

POLITICAL SCIENCE 390 *AMERICAN POLITICAL DEVELOPMENT*

Professor David O'Connell
oconneld@dickinson.edu
717-254-8092
Denny Hall 13
Hours: W 10:30 – 11:30; F 2 – 4; by Appt.

Dickinson College
Spring 2016
T 1:30 – 4:30
Denny Hall 112

Course Overview

Since the early 1980s, political science has witnessed an explosion of research on the topic of American political development (APD). APD is more than just political history. Rather, it uses history as data, aiming to systematically explore institutional change and the trajectories of U.S. public policy. APD has certain commonly accepted methodologies and a number of central topics, most prominently the state, liberalism, and the impact of timing and sequencing.

This course will provide students with a critical introduction to the APD body of research. In order to do so, the class will be organized around a guiding theme- the influence of ideas and emotions in American political development. Put one way, if APD mainly adopts institutions and policy as dependent variables, this class will treat ideas and emotions as the important independent variables.

The first half of the class will focus on the role of ideas in APD. Units will cover topics including populism, liberalism, conservatism, and anti-governmentism. The second half of the class will concentrate on the role of emotions. Units will be structured around topics including disappointment, racism, fear, and political passion.

Assignments

Your grade will be determined by your performance in four separate areas.

Response Paper (10%) – After the first meeting, students will be randomly assigned a week in which they will be expected to write a **4-5 page** response paper reacting to that week's readings. You can choose to write about one book or article individually, or you can compare and contrast across multiple readings.

These papers should not be a summary of what you read. Rather, you should seek to critically engage the material. Is the evidence convincing? Did the author choose the correct methods to answer his or her question? Are other alternative explanations potentially more persuasive? What are the strengths and weaknesses of the piece? These are the types of questions you should be asking in your response. A good response paper will introduce a limited number of well-supported critiques.

All papers should be double-spaced, be written in a font equivalent to 12 pt Times New Roman, and have standard one inch margins.

Late papers will be penalized one grade (i.e. an A becomes an A-) for every day past the deadline.

Presentations (20%) – Students will be expected to help lead our discussion two times over the course of the semester. Your presentation dates will also be randomly assigned after the first meeting.

In advance of each presentation you should prepare a **memo that will be distributed to the class no later than 1:30 PM on Monday.**

This document should take a very specific form. For each reading you are responsible for generating **two questions** for the group to discuss. Your memo should have separate sections for each reading. Below each heading state your questions in bold. And below each question write **one or two paragraphs** where you suggest briefly how you would answer your own question. You will use this memo to introduce these issues as part of our discussion in class.

Good questions will be thought-provoking and generate strong reactions from the group. Each presentation will be worth 10% of your grade.

Participation (20%) – Participation is an essential part of your grade. I expect everyone to contribute to our discussions each meeting. Participation grades will be assigned using the following scale.

A = Student actively participates every class; student comments on both the strengths and weakness of the readings as well as the larger normative issues they raise; student responds to and builds on the contributions of others

B = Student participates every class but on a more limited basis; student comments more on the larger normative issues raised by the readings, but still reacts to the evidence and arguments of the books and articles themselves; student occasionally responds to the contributions of others

C = Student participates most classes, but not all; student comments are not always relevant; student infrequently engages others

D = Student almost never participates

F = No participation

Note on Attendance: After our introductory meeting, this class only meets 13 times over the course of the semester. In practice, this means that if you miss a single class, you have missed 8% of the entire course. As a result, attendance at every meeting is mandatory.

Should you miss a class for any reason (including minor illnesses), I will expect you to submit an additional response paper to make up for the missed participation opportunities. If you fail to submit the make-up paper, you will lose one full grade off your final participation mark (i.e. an A becomes a B).

The only reasons to be excused from a class are a documented medical emergency or the death of a family member. No other exceptions will be allowed.

Research Paper (50%) – The major assignment for the course is to complete an approximately **25 page** research paper. Your paper should in some way explore the impact of an idea or emotion in American political history. You are free to focus on one of the syllabus' topics if you like, or you can choose another topic we will not discuss. The paper will be due on **May 11.**

All papers should be double-spaced, be written in a font equivalent to 12 pt Times New Roman, and have standard one inch margins. It is my preference that you use the Chicago in-text author-date citation style that is common to political science research. The library's guide to Chicago style is linked on the course webpage.

