative Principles* (1993). K&L. (7 pages).

ESSAY II DUE ON SAKAI, 26 MARCH AT 12 PM.

EXAM II DUE, 26 MARCH AT 12 PM.

WEEK 11: America Abroad

29 March: The Cold War

- Dwight D. Eisenhower, *Farewell Address* (1961). K&L. (5 pages).
- Ronald Reagan, "A Time for Choosing" (1964). Video Recording. [Link here](#).
- Lyndon B. Johnson, "Speech on Vietnam" (1967). Video Recording. [Link here](#).
- Muhammad Ali, "Speech On Vietnam" (1967). Video Recording. [Link here](#).

31 March: The War on Terror

- George W. Bush, "Remarks on Freedom in Iraq and Middle East" (2003).
- Michael Walzer, "The Right Way" (2003). Sakai.
- Michael Walzer, "Interventions" (Sakai).
- David Gelernter, "The Holocaust Shrug" (2004). Sakai.

2 April – NO CLASS – HOLIDAY

Week 11 Music ([Spotify](#))

Johnny Cash, “Ragged Old Flag”
R.E.M., “It’s The End Of The World As We Know It (And I Feel Fine).”
R.E.M., “Orange Crush”
Creedence Clearwater Revival, “Fortunate Son”
Bob Dylan, “Neighborhood Bully”
Bob Dylan, “With God On Our Side”
Steve Earle, “Rich Man’s War”
Black Sabbath, “War Pigs”
Rise Against, “Hero of War”
Disturbed, “The Vengeful One”
Alan Jackson, “Where Were You (When the World Stopped Turning)”
Bright Eyes, “When The President Talks To God”
Toby Keith, “American Soldier”
Toby Keith, “Courtesy Of The Red, White, And Blue (The Angry American)”
Five Finger Death Punch, “Wrong Side of Heaven”
Metallica, “Disposable Heroes”
Metallica, “Don’t Tread On ME”
Motörhead, “When the Eagle Screams”
Brave Saint Saturn, “Blessed Are the Land Mines”

WEEK 12: Race and Civil Rights

5 April – NO CLASS – WELLNESS DAY

7 April: The Promise of America

Langston Hughes, *Harlem*. Sakai (1 page).
Langston Hughes, *Let America Be America Again* (1938). K&L. (3 pages).
Martin Luther King Jr., “I Have a Dream” (1963). K&L. (4 pages). [Video recording](#).

9 April: Forms of Resistance

Student Nonviolent Coordinating Committee, *Statement of Purpose* (1960). K&L. (2 pages.)
Martin Luther King Jr., *Letter from a Birmingham Jail* (1963). K&L. (9 pages).
Malcolm X, *The Ballot or the Bullet* (1964). K&L. (7 pages).
Stokely Carmichael, *Toward Black Liberation*. (1966). K&L. (5 pages).
The Black Panther Party, *What We Want, What We Believe*. Sakai.

Week 12 Music ([Spotify](#))

Duke Ellington and Mahalia Jackson, *Black, Brown, and Beige* (entire album).
Sam Cooke, “A Change Is Gonna Come”

Big Bill Broonzy, “Get Back”
Billie Holiday, “Strange Fruit”
Lead Belly, “The Bourgeois Blues”
Marvin Gaye, “What’s Going On”
James Brown, “Say It Loud – I’m Black And I’m Proud”
Dead Prez, “Police State”
N.W.A., “Fuck Tha Police”
Rage Against The Machine, “Killing In The Name”
Public Enemy, “Fight The Power”
Mahalia Jackson, “We Shall Overcome”

WEEK 13: Race and Civil Rights (cont.)

12 April:

Audre Lord, “The Master’s Tools will never dismantle the Master’s House” Sakai. (3 pages).

Barack Obama, “Speech on Race” (2008). K&L. (11 pages). [Audio recording.](#)

The Movement For Black Lives, “Platform” (2016). K&L. (8 pages).

14 April:

Ta-Nehisi Coates, *The Case for Reparations* (2014). K&L. (36 pages).

16 April: Indigenous sovereignty.

The Battle for Whiteclay. (Documentary film, approximately 1hr 50m long). Stream [here](#).

WEEK 14: Gender, Sex, and the Family

WEEK 11 PAPER DUE ON SAKAI, 12 PM, 19 April.

19 April: Women and work

Betty Friedan, *The Feminine Mystique* (1963). K&L. (6 pages).

