POL433/USA403: TOPICS IN U.S. GOVERNMENT AND POLITICS:
AMERICAN POLITICAL DEVELOPMENT

UNIVERSITY OF TORONTO
WINTER 2020

Dr. Connor Ewing
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Schedule: Monday 10:00am-12:00pm
Location: BL 113
Office Hours: Mon. & Tues. 12:00-2:00 pm, Larkin 215

Course Description
This course explores the substance, nature, and study of American political development. It will begin by examining the methodology, mechanisms, and patterns of American political development from the founding to the present. Emphasis will be placed on divergent perspectives on the nature of political development, particularly narratives of continuity and discontinuity. Taking an institution-based approach, the course will then examine the central institutions of American politics and how they have developed over the course of American political history. Relevant to these institutional developments are a host of topics that students will have the opportunity to explore further in various written assignments. This include, but are not limited to, the following: the Constitution and the founding; political economy, trade, and industrialization; bureaucracy and administration; citizenship and inclusion; race and civil rights; law and legal development; and political parties.

Course Objectives
This course is intended to:

• provide students with an understanding of key themes in and approaches to American political development;

• expose students to multiple methods of political analysis, with an emphasis on the relationship and tensions between qualitative and quantitative methods; and

• develop written and oral communication skills through regular classroom discussions and a range of writing assignments.

Course Texts
• The Search for American Political Development, Karen Orren and Stephen Skowronek (Yale University Press, 2004)

• The Legacies of Losing, Nicole Mellow and Jeffrey Tulis (University of Chicago Press, 2018)

All other readings will be available on the course website.
**Academic Integrity**

The University of Toronto treats cases of plagiarism very seriously. The *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the procedures for addressing academic offenses. If you have questions or concerns about what constitutes appropriate academic behaviour or research and citation methods, you should seek information from your instructor or other university resources. (See [http://www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html).)

**Accessibility**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. For information on services and resources, see [http://www.studentlife.utoronto.ca/as](http://www.studentlife.utoronto.ca/as). If relevant to you, please visit Accessibility Services as early in the term as possible. Official written notice prior to the first assignment deadline is necessary for any academic accommodations.

**Late Penalty Policy**

For assignments submitted after the due date, a penalty of 5% per day of lateness will be assessed. For assignments due over the course of the term (e.g., discussion questions), it is the responsibility of the student to ensure that the minimum number are submitted before the conclusion of the term.

**Re-Marking Policy**

If you believe an assignment has been incorrectly graded, there is the opportunity for re-marking. To initiate this process, you must submit a brief written statement outlining why you believe you deserve a higher mark. This statement should be submitted no sooner than 2 but no more than 7 days after the assignment or exam is returned. Your assignment or exam will then be remarked in full and the new mark, whether higher or lower than the original, will be final.

**TurnItIn Statement**

This course utilizes Turnitin.com for the submission of assignments. Submission of coursework to Turnitin.com is requested for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site. If you cannot or do not wish to use Turnitin, you may submit paper copies of your work with supporting notes BUT must notify us of this in advance of assignment deadlines.
Marking Scheme

- Participation: 20%
- Discussion Questions: 10% (graded credit/no credit)
  - 8 times over the course of weeks 2-12. Due by 12 AM the Sunday before class.
- Book Review: 15%
  - You are to select a book to review related to the topic(s) for one week between Week 7-12. This can be from the list of recommended readings included with each week or of your own choosing. If opting for the latter, your selection must be approved by me prior to submission. The review is due by 12 AM the Sunday before the week you select. (E.g., a review of a book on the presidency would be due Sunday, March 10.)
- Papers:
  - Paper 1: 25% (1,500 words; due Feb. 16)
  - Paper 2: 30% (2,500 words; due April 3)

Marking Rubric

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>Excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>Good: Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>Adequate: Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>57-59</td>
<td>D+</td>
<td>Marginal: Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.</td>
</tr>
<tr>
<td>53-56</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>50-52</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.</td>
</tr>
</tbody>
</table>

For further information on grading, please see the University of Toronto Faculty of Arts & Sciences Grading Policies.
RESOURCES

The University of Toronto has many resources to help you succeed in your academic pursuits.

If you are feeling overwhelmed or distressed, help is available. Please contact or visit your college registrar's office. To find your college registrar, go here http://www.artsci.utoronto.ca/newstudents/nextsteps/contact.

You may not know about the wide range of excellent writing resources on campus. These include:

- **College writing centres**: http://writing.utoronto.ca/writing-centres/arts-and-science/. The teaching approach of the college writing centres is described at http://writing.utoronto.ca/writing-centres/learning/.

- **Writing at the University of Toronto**: http://writing.utoronto.ca.

- More than 60 advice files on all aspects of academic writing are available at http://advice.writing.utoronto.ca. A complete list of printable PDF versions are listed at http://advice.writing.utoronto.ca/student-pdfs/.

