The Conservative View in U.S. History

This seminar traces the evolution of American conservative and libertarian thought, from the eighteenth century to the present day. We begin by defining “conservatism.” Why is it considered a “problem” for historians? How does American conservatism differ from its European counterparts? What do traditionalists, neoconservatives, and libertarians have in common? Where do they disagree?

Student Learning Objectives: Through this course, students will examine, discuss and debate conservative and libertarian involvement in important historical movements including abolitionism, feminism, and anticommunism. Seminar participants will discuss the conservative response to Progressivism, the New Deal, and the Great Society. Finally, we will explore contemporary conservative perspectives on assorted issues, including race relations, religion, abortion, and the welfare state.

Required readings:

- Boaz, The Libertarian Reader (1997)
- Bastiat, What is Seen and Not Seen (any version)
- Watner, Dissenting Electorate: Those Who Refuse to Vote and the Legitimacy of their Opposition
- Bean, Race and Liberty (2009)
- Napolitano, A Nation of Sheep (2007)
- E-Reserve: D2L under “Important Course Documents” – E-Reserve Readings (arranged by week)

Graded Assignments:

**Discussion** (35%):

The quality of the seminar depends upon active discussion of the readings. Convey your understanding of the material, place it in context, but also bring your own perspective to bear. **Discussion Leaders:** You will team up with a partner and lead two class discussions. Try to involve everyone. I am here to facilitate by providing background information and help moderate the discussion. See “Discussion Tips” below.

**Reading log** (35%)

You must keep a reading log or journal. Submit a weekly copy (or original) of your log to me, roughly 500-1000 words per week. I will grade, comment upon, and return your log the following week. Journal writing is informal, a diary of your reflections on the material, not a simple regurgitation. You should summarize the main points of each article or chapter—bullet-point lists are fine—but also engage with the reading by writing your own comments.

I will grade on how well you a) demonstrate content mastery; b) reflect critically on the reading; c) list questions or criticisms for discussion; d) relate the material to other readings. You may digress by relating the reading to other courses, current events or your life experience but, in general, stay focused on the reading. See “Reading Log Tips” below.

**Book and Film Reviews** (30%): This is formal writing. You will write three book and/or film reviews and present your findings to the class. Distribute a cover sheet summarizing the book's main points. Make a short (15 minute) oral presentation. Try to relate the book to other class readings. See Appendix B. For an excellent starting point on films, see www.missliberty.com (predominantly from a libertarian perspective. For conservative film reviews, see www.nationalreview.com)
THE HISTORICAL DEVELOPMENT OF CONSERVATISM

The **required readings** plus two books of your choosing total approximately 2000 pages (180 pages/week), but the reading load varies over the course of the semester. Make sure that you complete the assigned readings by the dates listed below.

For conservative and libertarian writings on a variety of other issues, see the bibliographies in your assigned texts. See also Bruce Frohnen, *American Conservatism: An Encyclopedia* (2006) and Ronald Hamowy, *Encyclopedia of Libertarianism* (2008). You must report on two books, graduate students will read five books. You may select from the “Suggested Readings” below or come up with your own (subject to instructor's approval).

**WEEK 1**
What is Conservatism? Libertarianism?

(45 pages)

Boaz, “Introduction,” *The Libertarian Reader*, xi-xviii
Rothbard, “Why Be Libertarian?” *E-Reserve*

**WEEK 2**
The Roots of American Conservatism and Classical Liberalism

(86 pages)

The Bible, I Samuel 8, *LR*, 5-6
Lao-Tzu, “Harmony,” *LR*, 207-208
John Locke, “Understanding can not be Compelled,” *LR*, 53-57

“Faith and Liberty: The Catholic Scholastic View of Private Property” *E-Reserve*
Adam Smith, “Society and Self-Interest,” *LR*, 256-57
Adam Smith, “Labor and Commerce,” *LR*, 258-59
Adam Smith, “Free Trade,” *LR*, 260-62
Adam Smith, “The Man of System,” *LR*, 209-10

