

**Political Science 4105**  
**AMERICAN POLITICAL DEVELOPMENT**  
Fall 2019 (42643)  
301 Baldwin  
TTh 3:30-4:45 p.m.

Dr. Jamie L. Carson  
Office: Baldwin 304B  
Office Hours: Mondays 2:00-3:30 and by appointment

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### **Course Overview**

This upper-level course is intended as a broad survey of the literature on American political development. The central focus of the course will be on the historical development of political institutions, but much of what we discuss will have direct relevance for the study of institutions more generally. As such, we will focus on the origins and evolution of political parties, balloting and primaries, elections, congressional politics, the presidency, the courts, and state authority. Throughout the course, we will pay attention to current political and scholarly controversies (as well as some “classics”) in terms of identifying important research questions related to institutional change and development. By the end of the course, you should have a better understanding of research on American political development.

### **Required Texts**

Robertson, David Brian. 2013. *The Original Compromise: What the Constitution's Framers were Really Thinking*. Oxford University Press. ISBN: 978-0-19-979629-8

Carson, Jamie and Joel Sievert. 2018. *Electoral Incentives in Congress*. University of Michigan Press. ISBN: 978-0-472-03750-6

Ellis, Richard J. 2018. *The Development of the American Presidency*. Third edition. New York: Routledge. ISBN: 978-1-138-03924-7

### **Course Materials**

The readings for the course will be drawn from the list of books above, in addition to scholarly articles each week. Required books are available for purchase from the usual sources or may be checked out from the library. Unless otherwise indicated, assigned articles can be downloaded from [www.jstor.org](http://www.jstor.org) or from the UGA library (<http://www.libs.uga.edu/ejournals/>). Please keep in mind that assigned readings or the course schedule may be altered at the discretion of the instructor.

### **General Expectations**

I expect all students to behave professionally in this class. You are expected to attend class regularly, to show up on time, and be prepared to participate in discussions. You are responsible for all material in the readings and lectures, even if you are unable to attend class. It is your responsibility to remain aware of specific deadlines or dates posted on the syllabus and to be sure that assignments are completed on time.

## **Course Requirements and Grading**

Your grade in this course will be based on the following components:

1. Attendance/Participation (15%)
2. Final Paper (20%)
3. Exam One (20%)
4. Exam Two (20%)
5. Final Exam (25%)

In terms of final grades in light of the +/- grading system, an A will be given to anyone receiving 94 or more points, an A- to those receiving 90-93 points, a B+ to those receiving 87-89 points, a B to those receiving 83-86 points, a B- to those receiving 80-82 points, a C+ to those receiving 77-79 points, a C to those receiving 73-76 points, a C- to those receiving 70-72 points, a D to those receiving 60 to 69 points, and an F to anyone receiving fewer than 60 points in the course.

### ***Attendance/Participation***

Your grade will be based on class attendance and the quality of your classroom participation. You are allowed one unexcused absence without penalty. Students are expected to participate through asking questions and answering inquiries raised in class. Keep in mind that it is difficult to participate without being physically present. To adequately prepare for class, all assigned readings should be completed by the dates indicated on the course schedule. Not all assigned readings may be discussed extensively in class; nonetheless you are responsible for familiarizing yourself with them.

### ***Final Paper***

Everyone will be required to submit a final paper near the end of the semester (more details to follow in the coming weeks). These papers should be approximately 4-5 pages in length in a typed, double-spaced format with one-inch margins. *Your final grade on the project will be penalized if there are grammatical or spelling errors in the completed paper.*

### ***Exams***

There will be three exams in this course. Exams are closed book and will include a mix of identification, short answer, and essay questions. The final exam is cumulative and will include material covered in the class lectures and the assigned reading. *A blue or green book will be required for each exam.*

### ***Incompletes and Make-Up Policy***

A final grade of "Incomplete" will only be given in this course under exceptional circumstances and is solely at the discretion of the instructor. If an incomplete is given, it is the student's responsibility to complete the necessary requirements as early in the following semester as possible. Legitimate excuses for absence from an exam (e.g., a university-sanctioned activity, religious holiday, medical emergency, or illness) must be accepted **prior** to the exam when feasible to allow a make-up to be scheduled. As a rule, late assignments will not be accepted unless approval is obtained in advance from the instructor.

### ***Miscellaneous***

No "extra credit" will be assigned under any circumstances. *Final grades may only be changed in the event of a clerical error* (e.g., points summed incorrectly). Keep in mind that information pertaining to course grades cannot be discussed over the telephone or via email. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### ***Instructor Availability***

If you would like to speak with me outside of class, feel free to stop by my office during scheduled office hours. Occasionally I have meetings during the day and may be unavailable. To ensure that I am in my office on a given day, email me ahead of time to set up a specific time to meet.

## Special Needs and Academic Honesty

Students with special needs that require accommodation should notify me and the Office for Disability Services as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: [http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm).

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## Course Schedule (Assigned readings are to be completed by the dates listed below.)

