

Political Science 202

Fall 2012

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

Recitations on Thursdays or Fridays

Argument in Political Science

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Office hours: Monday afternoons, 1:00-2:30; Thursday mornings, 11:00-12:30

Recitation leaders: Peter Berris, Sarah Canny, Andrew Cutillo, Nick Feinman, Jonathan Johnson, Neal Kennedy, and Tiffanie Tam

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 and at various places online, including abebooks.com (which sells used books). ***Be certain to get the correct translation of Tocqueville; our edition is translated by George Lawrence and edited by J. P. Mayer.*** All books are also on two-hour reserve at Rush Rhees Library:

1. David Wootton, ed., *The Essential Federalist* 126.5 300.tiETBT1 0 0 1 39.3548ntd(n)JfETBT1 0 0 1 i

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*

Unit A

Unit E Faction and Party

Oct. 8 No class—Fall Break
Oct. 10 Lecture
Oct. 12 Lecture

No paper assignment.

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.

Andrew Jackson, Veto Message regarding the Bank of the United States, 10 July 1832.

[Tqdgvt"C0"Fcjn."öLc o gu"Oc fkuqp<"Tgrwdnkecp"qt" Fg o qetcvAö"Perspectives on Politics 3 \(2005\), 439-48.](#)

[Tkejctf"R0"OeEqto kem."öPgy"Rgturgev kxgu"qp"Lcemuqpkcp"Rqnkvkeu.ö"American Historical Review 65 \(1960\), 288-301.](#)

Unit F Liberty, Slavery, and Union

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

Paper due Oct. 16. How did Americans in the years surrounding the Civil War understand the relationship between slavery and union? Was slavery integral to the American union and the principles embodied in it or was slavery a perversion of the founding principles?

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

State of Mississippi, Declaration of Secession, 1861.

Abraham Lincoln, First Inaugural Address, 4 Mar. 1861.

Abraham Lincoln, Gettysburg Address, 19 Nov. 1863.

Frederick Douglass, Oration in Memory of Abraham Lincoln, 14 Apr. 1876.

Unit G Women and Labor

Oct. 22 Lecture
Oct. 24 Lecture
Oct. 25/26 Recitation

Paper due Oct. 23. 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 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.

Unit H Race, Unions, and the New Deal

Oct. 29 Lecture
Oct. 31 Lecture
Nov. 1/2 Recitation

Paper due Oct. 30. According to Katznelson, what were the primary ways that federal programs discriminated against African Americans in the 1930s and 1940s, and what were the political forces that led the national government to enact these policies? According to Schickler and Caughey, what other factors limited liberal policies in these years?

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

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Liberalism, 1936-3; 67.ö"Studies in American Political Development 25 (2011), 162-89.

Unit I Malapportionment

Nov. 5 Lecture
Nov. 7 Lecture
Nov. 8/9 Recitation

Paper due Nov. 6. According to Ansolabehere and Snyder, what factors explain the existence and persistence of legislative malapportionment in the mid-20th century, and why did the federal courts refuse to intervene? On what basis does Lewis call for federal action?

Stephen Ansolabehere and James M. Snyder, Jr., *The End of Inequality*, 1-122.

Antjqp{"Ngyku."öNgi.kuncvkxg"Cr.rqtkqp o.gpv"cpf"vjg"Hgfgtcn"Eqwtvu.ö"Harvard Law Review 71 (1958), 1057-98.

Unit J One Person, One Vote

Nov. 12 Lecture
Nov. 14 Lecture
Nov. 15/16 Recitation

Paper due Nov. 13. What changed in the 1960s? Why did the Supreme Court take up the issue of malapportionment and how did the majority reach their decision in *Baker v. Carr*? What were the long-term implications of this decision?

Uvgxgp"U0"Uokvj."δVjg"Ugpcvg"U{pftqog.ö"Dtqqmkpiu"Kpuvkvwwkqp."Issues in Governance Studies 35 (June 2010), 1-30.