Edmund Burke, selected essays, *PCR*, 3-13, 20-25, 40-47. *E-Reserve*

Revolutionary Conservatives and Classical Liberals

Thomas Jefferson, “The Declaration of Independence,” *LR*, 140-41
James Madison, “Federalist No. 10,” *LR*, 13-19

Alexander Hamilton, "The Spectacle of Revolutionary France," *PCR*, 78-84. *E-Reserve*
Suggested Readings:

Burke, Edmund. *The Portable Edmund Burke*
Locke, John. *Second Treatise on Government* (1689)
Muller, Jerry Z. *Adam Smith in His Time and Ours* (1992)

Hamilton, Alexander, James Madison, and John Jay. *Federalist Papers*
Maier, *From Resistance to Revolution* (1972)
Paine, Thomas. *Common Sense, The Rights of Man, and Other Essential Writings*

**WEEK 3**

(150 pages)

*The Tyranny of Unlimited Democracy (1800-1877)*

Bastiat, *What is Seen and Not Seen*

Lysander Spooner, “The Constitution of No Authority,” LR, 154-60
De Tocqueville, “What Sort of Despotism Democratic Nations have to Fear,” LR, 20-4
De Tocqueville, “Associations in Civil Life,” LR 71-74

Nathaniel Hawthorne, “Earth’s Holocaust,” PCR, 245-67. *E-Reserve*

*Feminism and Abolitionism: The Classical Liberal Tradition*

William Lloyd Garrison, “Man Cannot Hold Property in Man,” LR, 77-80
Frederick Douglass, “You are a Man, and So Am I,” LR, 81-87
Angelina Grimke, “Rights and Responsibilities of Women,” LR, 92-93
Sarah Grimke, “Woman as a Moral Being,” LR, 94-95
Vance, “Gerrit Smith: A Radical Nineteenth-Century Libertarian” *E-Reserve*

Suggested Readings:

Wyatt-Brown, Bertram. *Lewis Tappan and the Evangelical War Against Slavery* (1969)
Calhoun, John C. *Union and Liberty: The Political Philosophy of John C. Calhoun* (1992)
Spencer, Herbert. *The Man Versus the State* – several essays, not the whole book.
Taylor, John. *Tyranny Unmasked* (1822)
The “Progressive” Challenge: Welfare and Warfare (1877-1920s)


William Graham Sumner, “The Forgotten Man,” E-Reserve
H.L. Mencken, “More of the Same,” LR, 28-30

Boaz, “Peace and International Harmony,” LR, 315-17
Richard Cobden, “Commerce is the Grand Panacea,” LR, 319-21
--------, “Nonintervention,” Libertarian Reader, 322-23
Mises, “Peace,” Libertarian Reader, 327-30
E.L. Godkin, ”The Eclipse of Liberalism,” LR, 324-26

Suggested Readings:

Adams, Henry. The Education of Henry Adams (1918)
Bernstein, Rehabilitating Lochner: Defending Individual Rights against Progressive Reform (2011)
Carnegie, Andrew. Empire of Business (1902)
Babbitt, Irving. Democracy and Leadership (1924)
Crunden, The Superfluous Men: Conservative Critics of American Culture, 1900-1945 (1977)
Grant, The Forgotten Depression, 1921: The Great Crash that Cured Itself (2014)
Godkin, E.L. Problems of Modern Democracy (1896)
Sumner, What Social Classes Owe to Each Other (1883)
Von Mises, Socialism (1922)

Roads to Serfdom: Communism, Conscription, and Corporatism (1930s-1950s)

Boudreaux, The Essential Hayek
Muccigrosso, A Basic History of American Conservatism (1999), 66-94
Isabel Paterson, “The Humanitarian with the Guillotine,” LR 31-35
Taft, “A Conservative Opposes Universal Military Training,” document 14 in Muccigrosso
Buckley, “National Review,” in Schneider, Conservatism, 201-205. E-Reserve
“A Southern Agrarian Takes His Stand,” document 13 in Muccigrosso.

