

POLI 102C WINTER 2016
AMERICAN POLITICAL DEVELOPMENT:
AKA “REFORM AND THE SEARCH FOR A COMMUNITY OF INTEREST”

W 5-7:30 SOLIS 104
FINAL – Take Home, due Monday March 14 by 5PM

Note: minor changes may be made to this syllabus throughout the quarter. You are responsible for any changes mentioned in class, even if you are absent. They will be posted on the class TritonEd page.

Instructor: Peter Galderisi, SSB 449
Office Hours: T 11-3 (starts second week)

Email: Class matters: only through the course message (tools) link on tritoned.ucsd.edu for all
Other, non-class matters: pgalderisi@ucsd.edu

Please feel free to email me with questions/concerns at any time. I generally read my emails each morning and early evening until 6 PM (except Saturdays).

Grader: Lee Dionne

COURSE OVERVIEW:

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. Conversely, many today would not recognize what the framers envisioned. 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 and how that representation gets carried out? How do changes in political institutions affect that outcome.
2. How do we answer the first question within a context of continuing ambivalence towards governmental power and, yes, even democracy?

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.

EQUIREMENTS:

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 them on the "**To Do**" module on the class's TritonEd page.

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 (30%) will be available through an online link while you wait for delivery). Make sure you get the 'Revised Edition'.

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/technology/network/connections/off-campus/proxy/>

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 Wednesday, February 10, through the "TurnItIn" TritonEd link for this class. The questions will be distributed by Monday, February 1. The final (in-class) will be due by Monday, March 14, 5PM. A list of final 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.]

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 review university rules at:

<http://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html>

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, check the link above.

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 the TAs. The same documentation is required for a due date extension.

TENTATIVE OUTLINE OF READINGS

(any changes/additions will be made through TED message and announcement)

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

James Morone (1998), *The Democratic Wish*, selection, Chapter 1 (*Introduction* -- general overview of reform movements)

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*, selection, Chapter 1 (“the original misunderstanding”)

MIDTERM DUE through Turnitin, Wednesday, February 10

II.B. The “Shrine of Party”: Party as Community

Joel H. Silbey (1994), “Party Organization in Nineteenth-Century America,” in Maisel and Shade (eds.), *Parties and Politics in American History*

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

*Nelson W. Polsby (1968), “The institutionalization of the U.S. house of representatives” (*APSR*, vol. 62, no. 2)
<http://www.jstor.org/stable/pdfplus/1953331.pdf>

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)
<http://www.jstor.org/stable/pdfplus/1956652.pdf>

David T. Canon (2005), “Race, Redistricting, and the Courts,” in Galderisi (ed.), *Redistricting in the New Millennium*

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*