- 8/15 Introduction – What is American Political Development?
- The Founding**
- 8/20 Robertson, *The Original Compromise* (pgs. 3-78)
- 8/22 Robertson, *The Original Compromise* (pgs. 81-159)
- 8/27 Robertson, *The Original Compromise* (pgs. 163-236)
- 8/29 Dougherty, Keith T. and Jac C. Heckelman. 2006. “A Pivotal Voter from a Pivotal State: Roger Sherman at the Constitutional Convention.” *American Political Science Review* 100(May): 297-302.  
Robertson, David B. 2006. “A Pivotal Politician and Constitutional Design.” *American Political Science Review* 100(May): 303-308.
- National Authority and the State**
- 9/3 Kernell, Samuel and Michael P. McDonald. 1999. “Congress and America’s Political Development: The Transformation of the Post Office from Patronage to Service.” *American Journal of Political Science* 43(July): 792-811.  
Theriault, Sean M. 2003. “Patronage, the Pendleton Act, and the Power of the People.” *Journal of Politics* 65(February): 50-68.
- 9/5 Engstrom, Erik, Jesse Hammond, and John Scott. 2013. “Capitol Mobility: Madisonian Representation and the Location and Relocation of Capitals in the United States.” *American Political Science Review* 107(May): 225-240.
- Political Parties**
- 9/10 Aldrich, John H. and Ruth W. Grant. 1993. “The Anti-Federalists, the First Congress and the First Parties.” *Journal of Politics* 55(May): 295-326.
- 9/12 Jenkins, Jeffery A. 1999. “Why No Parties? Investigating the Disappearance of Democrat-Whig Divisions in the Confederacy.” *Studies in American Political Development* 13(October): 245-262.
- 9/17 **Exam One**

### **Balloting**

- 9/19 Katz, Jonathan N. and Brian R. Sala. 1996. "Careerism, Committee Assignments, and the Electoral Connection." *American Political Science Review* 90(March): 21-33.
- 9/24 Bensel, Richard. 2003. "The American Ballot Box: Law, Identity, and the Polling Place in the Mid-Nineteenth Century." *Studies in American Political Development* 17(April): 1-27.

### **Antebellum Politics and Elections**

- 9/26 Bianco, William T., David B. Spence, and John D. Wilkerson. 1996. "The Electoral Connection in the Early Congress: The Case of the Compensation Act of 1816." *American Journal of Political Science* 40(February): 145-171.
- 10/1 Jenkins, Jeffery A. and Brian R. Sala. 1998. "The Spatial Theory of Voting and the Presidential Election of 1824." *American Journal of Political Science* 42(October): 1157-1179.
- 10/3 Carson, Jamie L. and Erik J. Engstrom. 2005. "Assessing the Electoral Connection: Evidence from the Early United States." *American Journal of Political Science* 49(October): 746-757.

### **Postbellum Politics and Elections**

- 10/8 Carson and Sievert, *Electoral Incentives in Congress* (pgs. 1-76)
- 10/10 Carson and Sievert, *Electoral Incentives in Congress* (pgs. 77-158)
- 10/15 Engstrom, Erik J. 2012. "The Rise and Decline of Turnout in Congressional Elections: Electoral Institutions, Competition, and Strategic Mobilization." *American Journal of Political Science* 56(April): 373-386.
- 10/17 Schiller, Wendy, Charles Stewart, and Benjamin Xiong. 2013. "U.S. Senate Elections before the 17<sup>th</sup> Amendment: Political Party Cohesion and Conflict 1871-1913." *Journal of Politics* 75(July): 835-847.

### **Exam Two**

#### **U.S. Congress**

- 10/24 Jenkins, Jeffery A. 1998. "Property Rights and the Emergence of Standing Committee Dominance in the Nineteenth-Century House." 1998. *Legislative Studies Quarterly* 23(November): 493-519.
- 10/29 Binder, Sarah A. 2007. "Where Do Institutions Come From? Exploring the Origins of the Senate Blue Slip." *Studies in American Political Development* 21(April): 1-15.
- 10/31 Engstrom, Erik J. 2007. "Stacking the States, Stacking the House: The Politics of Congressional Redistricting in the Nineteenth Century." *American Political Science Review* 100 (August): 419-428.
- 11/5 Roberts, Jason M. 2010. "The Development of Special Orders and Special Rules in the U.S. House, 1881-1937." *Legislative Studies Quarterly* 35(August): 307-336.

11/7 Kernell, Samuel and Gary C. Jacobson. 1987. "Congress and the Presidency as News in the Nineteenth Century." *Journal of Politics* 49(November): 1016-1035.

**U.S. Presidency**

11/12 Ellis, *The Development of the American Presidency* (pgs. 1-72)

11/14 Ellis, *The Development of the American Presidency* (pgs. 79-187)

11/19 Ellis, *The Development of the American Presidency* (pgs. 257-364)

**The Judiciary**

11/21 Clinton, Robert Lowry. 1994. "Game Theory, Legal History, and the Origins of Judicial Review: A Revisionist Analysis of *Marbury v. Madison*." *American Journal of Political Science* 38(May): 285-302.

Carson, Jamie and Benjamin Kleinerman. 2002. "A Switch in Time Saves Nine: Institutions, Strategic Actors, and FDR's Court-Packing Plan." *Public Choice* 113(6): 301-324.

**\*Final Papers Due**

11/26 **TBA**

11/28 ***No Class, Thanksgiving***

12/3 Course Review

12/5 ***No Class, Reading Day***

12/10 **Final Examination, 3:30-6:30 p.m.**