

LDST378/PLSC310: STATESMANSHIP

Jepson School of Leadership Studies

University of Richmond

Spring 2019

Course Information

Time/Place: Wednesday & Friday, 12:00-1:15, Jepson 102

Professor: Daniel Schillinger

Email: dschill2@richmond.edu

Office: Jepson 245

Office Hours: Monday, 1:00-2:30 and by appointment

Course Description and Objectives

Statesmanship remains a useful concept for those who want to recognize, to study, or to become worthy political leaders acting on a grand scale. But who exactly is the so-called statesman? What does he or she do? And is there not something troublingly old-fashioned or even anti-democratic about the language and practice of statesmanship? This course returns to the history of political thought in order to examine the characters and the activities of statesmen. We will also consider the circumstances that call forth statesmanship, the relation of statesmanship to (democratic) citizenship, and the contrast between statesmen and demagogues. While the course will begin with attention to the enduring philosophical perspectives on statesmanship found in the works of Thucydides, Plato, and Machiavelli, we will then reflect on specifically American statesmanship as it comes to light in the writings and speeches of Alexis de Tocqueville, James Madison, Frederick Douglass, and Elizabeth Cady Stanton.

By the end of this course, you will have grappled with a set of complex texts and concepts in both conversation and writing. Since this is an upper-level seminar, the class sessions, not to mention the writing assignments and exams, will demand rigorous reading, thinking, and argument. Our purpose will be to grasp the nature of statesmanship—within and across particular historical circumstances. We may also hope to deepen our understanding of American statesmanship in particular and to gain critical distance on contemporary politics.

Required Texts

Please purchase personal copies of the following texts—for sale at the University of Richmond Bookstore. Additional readings will be posted to the course site on Blackboard.

- 1) Thucydides. *On Justice, Power, and Human Nature: Selections from the History of the Peloponnesian War*. Translated by Paul Woodruff. Indianapolis: Hackett, 1993.
- 2) Machiavelli, Niccolò. *The Prince*, 2nd ed. Translated by Harvey C. Mansfield. Chicago: University of Chicago Press, 1998.

- 3) Tocqueville, Alexis de. *Democracy in America*. Translated by Harvey C. Mansfield and Debra Winthrop. Chicago: University of Chicago Press, 2000.
- 4) Madison, James. *Selected Writings of James Madison*. Edited by Ralph Ketcham. Indianapolis: Hackett, 2006.
- 5) Douglass, Frederick. *The Portable Frederick Douglass*. Edited by John Stauffer and Henry Louis Gates, Jr. New York: Penguin, 2016.
- 6) Stanton, Elizabeth Cady. *Feminist as Thinker: A Reader in Documents and Essays*. Edited by Ellen Carol DuBois and Richard Cándida Smith. New York: New York University Press, 2007.

Course Expectations and Practices

By far the most important expectation and requirement for this course is that you read the assigned texts carefully and prior to class. You should also strive to attend every class session and to bring the day's text to class. There are no excused absences except in the event of a documented illness or emergency. Students who meet these expectations will have every chance of success. Although the syllabus features classic texts, we will raise and explore unique questions and themes; external sources or prior reading cannot substitute for your participation in the course. During class, please try to discuss the texts in a spirit of questioning, openness, and respect. Energetic participation would be great! For my part, I promise to engage with all your questions, thoughts, and concerns about course material and logistics. Please talk to me during office hours about anything pertaining to this course.

Marking Scheme

1) Essay #1 (1,800 words, due Mon., Feb. 18 via email)	15 %
2) Midterm Exam (Fri., Mar. 8 in class)	20 %
3) Essay #2 (3,600 words, due Mon., Apr. 8 via email)	25 %
4) Final Exam (Tues., Apr. 30, 9 am)	25%
5) Attendance and Participation	15%

Assessment Criteria

Each essay that you write for this course should satisfy the following criteria:

- 1) The essay clearly and directly responds to the prompt.
- 2) The essay contains a thesis-driven argument and a coherent structure (rather than a mere summary of one or more texts, a list of facts, or an absence of structure altogether).
- 3) The essay displays careful engagement with the course materials through its analysis of textual evidence and key concepts.
- 4) The essay eschews basic errors and achieves a polished writing style.

The third of these criteria is the most important: your essay should put on display your careful and sustained engagement with the course materials. Even so, “A” essays will satisfy each criterion listed above by exhibiting mastery of both the course content and of the elements of the academic essay. “B” essays will fall short of mastery while attaining competence. “C” essays will satisfy these criteria to a minimal extent. “D” essays will not meet these criteria, though they will show some effort toward the composition of a solid paper. “F” essays will suggest an unacceptable lack of engagement with and effort on this assignment and in the course. In addition, the essay should be written in Times New Roman, 12 pt. font, and it should adhere to an accepted style of citation (e.g., Chicago). Finally, since the exams will also involve writing essays, these assessment criteria apply to the exams as well.

