

COLLOQUIUM: PATRIOTISM

Love of country is among the most powerful political emotions in the modern world. In the eyes of many, patriotism is among the noblest of human motives, requiring as it does self-sacrifice and the transcendence of base self-interest. In the opinion of others, patriotism is to be feared because it invites national and ethnic parochialism and promotes unthinking loyalty to military aggrandizement. In this course we will explore these conflicting views of patriotism, and ask whether it is possible to reconcile these two faces of patriotism by distinguishing between ethnic nationalism and civic patriotism.

The course is divided into three parts. First, we will consider the relationship between patriotism, citizenship, and service in the United States. Among the questions we will consider is whether we should bring back the military draft, or, failing that, whether there should be some sort of mandatory national service for all young people. In the second section of the course we will focus on philosophical arguments about patriotism, nationalism, and cosmopolitanism. We will be particularly interested in the question of whether attachment to humanity should come before attachment to country. In the final section of the course, we will examine the role of patriotic symbols and rituals in manufacturing and sustaining American patriotism and national identity. Particular attention will be paid to the preeminent symbol of American patriotism and national identity: the American flag. We will examine the role of the United States flag in defining the scope of political loyalty and dissent.

Students will be evaluated on the basis of class participation (30%) and three papers; the first of these papers will be worth 15%, the second paper 25%, and the final paper 30%. The final paper will be a short research paper (3000 words) that will give you the opportunity to investigate the history and meaning of a patriotic ritual, rite of citizenship, holiday, song, monument or memorial. A final exam may be added but is not currently planned. The class participation grade includes not only participation in class discussion but also various short response papers, in-class writing, and preparation of written questions, all of which are assignments designed to promote class discussion. The course is discussion based and thus it is vitally important that you do the reading for each class session. Students who miss a class, whether excused or unexcused, must write a 600 word paper analyzing the reading that was assigned for the day they miss. Your participation grade in the course will be lowered by 1/3 for every short paper you do not turn in within a week of your return to class. More than two unexcused absences will result in a full grade deduction from your final course grade; each additional unexcused absence will result in an additional deduction of one full grade from your final grade. Persistent lateness or failure to prepare adequately for class discussions can also result in deductions from the final grade.

You should familiarize yourself with Willamette University's plagiarism policy, which you can find at <http://www.willamette.edu/cla/catalog/Sect3/aca.html#plag>. Plagiarism can take different forms, but its essence is presenting the words or work of another as your own. When you are quoting from a source you must place that material in quotation marks and correctly cite

the source of the quotation. If you are paraphrasing the words of another you must provide the source from which you are paraphrasing. A plagiarized paper will receive an “F” and cannot be rewritten. Depending on the severity of the plagiarism, the penalty may very well also extend to failing the course. In accordance with university policy, any instance of plagiarism will be promptly reported to the Dean of the College of Liberal Arts.

Three required texts are available for purchase at the Willamette Bookstore. Other articles and chapters will mostly be available on electronic reserve at the Hatfield Library. Some readings will be distributed in class. The books to be purchased are:

E.J. Dionne Jr, Kayla Meltzer Drogosz, and Robert E. Litan, eds. *United We Serve: National Service and the Future of Citizenship* (Brookings 2003)

Richard J. Ellis, *To the Flag: The Unlikely History of the Pledge of Allegiance* (University Press of Kansas, 2005)

Martha Nussbaum, *For Love of Country?* (Beacon Press, 2002)

COURSE SCHEDULE

1-1 (Jan. 17) Introduction: Allegiance

I. NATIONAL SERVICE, CITIZENSHIP. AND PATRIOTISM (weeks 1-4)

1.2 (Jan. 19) Did September 11 change us?

Dionne, *United We Serve*, 13-42, 90-93

2.1 (Jan. 24) The Idea of National Service

Dionne, *United We Serve*, 45-86, 94-132

2.2 (Jan. 26) Bring Back the Draft?

