I THINK that in no country in the civilized world is less attention paid to philosophy than in the United States. The Americans have no philosophical school of their own, and they care but little for all the schools into which Europe is divided, the very names of which are scarcely known to them.

Yet it is easy to perceive that almost all the inhabitants of the United States use their minds in the same manner, and direct them according to the same rules; that is to say, without ever having taken the trouble to define the rules, they have a philosophical method common to the whole people. To evade the bondage of system and habit, of family maxims, class opinions, and, in some degree, of national prejudices; to accept tradition only as a means of information, and existing facts only as a lesson to be used in doing otherwise and doing better; to seek the reason of things for oneself, and in oneself alone; to tend to results without being bound to means, and to strike through the form to the substance—such are the principal characteristics of what I shall call the philosophical method of the Americans.

But if I go further and seek among these characteristics the principal one, which includes almost all the rest, I discover that in most of the operations of the mind each American appeals only to the individual effort of his own understanding.

America is therefore one of the countries where the precepts of Descartes are least studied and are best applied. Nor is this surprising. The Americans do not read the works of Descartes, because their social condition deters them from speculative studies; but they follow his maxims, because this same social condition naturally disposes their minds to adopt them.

-Alexis De Tocqueville, *Democracy in America* (1835)

I. Course Objectives: A survey of the development of political discourse in the United States. The course will address the ideas of leading American political thinkers and movements from colonial times to the present. This is an intensive course that combines philosophy, political science, and history. Students who aim to be successful in this course should plan to do a lot of reading, thinking and responding—critically and interpretatively—to the assigned texts. Texts and lectures will be supplemented with writing exercises and classroom discussion.

II. Text: The following book is required in this class; it available at the university bookstore:


III. Assignments and Grades: Your grade in this course is based the components described below:

1. Two Written Examinations: each is worth 20% of your final grade [40%]
2. Response Papers: *four* of which I will count for course credit, making *each* paper worth 12.5% of your grade [50% total].
You have five opportunities to turn in a response paper this semester, leaving one amnesty at your disposal. If you submit all five essays, I will exclude your lowest paper from your total grade. Each paper should be 600-900 words in length (typed, double-spaced and in 12-point TNR or a similar font).

3. Questions: When readings have been assigned, students are required to prepare a question about the readings (these may be solicited at random). Also, a portion of this grade is determined by student participation in class discussion [10%].

Final grade distribution is as follows: A=90-99, B=80-89, C=70-79, D=65-69, F=64 and below

IV. Attendance Policy and Decorum: Attendance is required; roll will be taken upon occasion. Mutual respect and consideration are indispensable to the success of any group’s endeavor. In view of this, I demand the highest standard of conduct in our class. Be good!

To promote respect, please silence and put out of sight all cell-phones, blackberries, pagers ipods and other mobile electronic communication or entertainment devices. (Please do not pass notes or exchange whispers, either.) If you choose to make a call (or a text) during class-time, please exit the classroom to do so, and do not return (you will be counted absent for the day) unless you have an exceptionally good excuse (e.g. a documented emergency, death in the family, etc).

Email Policy: I shall endeavor to respond in a timely manner to all emails addressed to bailyai@sfasu.edu. Please avoid using other email addresses (e.g. D2L email).

I will not reply to the below:

1. Emails not composed in standard written English (it’s not an IM)
2. Emails asking questions the answers to which are available in the syllabus, catalog or course schedule
3. Emails requesting an excused absence or make-up assignment. Unless the emergency is dire, please discuss these matters with me in person
4. Emails requesting a recap or summary of material covered in a missed class meeting.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

V. Academic Integrity: The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are
not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Any use of AI tools for coursework in this class (i.e., writing assignments) is prohibited. All written work must be your own and must refer directly to primary sources (i.e., course readings). Any other sources must be cited appropriately.

VI. Fall 2023 Calendar:
(This calendar is tentative. Readings should be completed by the day assigned. Please note that most reading assignments are approximately 40-50 pages in length. All writing assignments must be submitted by the drop box deadline. No late work will be accepted without a documented excuse.)

T  8/29  Welcome and Introduction; Review Syllabus.

R  8/31  K&L pp. 11-31; 42-61

(pp. 62-66 recommended)

T  9/5  K&L pp. 95-114; 127-133; 145-154

R  9/7  K&L pp. 155-173

(pp. 174-183 recommended)
T  9/12  K&L pp. 184-209

R  9/14  K&L pp. 210-239
       (pp. 240-254 recommended)

T  9/19  K&L pp. 262-297; 307-309; 334-340

R  9/21  K&L pp. 356-395

T  9/26  K&L pp. 396-430
       Paper One Due

R  9/28  K&L pp. 431-445
       (446-450 recommended)

T  10/3  K&L pp. 453-488; 502-5010

R  10/5  K&L pp. 513-548
       (pp. 549-561 recommended)

T  10/10 K&L pp. 561-586; 595-6
       (pp. 587-594 recommended)

R  10/12 MIDTERM EXAM

T  10/17 K&L pp. 597-628
       (pp. 629-638 recommended)
       Paper Two Due
R 10/19  K&L pp. 639-683

T 10/24  K&L pp. 708-716; 724-742
       (pp. 690-704; 743-748 recommended)

R 10/26  K&L pp. 781-817
       (817-819 recommended)

T 10/31  K&L pp. 819-845

R 11/2   K&L pp. 847-874
       (pp. 875-889 recommended)

T 11/7   K&L pp. 890-914
       Paper Three Due

R 11/9   K&L pp. 919-949

T 11/14  K&L pp. 949-983
       (pp. 984-995 recommended)

R 11/16  K&L pp. 1015-1030; 1059-1073
       (pp. 998-1014 recommended)

T 11/21  Thanksgiving Holiday

R 11/23  Thanksgiving Holiday

T 11/28  K&L pp. 1074-1108
       (pp. 1109-1114 recommended)
VII. Withheld Grades Semester Grades Policy (A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

VIII. Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

IX. Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thewhub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- JohCrisis Text Line: Text HELLO to 741-741