Late papers will be penalized one grade for every day past the deadline.

All students must schedule a research consultation with me to review your plans and ideas for the paper. These meetings can be set at your convenience, but must take place no later than **March 11**.

Additionally, we will have a paper workshop during our class on **April 26**. Students will be told to come to class at a set time for a small panel. You must have a partial draft of your paper complete by this date. Should you fail to have a partial draft in time for the workshop your final paper will be penalized one full letter grade (i.e. an A becomes a B).

You will also be expected to deliver a short PowerPoint presentation on your paper on **May 3**.

Learning Goals

After completing this course, students should:

- Have developed the ability to systematically critique and evaluate complex pieces of scholarship.
- Have gained a substantial amount of knowledge about various aspects of U.S. political history.
- Have produced an impressive and original piece of research that represents their finest work as a Dickinsonian.

Accommodations for Disabilities

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented. The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or proctoring@dickinson.edu). Address general inquiries to 717-245-1734 or e-mail disabilityservices@dickinson.edu. For more information, go to www.dickinson.edu/ODS.

Take a Dickinsonian to Lunch and Food for Thought Programs

In an effort to encourage interaction between students and college faculty, the Office of Leadership & Campus Engagement and the Student Senate have made vouchers available for use at various local restaurants. Vouchers can be picked up in the Student Life Office on the lower level of the HUB,

weekdays from 8:30am - 4:30pm and are valued at \$8 per person. Participating restaurants include: Back Door Cafe, Dickinson College Cafeteria, Dickinson College Union Station, Issei Noodle, Market Cross Pub, Miseno's II, Mt. Fuji, North Hanover Grill, Redd's Smokehouse, and the White Elephant.

Additionally, the Food for Thought program provides faculty with tickets to share breakfast, lunch or dinner with students in the Dining Hall.

I make an effort to get to know each student who takes a class with me. I encourage you to take advantage of one of these initiatives, or at the very least to make use of my office hours at some point this semester.

Course Outline

The purchase of the following six books is required:

- Kazin, Michael. 1998. *The Populist Persuasion*. Revised Edition. Ithaca, NY: Cornell University Press.
- Kruse, Kevin M. 2005. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton, NJ: Princeton University Press.
- Morone, James A. 2003. *Hellfire Nation: The Politics of Sin in American History*. New Haven, CT: Yale University Press.
- Huntington, Samuel P. 1981. *American Politics: The Promise of Disharmony*. Cambridge, MA: Belknap.
- Gerstle, Gary. 2001. *American Crucible: Race and Nation in the Twentieth Century*. Princeton, NJ: Princeton University Press.
- Katznelson, Ira. 2005. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*. New York: WW Norton.

Additional readings will be found in PDF format on the class' Moodle website. These other readings are marked with a (M) on the outline.

Students should complete all readings prior to class for which they are assigned.

Introduction

January 26

- Pierson, Paul and Theda Skocpol. 2002. "Historical Institutionalism in Contemporary Political Science." In Ira Katznelson and Helen V. Milner, eds. *Political Science: The State of the Discipline*. New York: W.W. Norton and Company (M 693-721)
- Katznelson, Ira and John S. Lapinski. 2006. "At the Crossroads: Congress and American Political Development." *Perspectives on Politics* 4 (June): 243-260 (M)

Populism

February 2

- Kazin, *The Populist Persuasion*, 1-25; 79-133; 195-242; 260-266; 287-290
- Hofstadter, Richard. 1963. *Anti-intellectualism in American Life*. New York: Alfred A. Knopf (M vii-viii; 3-51)

Liberalism and American Exceptionalism

February 9

- Hartz, Louis. 1955. *The Liberal Tradition in America: An Interpretation of American Political Thought Since the Revolution*. New York: Harcourt, Brace and World (M 3-32)
- Orren, Karen. 1991. *Belated Feudalism: Labor, the Law, and Liberal Development in the United States*. New York: Cambridge University Press (M 1-5; 29-33; 55-62; 68-117; 209-215; 227-230)
- Smith, Rogers M. 1997. *Civic Ideals: Conflicting Visions of Citizenship in U.S. History*. New Haven, CT: Yale University Press (M 1-12; 30-39; 347-369; 469-472)
- Foner, Eric. 1984. "Why Is There No Socialism in the United States?" *History Workshop* 17 (Spring): 57-80 (M)