Dionne, *United We Serve*, 133-53

3.1 (Jan. 31) Service and Citizenship

Dionne, *United We Serve*, 166-205, 245-77

3.2 (Feb. 2) Serving God and Country

Dionne, *United We Serve*, 209-41

4.1 (Feb. 7) Peer Response

4.2 (Feb. 9) Paper #1 Due

II. PATRIOTISM, NATIONALISM, AND COSMOPOLITANISM (weeks 5-9)

5.1 (Feb. 14) The Case Against Patriotism

Leo Tolstoy, "Patriotism or Peace: Letter to Manson" (1896) and "Patriotism and Government" (1900), in Leo Tolstoy, *War-Patriotism-Peace*, ed. Scott Nearing (Vanguard Press, 1927), 65-96

Emma Goldman, "Patriotism: A Menace to Liberty," available on-line at <http://sunsite.berkeley.edu/Goldman/Writings/Anarchism/patriotism.html>

5.2 (Feb. 16) Arguing About Patriotism

John Schaar, "The Case for Covenanted Patriotism," in Igor Primoratz, ed., *Patriotism* (Humanity Books, 2002), 233-57

6.1 (Feb. 21) Is Patriotism Like Racism?

Stephen Nathanson, "In Defense of Moderate Patriotism," in Igor Primoratz, ed., *Patriotism* (Humanity Books, 2002), 87-104

Paul Gomberg, "Patriotism is Like Racism," in Igor Primoratz, ed., *Patriotism* (Humanity Books, 2002), 105-112

Stephen Nathanson, "Is Patriotism Like Racism?" in Igor Primoratz, ed., *Patriotism* (Humanity Books, 2002), 113-19

6.2 (Feb. 23) Patriotism versus Cosmopolitanism

Martha Nussbaum, *For Love of Country?*, 3-44, 53-65

7.1 (Feb. 28) Patriotism versus Cosmopolitanism II

Martha Nussbaum, *For Love of Country?*, 66-127

7.2 (March 2) Patriotism versus Cosmopolitanism III

Martha Nussbaum, *For Love of Country?*, 131-44, ix-xiv

Kwame Anthony Appiah, "The Case for Contamination," *New York Times Magazine*, January 1, 2006, 30-37, 52

8-1 (March 7) Peer Response

8-2 (March 9) Can a Good Reporter be a Good Patriot?

"Journalism and Patriotism," Newshour with Jim Lehrer, November 6, 2001, transcript at:

http://www.pbs.org/newshour/bb/media/july-dec01/patriotism_11-6.html

9.1 (March 14) Paper #2 Due

III. THE FLAG AND OTHER PATRIOTIC SYMBOLS (weeks 9-15)

Flag Desecration

9.2 (March 16) *Texas v. Johnson*: Is Flag Burning Constitutional
Goldstein, *Desecrating the American Flag*, 138-54, 158-79

10-1 (March 21) The Flag as Art and as Decoration

Steven C. Dubin, "Rally 'Round the Flag," in *Arresting Images: Impolitic Art and Uncivil Actions* (Routledge, 1992), 102-24

Goldstein, *Desecrating the American Flag*, 155-58

10-2 (March 23) Should We Amend the Constitution to Prohibit Flag Burning?

Goldstein, *Desecrating the American Flag*, 180-88, 195-98, 233-40, 256-66, 285-324

No class March 28, 30: Spring Break

The Pledge of Allegiance

11-1 (April 4) The Creation of the Pledge

Ellis, *To the Flag*, Preface and chapters 1-3

11-2 (April 6) Dissenting from the Pledge

Ellis, *To the Flag*, chapter 4

Barnette v. West Virginia

12-1 (April 11) A Nation Under God?

Ellis, *To the Flag*, chapter 5

Oral arguments from *Elk Grove v Newdow*

12-2 (April 13) Protesting the Pledge

Ellis, *To the Flag*, chapter 6

13-1 (April 18) The Meaning of the Pledge

Ellis, *To the Flag*, conclusion

Patriotic Rites, Rituals, Holidays, and Monuments

13-2 (April 20) Patriotic Song

14-1 (April 25) Student Presentations

14-2 (April 27) Student Presentations

15-1 (May 2) Student Presentations

Paper #3 due Tuesday, May 9 at 5pm