U.S. politics and institutions have changed greatly since the founding of this country. Most doubt that the Constitutional framers would even recognize the system they launched in the 18th Century. On the other hand, some of the questions and concerns over the nature of that system have continued to be asked, answered, and asked again over 200+ years of history. In ten weeks we can’t hope to cover all of this “change and continuity” of U.S. political and institutional debate. Although the specific topics we will discuss are far from a complete set, we will focus on two basic and recurrent themes in U.S. governance:

1. What should be the nature of democracy and representation and how do we resolve potential conflicts between the two? In particular, how do we define the “community of interest” that should determine what or who gets represented?

2. How do we answer the first question within a context of continuing ambivalence towards governmental power?

The course will progress through four stages of development, each covering a major era of reform: Constitutional origins and their aftermath; party development; Progressivism—including current reforms; voting rights and the reapportionment revolution.

The class assumes a basic knowledge of U.S. government. It also assumes agreement on a common premise: reforms aren’t all they initially seem to be—not even for the reformers themselves. We also must assume that, with any reform, self-interest always plays a critical role.
REQUIREMENTS:

A. Attendance--in both body and mind. Please don’t ask me if it’s OK to take a week or two off.

B. Readings--should be completed before class discussion (a prerequisite for the second condition in A). Of course, I can’t enforce that rule on the first day or two. A tentative schedule of readings begins on the back pages of this handout. I’ll mention the readings required each class as the lectures progress and post the weekly schedule on WebCt.

1. A course reader is available for purchase from University Readers before the first week of class (Order online at http://www.universityreaders.com/students-- the first few selections (20%) will be available through an online link while you wait for delivery).

2. In addition, several other essays (marked with an * ) of various lengths will be required and will be available online directly or through the UCSD library server (access on campus or at home through a proxy server--http://webproxy.ucsd.edu/proxy.pl – directions for different platforms/operating systems can be found at:
   http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,24528,00.html

C. Exams--one take-home midterm (35-40%) and one in-class final (60-65%) are scheduled for this course. The midterm will consist of two short essays, the final two short and one long essay. All will be designed to test your ability to think about, integrate, and logically organize the course readings and lectures. The midterm is scheduled to be turned in Tuesday, Nov. 2 (election day), at the beginning of class and through the “TurnItIn” WebCt link for this class. The questions will be distributed by October 26. The final (in-class) will be administered December 8. A list of possible exam questions will be distributed at least one week before.

(Please note: any requests to review exam grades must be made in writing (typed) with a full and detailed justification for the request. A review does not guarantee a higher grade--it may be lower.

POLICY ON CHEATING
Failure--no exceptions. “Cheating” includes working together on the in-class exam or the take home midterm. You can help each other with general questions about basic concepts, facts, readings, lectures, citation style, etc. In fact, I strongly suggest you do so on a regular basis. On the other hand, collaborating on the essays or take home themselves, either in preparation or final production, is strictly forbidden. If you are not sure about the distinction, please ask me to clarify.

PLAGIARISM
Plagiarism is the intentional use of another’s words (by direct transcription) or ideas (by paraphrasing) without attribution. University prohibitions against plagiarism are rather clear. Again, if you are not sure about the meaning of plagiarism, please ask me to clarify.

INCOMPLETES
The university grants me precious little discretion here. In order to qualify for an incomplete I must demonstrate that you have been doing passable work (so you have to have taken the midterm and passed it) and you must demonstrate a reason for requesting an incomplete that conforms to university guidelines (documented illness, death or emergency in the family, unexpected military deployment, etc.). Again, the university makes this decision—not me nor your grader.
TENTATIVE OUTLINE OF READINGS

I. A. Democracy and Representation in U.S. Political Development

Thomas Paine, *Dissertation on the First Principles of Government*
John Adams to James Sullivan 26 May 1776
*Federal Farmer*, no. 9
Alexander Hamilton, *Federalist*, no. 35
Edmund Burke, *Speech to the Electors of Bristol*
Debate in House of Representatives 15 Aug. 1789
*Federal Farmer*, no. 7
James Madison, *Federalist*, no. 10
Records of the Federal Convention 6 June 1787

I.B. The First Reform—the U.S. Constitution

Wirls and Wirls (2004), *The Invention of the U.S. Senate*, Chapter 4 (“the Constitutional Convention: the senate and representation”)

I.C. Constitutional Reform in Practice: the Washington Community and the Development of Political Community

James Sterling Young, (1966), *The Washington Community*, selections (2 chapters)

II.A. Democratic Reform and Party Development-Part 1

Chilton Williamson (1960), *American Suffrage from Property to Democracy*, Chapter 7, (“The revolutionary aftermath”)
Bruce Ackerman (2007), *the Failure of the Founding Fathers*, Chapter 1 (“the original misunderstanding”)

MIDTERM DUE AT THE BEGINNING OF CLASS, November 2 and through TurnItIn
I I.B. The “Shrine of Party”: Party as Community

William Crotty, “Urban Political Machines,” in Maisel and Shade (eds.), Parties and Politics in American History

III. “Progressive Reform” in the North and South

Arthur Link and Richard McCormick (1983), Progressivism, Chapter 2 (“A transformation of politics and government”)
Leon Epstein (1986), Political Parties in the American Mold, Chapter 6 (“Parties as public utilities”)
James Morone (1998), The Democratic Wish, Chapter 3 (“Administrative science and the people”)
Morgan Kousser (1974), The Shaping of Southern Politics, Chapter 2 (“Techniques of abridging the right to vote”)

IV. A. Redefining Voting Equality and Community— the Institutionalization of the U.S. Congressional Community, the Reapportionment Revolution and Redistricting

David Price (2004), The Congressional Experience, Chapter 10 (“Serving the district’)
*Bruce Cain (1985), “Assessing the partisan effects of redistricting” (APSR, vol. 79: no. 2)
Gary C. Jacobson, “All Quiet on the Western Front,” in Galderisi (ed.), Redistricting in the New Millennium

IV. B. Alternative Electoral Systems—Redefining “Communities of Interest”

Richard L. Engstrom, “Missing the Target,” in Galderisi (ed.), Redistricting in the New Millennium