Conservatism

February 16

- Kruse, *White Flight*, 3-15; 105-130; 161-178; 234-258
- McGirr, Lisa. 2001. *Suburban Warriors: The Origins of the New American Right*. Princeton, NJ: Princeton University Press (M 3-63; 82-87)
- Schoenwald, Jonathan M. 2001. *A Time for Choosing: The Rise of Modern American Conservatism*. New York: Oxford University Press (M 162-189)
- Phillips-Fein, Kim. 2009. *Invisible Hands: The Making of the Conservative Movement from the New Deal to Reagan*. New York: W.W. Norton and Company (M ix-xii; 87-114)

Anti-Governmentism

February 23

- Friedberg, Aaron L. 2000. *In the Shadow of the Garrison State: America's Anti-Statism and Its Cold War Grand Strategy*. Princeton, NJ: Princeton University Press (M 3-33; 81-98; 149-154; 245-264; 340-351)
- Bensel, Richard Franklin. 1990. *Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877*. New York: Cambridge University Press (M 12-14; 94-96; 113-116; 135-161; 167-173)
- Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago, IL: University of Chicago Press (M 1-30)

The Idea of the American South

March 1

- Cobb, James C. 2005. *Away Down South: A History of Southern Identity*. New York: Oxford University Press (M 1-66; 318-339)

- Woodward, C. Vann. 1993. *The Burden of Southern History*. 3rd ed. Baton Rouge, LA: Louisiana State University Press (M 187-211)

Faith and Moralism

March 8

- Morone, *Hellfire Nation*, 1-28; 82-116; 222-256; 407-492

March 15

Spring Break- No Class

Gender

March 22

- McDonagh, Eileen. 2009. *The Motherless State: Women's Political Leadership and American Democracy*. Chicago, IL: University of Chicago Press (M 1-26; 175-200)
- Ritter, Gretchen. 2006. *The Constitution as Social Design: Gender and Civic Membership in the American Constitutional Order*. Stanford, CA: Stanford University Press (M 6-7; 33-65)
- Marshall, Susan E. 1997. *Splintered Sisterhood: Gender and Class in the Campaign Against Woman Suffrage*. Madison, WI: University of Wisconsin Press (M 3-57; 231-235)
- Cott, Nancy F. 2000. *Public Vows: A History of Marriage and the Nation*. Cambridge, MA: Harvard University Press (M 1-8; 77-131)

Disappointment

March 29

- Huntington, *American Politics: The Promise of Disharmony*, 1-41; 61-70; 85-104; 236-245
- Skowronek, Stephen. 1997. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*. Cambridge, MA: Belknap (M 3-15; 33-58)
- Schlesinger, Jr., Arthur M. 1986. *The Cycles of American History*. Boston, MA: Houghton Mifflin (M 23-48)
- Burnham, Walter Dean. 1970. *Critical Elections and the Mainsprings of American Politics*. New York: WW Norton and Company (M 175-193)

Racism 1

April 5

- Gerstle, *American Crucible*, 3-80; 311-345
- Valelly, Richard M. 2004. *The Two Reconstructions: The Struggle for Black Enfranchisement*. Chicago, IL: University of Chicago Press (M 1-22)

Racism 2

April 12

- Katznelson, *When Affirmative Action Was White*, ix-xv; 18-52; 113-141; 149-162
- Dudziak, Mary L. 2000. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University (M 3-17; 152-202)

- Formisano, Ronald P. 1991. *Boston Against Busing: Race, Class, and Ethnicity in the 1960s and 1970s*. Chapel Hill, NC: University of North Carolina Press (M ix-xiv; 66-120; 130-137)

Passion and Fear

April 19

- Morone, James A. 1998. *The Democratic Wish: Popular Participation and the Limits of American Government*. Revised ed. New Haven, CT: Yale University Press (M 1-30; 97-128; 322-338)
- Gottschalk, Marie. 2006. *The Prison and the Gallows: The Politics of Mass Incarceration in America*. New York: Cambridge University Press (M 1-17; 115-138; 165-196; 236-245)
- Hofstadter, Richard. 1979. *The Paranoid Style in American Politics and Other Essays*. Chicago, IL: University of Chicago Press (M 3-40)

April 26

Paper Workshop- Partial Draft is Due

May 3

Last Class- Research Presentations

May 11

Final Papers Due by Noon