

Political Science 202

Fall 2010

Lectures on Mondays and Wednesdays (and occasional Fridays), 11:00-11:50

Recitations on Thursdays or Fridays

Argument in Political Science Syllabus 2.0

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Office hours: Monday afternoons, 2:00-3:00; Thursday mornings, 10:00-11:30

Recitation leaders: Eric Auslander, Jessica Bagley, Trevor Baisden, Matt Lavigueur, Emily McGraw, Courtney Murtha, Nate Novosel, and Marley Schneier.

The general aim of Political Science 202 is to introduce you to the nature of argument. The course is designed to expose you to the variety of concepts, methodologies, and forms of evidence that characterize political science. You will be taught to recognize arguments in what you read and to develop your own arguments in what you write. This semester we examine the underpinnings of American democracy. Drawing on classic examples of American political thought as well as writings by contemporary political scientists, we analyze the centuries-long struggle to protect democracy against itself. Our central theme is the tension between majority rule and minority rights, which shaped the American War for Independence and continues to define the contours of political discourse today.

Books

Six books are available for purchase at the University of Rochester Bookstore. These books are also on reserve at Rush Rhees Library:

1. David Wootton, ed., *The Essential Federalist and Anti-Federalist Papers*.
2. Alexis de Tocqueville, *Democracy in America*, translated by George Lawrence.
3. John H. Aldrich, *Why Parties?* (1995).
4. Nancy Woloch, *Muller v. Oregon* (1996).
5. Ira Katznelson, *When Affirmative Action Was White* (2005).
6. Richard F. Fenno, Jr., *Congress at the Grassroots* (2000).

Course website

<http://my.rochester.edu>

The website contains lots of information essential to the course—selected student papers, supplemental readings for discussion in your recitation, and links to all required readings not in the books listed above. To access these readings off-campus, either you will need to need to download and run VPN (so that your computer can be viewed as part of the University's network) or you will need to locate the reading through the Rush Rhees website, entering your NetID and password. You can find VPN at <<http://www.rochester.edu/ITS/vpn/>>. *If any link on the website does not work, please let Trevor Baisden (the class webmaster) know immediately by email at <trevor.baisden@rochester.edu>.*

Requirements

Class participation is worth 20% of your grade. You are expected to attend lectures and recitations on a regular basis. The baseline participation grade is determined by participation in recitations. *You must attend recitation on a regular basis to receive credit for the course.*

Short papers and the final exam are worth the remaining 80% of your grade.

To receive credit for the course, you must attend recitation on a regular basis, submit at least five papers (according to the schedule below), and take the final exam. Anyone who does not fulfill these minimal requirements cannot receive credit for the course. The final exam schedule is set by the Registrar. The final exam for this course will be given at 7:15 pm on Monday, December 20.

You must write between five and eleven papers and write them on a regular basis throughout the semester. For the first paper, the only option is to write on the Unit B question and readings. The remaining paper units are grouped into pairs, as follows:

- Paper 1: Unit B
- Paper 2: Unit C or D
- Paper 3: Unit E or G
- Paper 4: Unit H or I
- Paper 5: Unit J or K
- Paper 6: Unit L or M

You must write at least one paper from at least five of the six groupings listed above. Thus you can skip one of the paper groupings—but not more than one—without penalty.*

You must submit at least five papers (according to this schedule) to receive credit for the course. If you write exactly five papers, all five grades count. If you write between six and ten papers, we drop the lowest grade. If you write eleven papers, we drop the two lowest grades. Should you wish to count every paper grade, you may do so if you notify your teaching assistant by e-mail before the final exam. *The number of papers you write determines the relative weight of your papers and final exam.* These are the various weightings:

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| Five or six papers (five paper grades) | 45% papers, 35% final exam |
| Seven papers (six paper grades) | 50% papers, 30% final exam |
| Eight papers (seven paper grades) | 55% papers, 25% final exam |
| Nine papers (eight paper grades) | 60% papers, 20% final exam |
| Ten or more papers (nine paper grades) | 65% papers, 15% final exam |

Keep papers short and to the point. Papers should be 600-1,000 words in length (about 2-3 pages). *No paper may exceed 1,000 words.* Double-space the papers, use 12-point font, and no funny stuff with the margins; an inch on each side is about right. Place your recitation leader's name at the top of your paper.