Suggested Readings:

Beito, David. Taxpayers in Revolt: Tax Resistance During the Great Depression (1989)
Buckley, William F. God and Man at Yale: The Superstitions of “Academic Freedom” (1951)
Burnham, James. Containment or Liberation? (1954)
------. Suicide of the West (1964)
Chambers, Whittaker. Witness (1952)
Conquest, Robert. The Great Terror (1968)
Dos Passos, John. District of Columbia (1952)
------. The Conservative Revolution (1999)
Evans, M. Stanton. Revolt on the Campus (1961)
Friedman, Milton. Capitalism and Freedom (1962)
Hayek, F.A. Capitalism and the Historians (1954)
------. The Constitution of Liberty (1960)
------. The Fatal Conceit: The Errors of Socialism (1988)
------. The Essence of Hayek (1984)
------. The Road to Serfdom (1944)
Hazlitt, Henry. Economics in One Lesson (1946)
Herberg, Will. Protestant, Catholic, and Jew (1960)
Kirk, The Conservative Mind (1953)
Kirk, Russell and James McClellan. The Political Principles of Robert A. Taft (1967)
Lane, Rose Wilder. Discovery of Freedom (1943)
Lippmann, Walter. The Good Society (1937)
Lyons, Eugene. The Red Decade: The Stalinist Penetration of America (1961)
Morley, Felix. Freedom and Federalism (1959)
Nisbet, Robert. The Quest for Community (1953)
Nock, Albert Jay. Our Enemy the State (1935)
------. The State of the Union
------. Memoirs of a Superfluous Man (1943)
Paterson, Isabel. God of the Machine (1943)
------. Capitalism: The Unknown Ideal (1967)
------. Fountainhead (1943)
Regnery, Henry. Memoirs of a Dissident Publisher (1979)
Rommen, Heinrich A. The Natural Law: A Study in Legal and Social History and Philosophy (1947; rpt. 1998)
Root, Collectivism on the Campus: The Battle for the Mind in American Colleges (1955)
Schneider, Gregory. Conservatism in America since 1930: A Reader
Agar, Herbert and Allen Tate, ed. Who Owns America? A New Declaration of Independence (1936)
Bradford, M.E. Remembering Who We Are: Observations of a Southern Conservative (1985)
Murphy, The Rebuke of History: Southern Agrarians and American Conservative Thought (2001)
Ransom, John Crowe, et al. I'll Take My Stand: The South and the Agrarian Tradition (1930)
Weaver, Richard M. The Southern Essays of Richard M. Weaver
WEEK 6
(105 pages)


Muccigrosso, A Basic History of American Conservatism (1999), 95-130

LIBERTARIANISM

Rothbard, “The State,” LR, 36-41

NEOCONSERVATISM

Kristol, Muccigrosso, “Conservatism and Capitalism,” 189-91. E-Reserve
Kirkpatrick, “Dictatorships and Double Standards,” ENCR, 161, 179-89. E-Reserve

RELIGIOUS RIGHT


Suggested Readings:
Anderson, Martin. The Federal Bulldozer (1964)
Banfield, Edward C. The Unheavenly City Revisited (1974)
Cornuelle, Richard. Reclaiming the American Dream: The Role of Private Individuals and Voluntary Associations (1965)
Decter, Midge. Liberal Parents, Radical Children (1975)
Dreher, Rod. Crunchy Cons (2006)
Farber and Roche, ed. The Conservative Sixties (2003)
Gerson, Mark. The Neoconservative Vision: From the Cold War to the Culture Wars (1996)
Geerhart, comp. Freedom Is A Hammer: Conservative Folk Revolutionaries Of The Sixties (CD)
-------, The Spirit of Democratic Capitalism (1982)
Podhoretz, Why we were in Vietnam (1982)
Radosh, Commies: A Journey Through the Old Left, the New Left, and the Leftover Left (2001)
Rothbard, Murray. Egalitarianism as a Revolt against Nature and Other Essays (1974)
-------, For a New Liberty: A Libertarian Manifesto (1973)
-------, Knowledge and Decisions (1980)
Maddox, Robert J. The New Left and the Origins of the Cold War (1973)

**WEEK 7**
(110 pages)

**The Nineties and Beyond: Big Government Conservatism**

**Why Americans Hate Politics: Voting is Useless under Bureaucratic Tyranny**

Frum, Dead Right, excerpt
Balko, “We are All Felons Now” and “Ignorance of the Law,” E-Reserve
Silverglate, “The Criminalization of Almost Everything,” E-Reserve

