

Political Science 4105H
AMERICAN POLITICAL DEVELOPMENT HONORS
Fall 2023 (42642)
302 Baldwin
TTh 2:20-3:35 p.m.

Dr. Jamie L. Carson
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Course Overview

This honors seminar 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

Balogh, Brian. 2009. *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press. ISBN: 978-0521527866

Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2020. *Deep Roots: How Slavery Still Shapes Southern Policies*. Princeton: Princeton University Press. ISBN: 978-0691203720

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 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 (20%)
2. Short Writing Assignment (10%)
3. Final Paper (20%)
4. Midterm Exam (25%)
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. For privacy reasons, grades cannot be discussed over the phone or via email.

Attendance/Participation

Your grade in this area will be based on class attendance and the quality of your classroom participation. You are allowed one unexcused absence without penalty. After one absence, your attendance grade will be penalized unless you have a legitimate excuse for missing class. *Since this is an upper division honors seminar, each student will be expected to present the assigned material and lead the class discussion at least once during the semester starting in early September.* Students are expected to actively participate through asking questions and answering inquiries raised in class even on days they are not responsible for leading class discussion. Keep in mind that this class is a collaborative enterprise. For the seminar to be a useful learning experience, you *must* come to class and be prepared to participate in discussions.

Short Writing Assignment

Each student will be required to submit a short writing assignment on the day that you are responsible for leading class discussion. This assignment should briefly summarize and critically analyze the assigned readings. The paper should be approximately 2-3 pages in length in a typed, double-spaced format with one-inch margins. *Be sure to spell check and read over your paper before submitting it for a grade.*

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 5-6 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 two 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.

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 meet in person. 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.

Accommodations and Academic Honesty

Students that require accommodation should notify me and the Office for Disability Services as soon as possible so appropriate arrangements can be made. All information and documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” More detailed information can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Keep in mind that students are not allowed to use ChatGPT or other AI software when writing course essays or papers.

Policy on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Miscellaneous

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. In this class, 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). The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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

8/17 Introduction

The Founding

8/22 Robertson, *The Original Compromise* (pgs. 3-78)

8/24 Robertson, *The Original Compromise* (pgs. 81-159)

8/29 Robertson, *The Original Compromise* (pgs. 163-236)

8/31 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.

Political Parties

9/5 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.

9/7 Anzia, Sarah F. 2012. "Partisan Power Play: The Origins of Local Election Timing as an American Political Institution." *Studies in American Political Development* 26(April): 24-49.

National Authority and the State

9/12 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.

9/14 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.

9/19 Balogh, *A Government Out of Sight* (pgs. 1-111)

9/21 Balogh, *A Government Out of Sight* (pgs. 112-276)

9/26 Balogh, *A Government Out of Sight* (pgs. 277-399)

Balloting

9/28 Katz, Jonathan N. and Brian R. Sala. 1996. "Careerism, Committee Assignments, and the Electoral Connection." *American Political Science Review* 90(March): 21-33.

10/3 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.

10/5 **Midterm Exam**

Antebellum Politics and Elections

- 10/10 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.
- 10/12 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.
- 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.
- 10/17 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.
- 10/19 Schiller, Wendy, Charles Stewart, and Benjamin Xiong. 2013. "U.S. Senate Elections before the 17th Amendment: Political Party Cohesion and Conflict 1871-1913." *Journal of Politics* 75(July): 835-847.

Postbellum Politics and Elections

- 10/24 Carson and Sievert, *Electoral Incentives in Congress* (pgs. 1-76)
- 10/26 Carson and Sievert, *Electoral Incentives in Congress* (pgs. 77-158)

U.S. Congress

- 10/31 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.
- 11/2 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.
- 11/7 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.
- 11/9 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.

U.S. Presidency

- 11/14 Rogowski, Jon C. 2016. "Presidential Influence in an Era of Congressional Dominance." *American Political Science Review* 110(2): 325-341.
- 11/16 Taylor, Mark Zachary. 2021. "The Historical Presidency: The Gilded Age Presidents and the Economy." *Presidential Studies Quarterly* 51(4): 860-883.

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**

- 11/23 *No Class, Thanksgiving*
- 11/28 Acharya, Blackwell, and Sen, *Deep Roots* (pgs. 1-101)
- 11/30 Acharya, Blackwell, and Sen, *Deep Roots* (pgs. 105-216)
- 12/5 *No Class* (Friday Class Schedule)
- 12/7 **Final Examination**, 3:30-6:30 p.m.

Reflections on 20+ Years of College Teaching

Here are some simple lessons that will take you far in this class (and in life more generally) and it is best to start practicing them now as they will definitely pay off later:

1. This one seems obvious but is often overlooked: learn how to write an effective email. First, begin with a proper greeting such as “Dear Dr. [Last Name] or Professor.” Don’t begin with “Hey!” It’s just rude.
2. On a related point, keep your emails short and to the point. We don’t need to know every detail of your life. But, most importantly, be direct and provide some context. If I have no idea who you are or what you are asking for, I may not respond very quickly.
3. If you have a legitimate excuse for missing a scheduled exam or the due date for an assignment, I am willing to work with you up to a point. If you have to miss an exam or turn in a paper late because your high school buddy is getting married and you want to leave town early to attend the rehearsal dinner, that unfortunately doesn’t qualify.
4. The date of the final exam is set by the university, and I can’t do anything about it so plan accordingly. Also, taking an exam early is never an option so please don’t ask to do so. On a similar note, please tell your parents not to buy you a plane ticket home before the actual end of the semester so we can avoid any awkward discussions.
5. Proofread everything you email or submit for a grade. It really does make a difference.
6. Your goal in this class should be learning and less on earning a certain letter grade.
7. Always consult the syllabus before quickly firing off an email with a question that is likely already addressed in the syllabus (such as when an assignment is due or when the next exam is scheduled). It will ultimately save everyone time in the end.
8. Expect a reasonable turnaround time when you do email me. I’m always amazed when someone emails me at 12:30 a.m. on a Friday or Saturday night and seems surprised when I don’t email them back until Monday. Professors have lives too and we don’t spend all of them waiting for emails to come in.
9. Don’t be afraid to ask questions in class. Most of us love to talk and we actually get paid to teach and answer your questions. We really don’t mind at all.
10. But don’t ask for extra credit, especially after not completing most of the work during the course of the semester. That is one of my biggest pet peeves of all.
11. At some point, you may need one or more professors to write you a recommendation letter for a job application, an internship you are interested in, or for a scholarship that you’d like to apply for. Keep the above suggestions in mind before you ask for one because our letters can be brutally honest in terms of focusing on the strengths and weaknesses of the individuals we are writing about. Employers and those screening applicants for various positions expect that from us.
12. Finally, if you continue to come to my class after the first day, that means you have accepted the terms of the contract (i.e., the syllabus), regardless of whether you have read it fully. Keep in mind that the terms of the syllabus are not negotiable.