Participation in class discussion also comprises a fundamental part of the course. While participation should be consistent, it will be graded, ultimately, on the basis of its judiciousness and quality. As the Registrar makes clear, successful students devote at minimum 10-14 hours of work per week to each class at the University of Richmond. This class is an upper-level seminar; expect to devote more than the minimum amount of time to it. On this point, see: registrar.richmond.edu/services/policies/academic-credit.html

Extensions and Lateness

No extensions or make-up examinations will be permitted in the absence of official documentation (of a serious illness or an emergency) submitted to me prior to the deadline. Late papers will be penalized three percent as soon as the deadline passes and an additional two percent for every day late. To be clear, a late paper will incur a penalty of five percent when the deadline passes and an additional two percent at the end of every subsequent day.

Honor System and Academic Integrity

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” I am serious about promoting academic integrity in this course; any kind of unauthorized assistance will not be tolerated. For more information, see: studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Accessibility and Religious Observance

I am committed to accessible learning. Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. On accessibility, see: disability.richmond.edu/

If you will need accommodations for religious observance, please notify me within the first two weeks of classes. More information: registrar.richmond.edu/planning/religiousobs.html

Schedule of Readings

Unit 1: Statesmen and Demagogues, Ancient and Modern

Week 1: Jan. 16 & 18

W) Introduction

F) Storing, "American Statesmanship: Old and New"; Lincoln to Hodges, April 4, 1864; Frost-Nixon Interview Excerpts (Blackboard)

Week 2: Jan. 23 & 25

W) Thucydides, pp. 1-58

F) Thucydides, pp. 59-95

Week 3: Jan. 30 & Feb. 1

W) Thucydides, pp. 97-154

F) Plato, *Alcibiades I*, through 118c, i.e., pp. 175-96 (Blackboard)

Week 4: Feb. 6 & 8

W) Plato, *Alcibiades I*, through the end (Blackboard)

F) Machiavelli, *The Prince*, Ch. 1-6

Week 5: Feb. 13 & 15

W) Machiavelli, *The Prince*, Ch. 7-18

F) Machiavelli, *The Prince*, Ch. 19-26

Unit 2: Statesmanship and the American Regime

Week 6: Feb. 20 & 22

M) PAPER DUE MONDAY, FEB. 18 VIA EMAIL BY 11:59 PM

W) Tocqueville, *Democracy in America*, pp. 1-14, 45-65, 82-93

F) Tocqueville, *Democracy in America*, pp. 105-30, 141-61, 165-72

Week 7: Feb. 27 & Mar. 1

W) Tocqueville, *Democracy in America*, pp. 187-95, 210-49, 399-400, 407-09

F) Tocqueville, *Democracy in America*, pp. 417-25, 472-76, 479-92, 511-22

Week 8: Mar 6. & 8

W) Tocqueville, *Democracy in America*, pp. 589-604, 606-22, 639-50, 661-76

F) MIDTERM EXAM

Spring Break: No Class Mar. 13 & 15

Unit 3: Three American Statesmen

Week 9: Mar. 20 & 22

W) Madison, *Selected Writings*, pp. 83-99, 112-42; Brookheiser, selections from *Madison* (Blackboard)

F) Madison, *Selected Writings*, pp. 35-66, 77-82

Week 10: Mar. 27 & 29

W) Madison, *Selected Writings*, 162-3, 177-88, 270-302

F) Madison, *Selected Writings*, pp. 21-27, 158-62, 217-39, 303-26

Week 11: Apr. 3 & 5

W) Douglass, *Narrative of the Life of Frederick Douglass*, pp. 3-100

F) Douglass, "What to the Slave Is the Fourth of July?," pp. 195-222; "The Color Line," pp. 501-12

Week 12: Apr. 10 & 12

M) PAPER DUE MONDAY, APR. 8 VIA EMAIL BY 11:59 PM

W) Douglass, "The Mission of the War," pp. 326-44; "The Freedmen's Monument to Abraham Lincoln," pp. 364-76

F) Douglass, *The Heroic Slave*, pp. 153-92; "Toussaint L'Ouverture" pp. 527-37

Week 13: Apr. 17 & 19

W) Stanton, *Reader*, pp. 1-31, 155-78; "Declaration of Sentiments" (Blackboard)

F) Stanton, *Reader*, pp. 187-234

Week 14: Apr. 24 & 26

W) Stanton, *Reader*, pp. 235-95

F) Stanton, "The Solitude of the Self" (Blackboard)

Final Exam Period: Apr. 29 – May 4

T) FINAL EXAM TUESDAY, APR. 30, 9 AM