Watner, Dissenting Electorate: Those Who Refuse to Vote and the Legitimacy of their Opposition

**Suggested Readings:**

D’Souza, Dinesh. Illiberal Education (1991)
------, Depression, War, and Cold War (2006)
Hyman, Medicare Meets Mephistopheles (2006)
Herrnstein and Murray, The Bell Curve: Intelligence and Class Structure in American Life
Kors and Silverglate, The Shadow University: Betrayal of Liberty on Campuses (1999)
------, What It Means to be A Libertarian (1997)
------, Professing Feminism: Cautionary Tales from the Strange World of Women’s Studies, rev. ed. (2003)
Reagan, Ronald. Reagan, In His Own Hand (2001)
Roth, The Human Stain (2001)
Sullum, For Your Own Good: The Anti-Smoking Crusade and Tyranny of Public Health (1998)
Stockman, David. Triumph of Politics (1986)
Tyrrell, R. Emmett, Jr. The Conservative Crack-Up (1992)
Will, George F. Statecraft as Soulcraft (1983)

WEEK 8

The Sexual Revolution: Libertarians Debate Conservatives
(75 pages)

Schlafly, "What’s Wrong with ‘Equal Rights’?" Phyllis Schlafly Report (1972) E-Reserve
Kristol, “Pornography . . . and the Case for Censorship,” ENCR, 305-16. E-Reserve

Sullivan, "Here Comes the Groom: Conservative Case for Gay Marriage" (1989). E-Reserve
For more see http://en.wikipedia.org/wiki/Marriage_privatization
First Things: Many Christian and Jewish critiques of gay marriage. Search for gay marriage and read one of the short articles. http://firstthings.com/

McElroy, “Abortion.” E-Reserve
Gordon, “Abortion and Thomson’s Violinist: Unplugging a Bad Analogy,” E-Reserve

Suggested Readings:

Critchlow, Phyllis Schlafly and Grassroots Conservatism a Woman's Crusade (2005)
Dieter, Midge. The New Chastity and Other Arguments Against Women’s Liberation (1972)
Felsenthal, Carol. The Biography of Phyllis Schlafly: Sweetheart of the Silent Majority (1981)
Gallagher, Maggie. The Abolition of Marriage (1996)
Gilder, George. Men and Marriage (1986)
Olasky, Marvin. Abortion Rites: A Social History of Abortion in America (1992)
Schlafly, Phyllis. The Power of the Positive Woman (1977)
Taylor, Joan K. Reclaiming the Mainstream: Individualist Feminism Rediscovered (1992)
Wilson, James Q. The Marriage Problem: How Our Culture has Weakened Families (2001)
Suggested Readings (see also the many suggested readings at the end of each chapter)


Dillard, Angela D. Guess Who’s Coming to Dinner Now? Multicultural Conservatism (2001)


Schuylar, George. Rac(e)ing to the Right: Selected Essays (2001)

Steele, Shelby. The Content of Our Character: A New Vision of Race in America (1991)

Conservative and Libertarian Journals

This is a short list of contemporary conservative periodicals (see library databases and Internet for additional online archives). Some of these journals, especially *National Review*, offer forums for competing conservative ideologies. For an excellent description of past conservative journals, see Ronald Lora and William Henry Longton, *The Conservative Press in Eighteenth and Nineteenth Century America* (1999) and *The Conservative Press in Twentieth-Century America* (1999).

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<tr>
<th>Traditionalist</th>
<th>Neoconservative</th>
<th>Libertarian</th>
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<tr>
<td>American Spectator</td>
<td>The American Enterprise</td>
<td>Cato Journal</td>
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<td>Chronicles</td>
<td>City Journal</td>
<td>Ideas on Liberty</td>
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<td>Commentary</td>
<td>Public Interest</td>
<td>(formerly Freeman)</td>
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<td>First Things</td>
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<td>Reason</td>
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<td>The National Interest</td>
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<td>Modern Age</td>
<td>Weekly Standard</td>
<td>Independent Review</td>
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<td>Southern Partisan</td>
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<td>Liberty</td>
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<td>Mises Daily</td>
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Archives