National Organization for Women, *Bill of Rights* (1967). K&L. (2 pages).

Pat Mainardi, *The Politics of Housework* (1970). Sakai.

Marlo Safi, “All I Dream of is becoming a tradwife” (2020). *Spectator USA*. Sakai.

21 April: Intersectionality

bell hooks, *Feminist Theory from Margin to Center* (1984). K&L. (7 pages).

Cherríe Moraga, *La Güera* (1981). K&L. (8 pages).

23 April: Civic life

Christopher Lasch, *Women and the Common Life*, excerpts. (1997). Sakai.

Week 14 Music ([Spotify](#))

Bikini Kill, “Rebel Girl”

Beyoncé, “Run the World (Girls).”

Lesley Gore, “You Don’t Own Me”

Christina Aguilera, “Can’t Hold Us Down”

Tacocat, “Men Explain Things to ME”

Taylor Swift, “The Man”
Aretha Franklin, “Respect”
Gloria Gaynor, “I Will Survive”
Diana Ross, “I’m Coming Out”
Ben Folds Five, “Brick”
The Cranberries, “The Icicle Melts”
Dolly Parton, “9 to 5”
Joan Jett & The Blackhearts, “Bad Reputation”

WEEK 15: Land and Labor

WEEK 12-13 Paper DUE ON SAKAI, 12 PM, April 26.

26 April: the environment

Wendell Berry, *The Landscaping of Hell* (1966). Sakai. (6 pages).
Bill McKibben, *The End of Nature* (1999). K&L. (9 pages). Sakai.
Jeff Corntassel, “We Belong to Each Other: Resurgent Indigenous Nations” (2013).
Sakai.

28 April: Alienation

Kevin D. Williamson “The White Ghetto” (2013). *National Review*. Sakai.
R.R. Reno, “Return of the Strong Gods” (2017). *First Things*. Sakai.
Jonathan Malesic, “Drinking Alone” (2020). *Commonweal*. Sakai.

30 April:

Nathan Beacom, “Love It or Lose It.” Plough. Sakai.
Wendell Berry, “The Work of Local Culture”
Patrick Deneen, “A Republic of Front Porches.” Sakai.

Week 15 Music ([Spotify](#))

Steve Earle, *Ghosts of West Virginia* (whole album).
Kenny Chesney, “Back Where I Come From”
Lonestar, “My Front Porch Looking In”
John Prine, “Paradise”
John Prine, “Spanish Pipedream”
Pretenders, “My City Was Gone”
Blue Öyster Cult, “Godzilla”
John Mellencamp, “Small Town”
Lukas Nelson and Promise of the Real, “Turn Off The News (Build a Garden).”
The Marshall Tucker Band, “Property Line”
Lynyrd Skynyrd, “Simple Man”
Johnny Cash, “The One on the Right Is On The Left”
John Mellencamp, “Jack & Diane”
The Charlie Daniels Band, “Long Haired Country Boy”
Hank Williams, Jr., “A Country Boy Can Survive”

WEEK 16: American Identity and American Character.

WEEK 14 PAPER DUE ON SAKAI, 12 PM, 3 May.

3 May:

Gloria Anzaldua, *Selections from Borderlands/La Frontera*. Sakai.

Chris Arnade, "Immigrants and the American Dream." *American Compass*. (2020).

Sakai.

Nikole Hannah-Jones, *Excerpt from "The Idea of America"* (2019). Sakai.

5 May: Michael Walzer, *What It Means to Be an "American"* (1990). K&L. (15 pages).

Week 16 Music ([Spotify](#))

Woody Guthrie, "This Land is Your Land"

Gary Clark Jr., "This Land"

Bruce Springsteen, "Born in the U.S.A."

Brooks & Dunn, "Only in America"

Halsey, "New Americana"

Taylor Swift, "Miss Americana & The Heartbreak Prince"

Outernational, "We Are All Illegals"

Outernational, "First Among Equals"

Childish Gambino, "This Is America"

James Brown, "Living in America"

Chuck Berry, "Back In The U.S.A."

John Mellencamp, "Pink Houses"

Jackson Browne, "For America"

Dolly Parton, "Color Me America"

Simon & Garfunkel, "America"

Ray Charles, "America The Beautiful"

WEEK 15 PAPER DUE ON SAKAI, 12 PM, 10 May.

13 MAY – FINAL EXAM DUE AT 10 AM.