

# Special Topics in Political Theory / Methods: British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)  
e-mail: [dougherk@uga.edu](mailto:dougherk@uga.edu)  
Office Hours: after class and by appointment

## Course Outline

- I. Introduction
- II. British Political Thought
- III. Debate on the Stamp Act and the American Revolution
- IV. Creating the Constitution
  - A. Federalist Debates
- V. The Early Republic: Hamilton vs Madison
- VI. The Antebellum Period to the Civil War
  - A. Sectional Debates

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

## Class Participation (recorded each class):

made insightful contribution	3 points
made a contribution	2 points
did not make much, if any, contribution	1 point
did not attend	0 points

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

## Reading Briefs:

- \* Critical Essays similar to the essays in your tutorials.
- \* Two pages, double spaced (4 lines over or 4 under ok), 12 pt font, 1" margins.
- \* Due at the beginning of class the day they are due (first one due on Wed).
- \* We will talk more about these during the second half of today's class.

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

## Federalist and Sectional Debates

- \*break into teams of 3 (as either federalist or anti-federalist)
- \*additional readings not on syllabus.
- \*4-5 page summary of your party's position
- \*5 minute presentation on your part of the question
- \*response to questions (from audience and other team).

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

## Term Paper

\*5-8 page paper, double spaced, on a theoretical issue addressed in class.

\*pick from list of topics.

\*should be a distilled version of a 10-15 page paper, not an overnight job.

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

## Make-ups

1. Reading Briefs: No make-ups. If not received within 10 minutes of start of class, you earn a zero.
2. Federalist or Sectional Debates: required to write a 10 page paper on the philosophical tradition of the entire debate, not just your question. Due in the next class.
3. Term papers: turned into Mark on (or before) Mar 13. Reduced one letter grade for every working day they are late.

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Grading

	<u>Date</u>	<u>Percent of Grade</u>
Reading Brief (Locke, chs 1-6)	Jan 23	5%
Reading Brief (Stamp Act Crisis)	Jan 30	5%
Reading Brief (Rakove on Constitution)	Feb 6	5%
Federalist Debates	Feb 18	20%
Reading Brief (Hamilton vs Madison)	Feb 20	5%
Sectional Debates	Feb 27	20%
Reading Brief (Frederick Douglas)	Mar 4	5%
Term Paper	Mar 13	25%
Participation	daily	10%

Honor Statement: Academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about these standards before performing academic work. Penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Working Together and Plagiarism: Your colleagues can proof read your papers and help you exchange ideas, but you can never turn in the same paper and rules against plagiarism apply.

# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Typical Class

1. I will randomly select a student to read their essay in front of the class. This will motivate our discussion.
2. When the conversations dies down, I will ask a specific question to another student -- with some attempt to spread out who I pick on. This will generate further discussion.
3. On some occasions, I will start our discussions, or interject, with some history or factual information. This should improve our discussions.
4. In general, you want to go beyond the points made in the readings and think about the big picture.



# British and American Political Thought

Professor: Keith Dougherty  
Home Page: [dougherk.myweb.uga.edu/](http://dougherk.myweb.uga.edu/)

## Other Business

1. Read before class. We will discuss as if you know the readings.
2. If for some reason you miss class, get notes from another student.
3. All assignments and readings are posted on my web page (*linked through UGA at Oxford*).
4. Bring your laptop to class so we can re-read lines of on-line text. You might want to download and highlight.
5. Real grades.

## Required Texts

1. William Zinsser. 2006. *On Writing Well: The Classic Guide to Writing Non-Fiction*. Harper Publishing.
2. Jack Rakove. 1997. *Original Meanings: Politics and Ideas in the Making of the Constitution*. Vintage Books.

# Reading Briefs

## A. Critical Essay

1. Evaluate the readings and make an assessment about what it contributes to our understanding of the topic.
2. We often associate 'critical' with negativity and criticism but academics are interested in both the strengths and weaknesses of a particular point of view.
  - Critical Essay means describe both strengths and weaknesses.
3. Your essay will be both a summary of the readings and an assessment of what it contributes to our understanding of the topic, whether it logically follows, etc. What are the insights of the readings? Where does it go wrong?
  - If you focus on evaluation, summaries will naturally mix in.

# Reading Briefs

## B. Writing a Good Essay

### 1. No fallacies

- Appeal to ridicule
  - Presenting the opponent's argument in a way that makes it appear ridiculous.
    - » Ex: “If Mason is correct, then leadership has no meaning.”
- Ad hominem
  - Attacking the author rather than the argument.
    - » Ex: “Jefferson believes revolution is a natural occurrence because he is an early communist.”
- Appeal to authority
  - Claiming a statement is correct *because* it is made by a person that is commonly regarded as authoritative.
    - » Ex: Original Meanings, p. 136.