THE RIGHT GUIDE TO THE INTERNET

This list of conservative and libertarian organizations is by no means definitive. Please e-mail recommended additions to jonbean@siu.edu. For a good guide to Liberal web sites:
https://www.sas.upenn.edu/~jtreat/progressive.html

General

<table>
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<tr>
<th>Organization</th>
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<tr>
<td>American Conservative Union</td>
<td><a href="http://www.conservative.org">www.conservative.org</a></td>
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<tr>
<td>American Enterprise Institute</td>
<td><a href="http://www.aei.org">www.aei.org</a></td>
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<tr>
<td>Capital Research Center</td>
<td><a href="http://www.capitalresearch.org">www.capitalresearch.org</a></td>
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<tr>
<td>Cato Institute</td>
<td><a href="http://www.cato.org">www.cato.org</a></td>
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<tr>
<td>Center for Libertarian Studies</td>
<td><a href="http://www.libertarianstudies.org">www.libertarianstudies.org</a></td>
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<tr>
<td>Center for the Study of American Business</td>
<td><a href="http://www.csab.wustl.edu">www.csab.wustl.edu</a></td>
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<td>Center for New Black Leadership</td>
<td><a href="http://www.cnbl.org/">www.cnbl.org/</a></td>
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<td>Center for the Study of Popular Culture</td>
<td><a href="http://www.cspc.org">www.cspc.org</a></td>
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<td>Claremont Institute</td>
<td><a href="http://www.claremont.org">www.claremont.org</a></td>
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<td>Eagle Forum</td>
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<td>Empower America</td>
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<td>ESR’s Conservative Site of the Day</td>
<td><a href="http://www.enterstageright.com/site">www.enterstageright.com/site</a></td>
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<td>Evergreen Freedom Foundation</td>
<td><a href="http://www.effwa.org/">www.effwa.org/</a></td>
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<td>Free Republic</td>
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<td>Green Watch</td>
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<td>Independent Institute</td>
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<td>Independent Women's Forum</td>
<td><a href="http://www.iwf.org">www.iwf.org</a></td>
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<td>Leadership Institute</td>
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<td>Libertarian Party</td>
<td><a href="http://www.lp.org">www.lp.org</a></td>
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<td>LibertyGuide.com</td>
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<td>John Locke Foundation</td>
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<td>Libertarian Republican Caucus</td>
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<td>Mackinac Center</td>
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<td>Manhattan Institute</td>
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<td>Mises Institute</td>
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<td>Overlawyered.com</td>
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<td>Pioneer Institute</td>
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<td>Policy.Com</td>
<td><a href="http://www.policy.com/community/ttank.html">www.policy.com/community/ttank.html</a></td>
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<td>Pope Center for Higher Education Policy</td>
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<td>Public Policy Web Sites</td>
<td><a href="http://www.cascadepolicy.org/website.htm">www.cascadepolicy.org/website.htm</a></td>
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<td>National Right to Work</td>
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<td>Legal Defense Foundation</td>
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<td>Rockford Institute</td>
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<td>Republican Party</td>
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<td>State-based Think Tanks</td>
<td><a href="http://www.cascadepolicy.org/spn.htm">www.cascadepolicy.org/spn.htm</a></td>
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<td>Townhall</td>
<td><a href="http://www.townhall.com">www.townhall.com</a></td>
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<tr>
<td>Virtual Phone Book (Conservative Directory)</td>
<td>www.atlas_fdn.org/fonebook/ind/index.html</td>
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**Search Engines** (searchable databases of conservative positions on various issues)

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<tr>
<td>The Insider</td>
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<td>Townhall</td>
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**Civil Rights / Affirmative Action Sites**