Papers are due in your recitation leader's mailbox in Harkness 314 no later than 12:30 p.m. on Tuesdays. Requests for extensions will be granted only on a rare, case-by-case basis; except in the case of a genuine and unforeseen emergency, no late papers will be accepted without prior permission. If you do need an extension, contact your recitation leader or Professor Gamm as early as possible.

In the first weeks of the semester, three anonymous student papers will be posted to the course website each Wednesday evening. You are responsible for reading those three anonymous papers as preparation for your recitation on Thursday or Friday; you should copy those papers and bring the copies with you to recitation. In later weeks of the semester, a special reading will be posted to the website. You should be prepared to discuss this reading in recitation. Although we will continue posting selected student papers in these later weeks, they are intended for reference purposes only; they will not be discussed in recitation.

* THE FINE PRINT: If you skip two pairs of units, you will receive a "0" as one of your paper grades, and this "0" may not be dropped. If you skip three pairs of units, you will receive *two* paper grades of "0," and these grades may not be dropped. *You may not skip more than three pairs of units and still receive credit for the course. Whether or not you skip any pairs of units, you still must write five serious papers to receive credit for the course.*

Unit A—Parchment Barriers

- Sept. 1 Lecture
Sept. 3 No class—Annual meeting of the American Political Science Association
Sept. 6 No class—Labor Day
Sept. 8 Lecture
Sept. 10 No class—Rosh Hashanah

No paper assignment.

Declaration of Independence, 1776.

Constitution of the United States, 1787.

The Federalist No. 84, first twelve paragraphs (ending with the words “. . . entirely foreign from the substance of the thing.”), 28 May 1788, in David Wootton, ed., *Essential Federalist*, 301-306.

James Madison to Thomas Jefferson, 17 Oct. 1788.

Thomas Jefferson to James Madison, 15 Mar. 1789.

Bill of Rights, 1789.

Unit B—Institutional Design

- Sept. 13 Lecture
Sept. 15 Lecture
Sept. 16/17 Recitation

Paper due Sept. 14. In *The Federalist*, James Madison argues that representation, an extended republic, checks and balances, and federalism will be sufficient to counteract the dangers of majority tyranny. What forms of tyranny do the Pennsylvania Minority, Centinel, and Calhoun worry about, and why do they believe that the solutions offered in *The Federalist* are insufficient, perhaps even harmful?

The Federalist Nos. 10, 48, 51, 62, 63, 70.

Address of the Minority of the Pennsylvania Convention, in Wootton, *Essential Federalist*, 11-24.

Letters of Centinel, No. 1, in Wootton, *Essential Federalist*, 65-74.

John C. Calhoun, speech, United States Senate, 19 Feb. 1847.

John C. Calhoun, excerpt from *A Disquisition on Government*.

Unit C—Democratic Tyranny

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| Sept. 20 | Lecture |
| Sept. 22 | Lecture |
| Sept. 23/24 | Recitation |

Paper due Sept. 21. Compared to “aristocratic” times, when, according to Tocqueville, certain individuals could assert their individuality and challenge tyrannical authority, threats to liberty abound in a democratic age. What does Tocqueville regard as the chief threats posed by democracy to individual liberty—threats emanating from society generally, from majority rule in government, from public opinion, from the general sway of democratic and egalitarian ideals? Drawing on Berkman and Plutzer, consider whether the ongoing debate over the teaching of evolution is consistent with Tocqueville’s concerns about public opinion or undermines his argument.

Alexis de Tocqueville, *Democracy in America*, ed. J. P. Mayer and transl. George Lawrence, xiii-xiv, 9-20, 50-60, 173, 196-99, 205-8, 231-35, 246-61, 395-400, 433-36, 503-9, 535-38, 667-74, 690-705.