- You may also wish to refer to “How Not to Plagiarize” and other resources on documentation format and methods of integrating sources; these are listed in the section at http://advice.writing.utoronto.ca/using-sources/.

- The University of Toronto also has an excellent Writing Plus workshop series, described at http://writing.utoronto.ca/writing-plus/.

- Information about the English Language Learning program (ELL) is available at http://www.artsci.utoronto.ca/current/advising/ell. One of ELL's programs is the Communication Café, which meets weekly at five different times and locations for the first seven weeks of each term for practice with oral skills like class discussion and presentations. ELL also sponsors an online program called Reading eWriting, which helps students engage course readings more effectively.

As a student of a Trinity College course, you are welcome and encouraged to use the John W. Graham Library and its extensive resources. There is library staff available to assist you with using the collections and conducting research. The home page of the Graham library is here: https://www.trinity.utoronto.ca/Library_Archives/

You are encouraged to meet with one of the librarians to devise a research topic and develop your final paper. The librarians can also assist you with locating primary sources and constructing a proper bibliography.

Courtney Lundrigan, Instructional and Reader Services Librarian
416-978-2522 x5216
courtney.lundrigan@utoronto.ca

For a primer on sources and citation, see https://guides.library.utoronto.ca/citing
COURSE CALENDAR

Introduction: What is Political Development?

Week 1 (Jan. 6): Introduction


Week 2 (Jan. 13): (American) Politics in Time

- Karen Orren and Stephen Skowronek, The Search for American Political Development, chap. 1-2 (pp. 1-77)

- Primary sources:
  - Declaration of Independence
  - U.S. Constitution
  - Constitution of the Confederate States of America

Additional & Recommended Reading:

- Stuart Chinn, Recalibrating Reform: The Limits of Political Change (Cambridge: Cambridge University Press, 2014)

- Samuel P. Huntington, Political Order in Changing Societies (New Haven, CT: Yale University Press, 1968)


- David Brian Robertson, The Original Compromise: What the Constitution’s Framers Were Really Thinking (Oxford, 2013)


- Ian Shapiro and Sonu Bedi, Political Contingency: Studying the Unexpected, the Accidental, and the Unforeseen (New York: New York University Press, 2007)

- Gregory J. Wawro and Ira Katznelson, “Designing Historical Social Scientific Inquiry: How Parameter Heterogeneity Can Bridge the Methodological Divide between

**Week 3 (Jan. 20): Explaining Political Change**

- Karen Orren and Stephen Skowronek, *The Search for American Political Development*, chap. 4 (pp. 120-171)

**Additional & Recommended Reading:**


**Narratives of American Political Development**

**Week 4 (Jan. 27): American (II)Liberalism**

Additional & Recommended Reading:

**Week 5 (Feb. 3): Discontinuity**
- Walter Dean Burnham, "Constitutional Moments and Punctuated Equilibria: A Political Scientist Confronts Bruce Ackerman's *We the People*

Additional & Recommended Reading:
- Bruce. A. Ackerman, *We the People: Transformations (Vol. 2)* (Cambridge: Harvard University Press, 2000)

**Week 6 (Feb. 10): Continuity**
• Choose one of the following chapters from *Legacies of Losing*:
  • Ch. 3: “Reconstruction: Andrew Johnson’s Politics of Obstruction”
  • Ch. 4: “New Deal: Barry Goldwater’s Politics of Integrity”

**Additional & Recommended Reading:**

*** Paper One due Feb. 16 ***

*** No Class Feb. 17 ***

**State Building**

**Week 7 (Feb. 24)**

**Additional & Recommended Reading:**

**Political Institutions**

**Week 8 (Mar. 2): Congress**

- Eric Schicker and Ruth Block Rubin, “Congress and American Political Development,” in *The Oxford Handbook of American Political Development* (pp. 1-23)

**Additional & Recommended Reading:**

Week 9 (Mar. 9): The Presidency


**Additional & Recommended Reading:**
- David A. Crockett, *The Opposition Presidency: Leadership and the Constraints of History* (College Station, TX: Texas A&M University Press, 2002)

Week 10 (Mar. 16): Law & Courts


**Additional & Recommended Reading:**

**Citizenship, Inclusion, and Civil Rights**

**Week 11 (Mar. 23)**

- Megan Ming Francis, *Civil Rights and the Making of the Modern American State* (ch. 1)
- Gerald L. Neuman, ”Citizenship,” in *The Oxford Handbook of the U.S. Constitution*

**Week 12 (March 30)**

- Julie Novkov, ”Equality,” in *The Oxford Handbook of the U.S. Constitution*
- Leslie F. Goldstein, "Gender, Sex, and the U.S. Constitution," *The Oxford Handbook of the U.S. Constitution*


**Additional & Recommended Reading:**