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<tr>
<td>American Civil Rights Institute</td>
<td><a href="http://www.acri.org/">www.acri.org/</a></td>
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<td>American Civil Rights Coalition</td>
<td><a href="http://www.acrc1.org/">www.acrc1.org/</a></td>
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<td>Booker Rising</td>
<td><a href="http://bookerrising.blogspot.com/">http://bookerrising.blogspot.com/</a></td>
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<tr>
<td>Campaign for a Color-Blind America</td>
<td><a href="http://www.equalrights.com">www.equalrights.com</a></td>
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<tr>
<td>Center for Equal Opportunity</td>
<td><a href="http://www.ceousa.org">www.ceousa.org</a></td>
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<td>Center for Individual Rights</td>
<td><a href="http://www.cir-usa.org">www.cir-usa.org</a></td>
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<td>Citizens Initiative on Race and Ethnicity</td>
<td><a href="http://www.cire.org/">www.cire.org/</a></td>
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**Education**

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<td>Education Policy Institute</td>
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<td>Education Watch</td>
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<td>Institute for Humane Studies</td>
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<tr>
<td>Intercollegiate Studies Institute</td>
<td><a href="http://www.isi.org/">www.isi.org/</a></td>
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<td>Minding the Campus</td>
<td><a href="http://www.mindingthecampus.com/">http://www.mindingthecampus.com/</a></td>
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<td>National Alumni Forum</td>
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<td>Noindoctrination.org</td>
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<tr>
<td>Young America Foundation</td>
<td><a href="http://www.yaf.org/">www.yaf.org/</a></td>
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**Magazines and Journals**

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<td>American Enterprise</td>
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<td>American Spectator</td>
<td><a href="http://www.gilder.com/amspec/index.html">www.gilder.com/amspec/index.html</a></td>
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<td>Chronicles</td>
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**Public Interest Law**

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Reading Log Tips

First, summarize the main points of each article or book chapter. Do not worry about using proper grammar or spelling. Bullet-point lists are fine if I can understand them.

Second, write questions, issues or criticisms you want to raise in class. Critical thinking skills are essential: Do not accept what you read as incontrovertible truth. You should affirm, deny, debate, and generally wrestle with the meaning of the texts.

Remember that this is a graded assignment, so please take it seriously. More is better.

• Relate your readings to your broader knowledge of history and political thought. What is the historical context of these writings? What causes are the authors fighting for or against?

• What assumptions about society or human nature underlie your readings?

• How do the readings support or challenge your own beliefs? What do you find most appealing or distasteful in the writings you read?

These are only a few things that come to mind – after summarizing, let your only thoughts come forth on paper.

*Grading Scale*

Your reading log is an important part of your grade and a “launching pad” for discussion–also part of your grade and vital to the class experience. The following scale is a guide to grading expectations:

100 Excellent summary of readings. Does a fine job of relating works to each other (synthesis). Offers insightful commentary and asks good questions of the reading material (analysis). Overall, a critical reader who engages the documents.

75 Satisfactory summary, synthesis, and analysis but the coverage is incomplete, the commentary superficial, and the writer asks few good questions.

50 Weak on all of the above traits. No serious effort.

0 Failure to turn in an assignment.
**Discussion Tips**

**Do**

Try to elicit conversation among the other students, not simply have it directed at you as moderator. Get everyone involved even if this means going around the table.

Ask questions that call for a critical response to an argument, movement, or historic decision.

Keep students thinking *historically*; have them put themselves in the context of the time.

Refer to specific readings or events.

If a student makes a hesitant or unclear comment, encourage him or her to give *examples* or *restate* points.

Use chalk board to jot down contributions.

Follow their lead. Sometimes, the best discussions deviate from your prepared script. You can always return to the issues you had hoped to raise initially.

You can be creative: Break the class into two groups and have them debate a central issue of the readings, etc.

**Don’t**

Dominate the discussion. You should elicit the students’ opinions or interpretations of the material, not just your own.

Ask yes/no questions because they elicit yes/no answers.

Start questions with "What did you think of . . . ?"

Terminate discussion; instead, *redirect* question to another student.
APPENDIX A: WAC Requirements

**WAC requirements**: This course is approved for the WAC (Writing Across the Curriculum) requirement of the College of Liberal Arts. For a full description of the WAC criteria, see [http://cola.siuc.edu/faculty/pdfs/CoLAWACCriteriaRevised2007.pdf](http://cola.siuc.edu/faculty/pdfs/CoLAWACCriteriaRevised2007.pdf)

To fulfill the WAC requirements, your writing will exceed 3,500 words, including written feedback from the instructor on your weekly logs (*informal* writing) along with drafts of each review, with revisions suggested by the instructor until the review is polished for formal presentation to the class.