Michael B. Berkman and Eric Plutzer, “Scientific Expertise and the Culture War: Public Opinion and the Teaching of Evolution in the American States,” *Perspectives on Politics* 7 (2009), 485-99.

Unit D—Democratic Liberty

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| Sept. 27 | Lecture |
| Sept. 29 | Lecture |
| Sept. 30/Oct. 1 | Recitation |

Paper due Sept. 28. What are the norms, behaviors, and attitudes that Tocqueville regards as necessary for the preservation of liberty in a democratic society, and how do Americans learn those “habits of the heart”? Drawing on Tocqueville and Zink, analyze the specific institutions, documents, interactions, and relationships that teach Americans how to be a free people.

Alexis de Tocqueville, *Democracy in America*, ed. J. P. Mayer and transl. George Lawrence, 61-70, 87-98, 189-95, 199-201, 235-45, 262-76, 286-311, 509-28, 604-605.

James R. Zink, “The Language of Liberty and Law: James Wilson on America’s Written Constitution,” *American Political Science Review* 103 (2009), 442-55.

Unit E—Social Choice and the Origins of American Political Parties

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| Oct. 4 | Lecture |
| Oct. 6 | Lecture |
| Oct. 7/8 | Recitation |

Paper due Oct. 5. How do Jefferson and Hamilton’s opinions on the constitutionality of a national bank provide an intellectual framework for their division over the “great principle,” and, how, according to Aldrich, can social choice theory explain the origins of party organization in the 1790s around this principle?

John Aldrich, *Why Parties?*, 3-45, 57-96.

Thomas Jefferson, Opinion on the Constitutionality of the Bill for Establishing a National Bank, 15 Feb. 1791.

Alexander Hamilton, Opinion on the Constitutionality of the Bank, 23 Feb. 1791.

Unit F—Liberty, Slavery, and Union

Oct. 11 No class—Fall break

Oct. 13 Lecture

Oct. 15 Lecture

No paper assignment.

Thomas Jefferson to John Holmes, 22 Apr. 1820.

David Walker's Appeal, 1829, excerpts.

William Lloyd Garrison, "On the Constitution and the Union," *The Liberator*, 29 Dec. 1832.

William Lloyd Garrison, "The American Union," *The Liberator*, 10 Jan. 1845.

Frederick Douglass, "What to the Slave Is the Fourth of July?" speech, Rochester, N.Y., 5 July 1852.

Stephen A. Douglas and Abraham Lincoln, seventh joint debate, Alton, Ill., 15 Oct. 1858. (Be sure to use both links on the website to read the entire debate.)

Unit G—Collective Action, Ambition, and Two-Party Politics

Oct. 18 Lecture

Oct. 20 Lecture

Oct. 21/22 Recitation

Paper due Oct. 19. According to Wallace and Aldrich, what were the new and distinctive features of the party organizations that emerged in New York and across the nation in the 1820s and 1830s? Explain, too, the collective action problems that Martin Van Buren confronted—and how he solved them.

Michael Wallace, "Changing Concepts of Party in the United States: New York, 1815-1828," *American Historical Review* 74 (1968), 453-91.

John Aldrich, *Why Parties?*, 45-57, 97-156.

Unit H—Women and Labor

Oct. 25 Lecture

Oct. 27 Lecture

Oct. 28/29 Recitation

Paper due Oct. 26. Do laws protecting women in the workplace undermine or strengthen gender equality and the full participation of men and women in the political sphere? In answering this question, be sure to consider the arguments and evidence of McDonagh, Woloch, *Ritchie v. People*, Louis D. Brandeis, the brief for Curt Muller, and *Muller v. Oregon*.

Nancy Woloch, *Muller v. Oregon*, 1-83, 93-96, 99-105, 109-33 (skim), 133-50.

Eileen McDonagh, "It Takes a State: A Policy Feedback Model of Women's Political Representation," *Perspectives on Politics* 8 (2010), 69-91.