# Reading Briefs

2. Write a 5 page paper for you; turn in a 2 page paper to me.
  - William Zinsser says, “rewriting is the essence of writing... professional writers rewrite their sentences repeatedly, then rewrite what they have written.”
  - Ex: James Yoshimura Homocide: life on the street.
3. Create an argument, stay on point.
  - Ex: “Locke’s justification for government is weak because it is based on a false notion of just acquisition.”



# Reading Briefs

4. Remove every paragraph, sentence, and word that is *not necessary* for your argument.
  - a. Replace: “we are presently anticipating considerable precipitation.”  
With: “It may rain.”
  - b. Replace: “Everyone knows the bird was eaten by the cat.”  
With: “The cat ate the bird.”
  
5. Practice (writing mom).

# Reading Briefs

## C. Final version should follow this outline

### – Introduction.

- Hook.
- thesis statement (1-2 sentences).
- outline paper (2-3 sentences)
  - in term paper, federalist paper, sectional paper, not reading briefs.

# Examples of an Introduction

1. **<hook>** In the May edition of the Wall Street Journal, former Speaker of the House John McCormack (1962-1971), gave the following advice to incoming freshmen, “whenever you pass a committee chairman, you bow from the waist. I do” (Davidson and Oleszek, 1998: 139). This is not surprising given that McCormack was Speaker of the House during the *Textbook Years*. *As Speaker of the House during the Republican Revolution, however, Newt Gingrich had a different style. He made committee chairmen bow to him.* **</hook>** *The Textbook Congress was characterized by strong committees with strong committee chairmen, while the Republican Revolution was characterized by a strong Speaker of the House who bypassed powerful committee chairs.* **<argument>** *Both served constituent interests, but the organization of Congress during the Textbook Congress led to inflated national budgets while the organization of Congress during the Republican Revolution allowed for control of the budget through dictatorial decision making.* **</argument>** **<outline>** *This paper will explain why each Congress organized the committee structure in a different fashion, show that both Congresses were equally effective at serving committee interests, and introduce an argument for why committee structure during the Textbook Congress led to inflated budgets while committee structure during the Republican Revolution did not.* **</outline>**

# Examples of an Introduction

2. The legislative process in the State of Florida, like that of 48 other states in the country, is very similar to that of the Federal legislative process. Both have a three tiered system with an Executive branch, a Legislative branch, and a Judicial branch. The only major difference is in the size of the Legislative branch and the election process of the Executive branch.

In Florida the Executive Branch consists of the Governor, the Lieutenant Governor and the Cabinet. This is much like the Federal system which has the President, Vice President and the Cabinet. However, where as the Federal Cabinet members are appointed by the President and approved by the Senate, the Cabinet members in Florida, like the Secretary of State or the Commissioner of Education, are elected into office in a state wide election.

Where's the hook? Where's the argument?



# Examples of an Introduction

3. When it was first introduced, the secret ballot was a key tool used by legislators to eliminate the bribery of potential voters. . . . This effect of the secret ballot, however, may be overstated. The secret ballot reduced bribery, but did not banish it from the electoral spectrum altogether. Although the incentive for candidates to disperse vote payments were lessened, it will be shown that the bribe patterns by candidates should merely be reduced and altered, not eliminated.

Where's the hook?

Where's the argument?

Where's the outline?

# Reading Briefs

## C. Final version should follow this outline

### – Introduction.

- Hook.
- thesis statement (1-2 sentences).
- outline paper (2-3 sentences) – not reading briefs

### – Body.

- point 1.
- point 2.
- point 3, etc.

### – Conclusion.

- significance (what should one learn from your argument?)

# Reading Briefs

## D. Formatting

1. Include a title page with your name, a title, the brief number, and “British and American Political Thought.” Do not include a page number on the title page.
  2. Put page numbers on the bottom center of the remaining pages.
  3. Essay should be two double spaced pages (4 lines longer or 4 lines shorter is ok).
  4. 12 point font, 1 inch margins, staple in top-left corner.
- **You can lose up to 5 points for failing to follow these formatting guidelines.**

# Resources

## E. More Help

1. Links for how to write a **critical essay**, various **fallacies**, and avoiding **plagiarism** are on the course web page.
  - Other students can proof read and provide feedback.
  - But you can never turn in the same words or essay.
2. UGA Writing Center.
  - <http://writingcenter.english.uga.edu/>
3. William Zinsser. *On Writing Well: an informal guide to writing nonfiction.*

# First Reading Brief

For next class, read the first six chapters of Locke's *Second Treatise of Government* and write a reading brief. ***Focus on whether Locke's theory about the acquisition of private property is just.***

1. Get started early.
2. Download the readings and take notes. Locke numbers paragraphs, so we will refer to paragraphs numbers in our discussions.
3. Nothing prevents you from reading secondary sources.