NOTE: word count is approximately 250 words (Times New Roman) per double-spaced page.
Abraham Lincoln and the Second American Revolution (Oxford University Press), 173 pp

Author: James M. McPherson, Ph.D. at John Hopkins University, George Henry Davis ’86 Professor Emeritus of U.S. History at Princeton University, received Pulitzer Prize for Battle Cry of Freedom, received Lincoln Prize for his 1998 book For Cause and Comrades, politically active- supported former Pres. Clinton during the Monica Lewinsky scandal and criticized the Bush administration before the war in Iraq, president of the American Historical Association (AHA), previous books: The struggle for equality; abolitionists and the Negro in the Civil War and Reconstruction (1964); The Negro’s Civil War; how American Negroes felt and acted during the war for the Union (1965); Marching toward freedom; the Negro in the Civil War, 1861-1865 (1968); Blacks in America (1971); The abolitionist legacy: from Reconstruction to the NAACP (1975); Region, race, and Reconstruction: essays in honor of C. Vann Woodward (1982) edited by McPherson; Ordeal by fire: the Civil War and Reconstruction (c1982); Lincoln and the strategy of unconditional surrender (1984); How Lincoln won the war with metaphors (1985); Battle cry of freedom: the Civil War era (1988); Battle chronicles of the Civil War (c1989); NOTE: many more books were published after Abraham Lincoln and the Second Revolution

Scope: This book examined Abraham Lincoln’s presidency and how he dealt with the South before and during the Civil War. The book covered different aspects of Lincoln’s personality and strategies.

Sources: essays, letters, books, newspapers, reviews, pamphlets, papers, writings,

Theses: The Civil War was a revolution. Lincoln was both a conservative and a revolutionary. The South’s ‘fight for freedom’ was a paradox because of their imprisonment of slaves. The Civil War strategy of Lincoln changed as the war progressed. Lincoln used effective metaphors to convey his points. Lincoln was a ‘hedgehog’. The reconstruction period ended with the South’s takeover of control.

Style of Presentation:

The book was well organized into chapters considering that the chapters were a collection of essays written by various people. The book was also very informing, easy to read, and easy to understand the content of the works.

Importance: The book presented a new look at Lincoln’s presidency. While some claim that Lincoln was the Savior of the African Americans and others argue that his strategies and policies were flawed, McPherson’s collection of essays illustrates that he was somewhere in between. He was a man who did what had to be done and did it to the best of his ability.

Abraham Lincoln and the Second Revolution discusses the presidency of Abraham Lincoln and the role that he played in the Civil War. The book addresses the fact that the Civil War was a revolution. It was different and yet similar to other revolutions in history. The South viewed the war as a revolution. However, theirs was a counter-revolution designed to keep slavery in existence. The strategy of the war changed as the fighting progressed. It became necessary to classify it as a total war instead of a limited war. Lincoln played a big role in the process of the Civil War. He was both a conservative and a revolutionary in his actions. He wanted slavery to end, yet, he wanted to keep the South in the Union. Lincoln also used metaphors to convey his messages. It helped his ideas to get through to congressmen and commoners alike. Lincoln was compared to a hedgehog. He had sharp bristles and an eye for the enemy. Finally, the Civil War did not end with the cease of fighting. Many years came and went before the African Americans were considered fully American citizens, in terms of rights. However, the Civil War was not for naught. It helped bring about a dramatic change in the South and, even with their struggles, African Americans were still free and nothing that the South would do could put them legally in slavery again.