Unit I— Race, Gender, and the New Deal

Nov. 1 Lecture
Nov. 3 Lecture
Nov. 4/5 Recitation

Paper due Nov. 2. What were the political forces that led Congress to consider, but reject, anti-lynching legislation and to discriminate against African Americans in other legislation in the 1920s, 1930s, and 1940s?

Ira Katznelson, *When Affirmative Action Was White*, 1-79, 113-41.

Jeffery A. Jenkins, Justin Peck, and Vesla M. Weaver, “Between Reconstructions: Congressional Action on Civil Rights, 1891-1940,” *Studies in American Political Development* 24 (2010), 57-89.

Unit J—Civic Activity and Inequality

Nov. 8 Lecture
Nov. 10 Lecture
Nov. 11/12 Recitation

Paper due Nov. 9. Why are some people more likely than others to participate in politics? How have the decline of voluntary associations and the rise of the internet affected patterns of participation?

Henry E. Brady, Sidney Verba, and Kay Lehman Schlozman, “Beyond SES: A Resource Model of Political Participation,” *American Political Science Review* 89 (1995), 271-294.

Robert D. Putnam, “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy* 6 (1995), 65-78.

Theda Skocpol, “Voice and Inequality: The Transformation of American Civic Democracy,” 2003 Presidential Address, American Political Science Association, *Perspectives on Politics* 2 (2004), 3-20.

Kay Lehman Schlozman, Sidney Verba, and Henry E. Brady, “Weapon of the Strong? Participatory Inequality and the Internet,” *Perspectives on Politics* 8 (2010), 487-509.

Unit K—Representation

Nov. 15 Lecture
Nov. 17 Lecture
Nov. 18/19 Recitation

Paper due Nov. 16. What is Jack Flynt’s style of representation, and how well does it accord with the visions of representation articulated by *The Federalist*, DeWitt, and Smith?

The Federalist Nos. 35, 52, 55, 57.

John DeWitt, No. 3, Fall 1787.

Melancton Smith, speeches before the New York Ratifying Convention, 20-23 June 1788, in David Wootton, ed., *Essential Federalist*, 42-58.

Richard F. Fenno, Jr., *Congress at the Grassroots*, 1-88.

Unit L—Candidates, Parties, and the Changing South

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| Nov. 22 | Lecture |
| Nov. 24 | No class—Thanksgiving Break |
| Nov. 26 | No class—Thanksgiving Break |
| Nov. 29 | Lecture |
| Dec. 1 | Lecture |
| Dec. 2/3 | Recitation |

Paper due Nov. 30. How have parties changed since the 1960s? In answering this question, consider not only shifting party alignments but also the relationship among parties, candidates, and voters.

John Aldrich, *Why Parties?*, 163-65, 180-86, 194-201, 241-74.

Nicholas A. Valentino and David O. Sears, “Old Times There Are Not Forgotten: Race and Partisan Realignment in the Contemporary South,” *American Journal of Political Science* 49 (2005), 672-88.

Richard F. Fenno, Jr., *Congress at the Grassroots*, 89-152.

Unit M—Partisanship and the Contemporary Senate

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| Dec. 6 | Lecture |
| Dec. 8 | Lecture |
| Dec. 9/10 | Recitation |
| Dec. 13 | Lecture |

Paper due Dec. 7. In what ways does the 2010 Senate resemble the 1960 Senate, and in what ways are these fundamentally different institutions? What factors have contributed to the changes in the Senate?

Donald R. Matthews, *U.S. Senators and Their World* (Chapel Hill, N.C.: University of North Carolina Press, 1960), 92-117.

Barbara Sinclair, “Senate Styles and Senate Decision Making, 1955-1980,” *Journal of Politics* 48 (1986), 877-908.

George Packer, “The Empty Chamber: Just How Broken Is the Senate?” *The New Yorker*, 9 Aug. 2010, 38-51.

Steven S. Smith, “The Senate Syndrome,” Brookings Institution, *Issues in Governance Studies* 35 (June 2010), 1-30.