The Civil War was a revolution. It changed the South forever through breaking the South from a total agricultural income and removing the source of profit from the South, free slave labor. As historian George Ticknor noted, the Civil War created “a great gulf between what happened before in our century and what has happened since, or what is likely to happen hereafter. It does not seem to me as if I were living in the country in which I was born.” (p. vii). The South’s fight seemed a great paradox to those fighting for the Union army. This stemmed from the fact that the South was, supposedly, fighting for freedom when they were not allowing African Americans to be free. It soon became clear that the South was fighting for the freedom to keep others from ever being free. As Abraham Lincoln said, “We all declare for liberty; but in using the same word we do not all mean the same thing. With some the word liberty may mean for each man to do as he pleases with himself, and the product of his labor; while with others the same may mean for some men to do as they please with other men and the product of other men’s labor.” (p. 42-43).

The Civil War changed in format as the war progressed. In Lincoln’s mind, it began as a limited war to regain the peace in the South. As the war progressed, however, it became clear that it was to become a total war. With this change in tactic came the addition of emancipation to be used as a strategy for the Union to win. This emancipation of slaves struck a blow to the South because African Americans were now in uniform and fighting against their former masters- the South’s worst nightmare. Lincoln was the primary leader of the war. He was the one who decided to emancipate the slaves and the one to switch tactics on the war. He did this by being both a conservative and a revolutionary. He did not wish for slavery to continue, yet, he wanted to preserve the Union and what it stood for. “the Revolution of 1776…had established a republic, a democratic government of the people by the people. This republic was a fragile experiment in a world of kings, emperors, tyrants, and theories of aristocracy. If secession were allowed to succeed, it would destroy that experiment. It would set a fatal precedent by which the minority could secede whenever it did not like what the majority stood for,” (p. 28-29).

Indeed, it was later seen that the South could wield its hold on the African Americans in the South even with them free. This power hold became the discussion of the world until it was resolved.

Lincoln was an extraordinary communicator, despite the fact that he had received little education. His chief gain above other better educated communicators was his use of easy-to-understand terms. For example, he often used metaphors and stories in his speeches. These examples presented a better image of what he was trying to convey. An example of this would be Lincoln’s comment about the progression of the war. “Grant has the bear by the hind leg while Sherman takes off the hide.” (p. 102). Lincoln’s frequent use of metaphors and examples instead of eloquent diction aided his cause. While Davis was well-educated and could speak fluently on a variety of topics, he could not connect easily with his audience. In contrast, Lincoln’s speeches were understood by everyone who heard them. It has been said that this fact of connecting to audiences may have won the war for the Union. Lincoln has been compared to a hedgehog, an animal mentioned in Aesop’s Fables, one of Lincoln’s favorite books. The comparison is such, that the hedgehog may not have the brains, but it has the quills, to protect itself. Also, the hedgehog has been noted as having a central vision. Lincoln’s vision was that the Union would stay intact despite the terrors of the Civil War.

The book presented a great many looks at Lincoln the man and Lincoln the president. However, the view of Lincoln did not change with the progression of the book. The style of the book- as a collection of essays- was interesting and drew the reader into the story more. Thus, the presentation was effective in keeping the attention of the reader throughout the course of the book. The arguments were also well presented and affected the reader’s view of Lincoln. This was a great read and an interesting and in depth view of one of the greatest presidents in American history.
Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Grading Scale:

90-100: A
80-89: B
70-79: C
60-69: D
Below 60: F

Late Penalty: 10% per day (including weekend)

“Incomplete Policy”:

The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:

“An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.”

Attendance Policy: Because discussion takes place in class, you will earn a zero if you do not attend. If you have a written excuse, please contact me at the earliest possible moment.

Mobile Technology Policy: Students are free to bring and use any laptops, tablets, e-reader but must turn their cell phones off during class.

Disruptive Behavior Policy: if you disrupt the class intentionally or unintentionally it will be brought to your attention. If you continue to interfere with the learning environment of other students, you may be asked to leave. During discussions, feel free to vigorously disagree with another student’s viewpoint but do so respectfully and intelligently by referencing content under discussion.

SIUC’s Statement on Inclusive Excellence:

“SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.”

Statement on Academic Honesty/Plagiarism – See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)
**Final Exam date:** There is no final exam in this seminar.

Resources for additional academic help – Writing Center, Learning Support Services, tutoring, DSS services, etc. Two examples:

**Supplementary Assistance:** With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/

Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**SIU email policy:** Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm

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**SIU Student Conduct Code:** http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf

**Saluki Cares** — The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.