

guiding the class discussion on the day on which your topic is discussed. Your participation in the discussion will count toward your participation grade. Because it is critical that a number of students be prepared to discuss the subject on the day the subject is discussed, only a limited number of students will be allowed to sign up for each topic. A sign up sheet will be passed around the class well in advance of the first topic.

Research Paper II: Independent Research 25% 15-20 pages

Each student will produce a research paper of their own devising. The topics must be approved by me ahead of time, and should reflect themes raised in the course; **as part of your grade for the research paper, a 1-2 research proposal (including a preliminary bibliography) will be due on March 21.** The paper will be approximately 15-20 pages long, and will require no less than 10 outside sources. A bibliography of relevant sources available in the Dinand Library will be available on the course Blackboard site.

Essay (Final) 20% 5-6 pages

In addition to the two research papers, you will complete one essay of approximately 5-6 pages, based on topics I distribute in class. This paper does not require outside research, but does require thoughtful reflection on and synthesis of a comprehensive selection of course material.

Participation 15%

This class invites theorizing about the nature of change and our interpretation of familiar political events in American history. You will be encouraged to take the facts of history, and place them into a context that helps us better understand politics generally. This is a creative process, one that requires you to actively engage the subject at hand. Because of this, participation in class discussion is highly encouraged and valued. The course also involves readings that are difficult, and which require thoughtful reading. You are expected to come to class prepared to engage the ideas presented in the text. This does not mean having a perfect grasp of the material, but an honest effort to raise questions that help elucidate the readings further.

Participation will be evaluated on your attendance *and* your contribution to discussion. You are strongly advised to attend every class meeting, and you should provide me with an college-approved excuse when you are forced to miss. Students who are unable to attend class because of religious beliefs will be excused upon notifying me. Students who anticipate absences because of their participation in a sport or extracurricular activity should inform me of this at the beginning of the semester, or as soon as absences are anticipated. I will generally be understanding about a reasonable number of excused absences, but **each unexcused absence, and an accumulation of excessive excused absences, will result in a deduction from your participation grade.** Finally, please be aware that “negative contributions” to the classroom, such as disrespect for the classroom environment and poor preparation, will be counted against you.

Academic Honesty

Every assignment that you turn in will be subject to the most rigorous standards of academic honesty. Plagiarism is deceptively tempting these days, with many sources available online. Do not be deceived. All work produced in this course must be the student's own original work that has been prepared for this course alone. Any violation of this expectation will be taken seriously. If you have any questions about plagiarism, whether use of a particular source is appropriate, or how to appropriately document a source, you should confer with me or another faculty member. You are responsible for familiarizing yourself with the official policy on academic honesty, which you can find in the Holy Cross catalog and on the college website; you might also go to www.plagiarism.org, and click on "Research Resources."

You should consult the course catalog for the official procedures surrounding plagiarism charges, which I will follow. In summary, should I find evidence of plagiarism, I will record a zero for the assignment, meet with you to discuss the charges, and report them to the department chair and to your class dean. You will be able to request a formal review of the charge. If the charge is upheld, the zero will remain. While this does not mean that you will automatically fail the class, given the significance of each assignment in the tallying of your final grade, a zero will make it exceedingly unlikely that you will receive a grade that is satisfactory to you.

Special Classes

On **Wednesday, February 1, at 6:30**, the class will meet in a mandatory special session at a location to be announced. This class serves two purposes. First, it serves as a make-up class for the day we miss on March 2, due to a conference I must attend. Second, it will be a general writing workshop that addresses writing for political science generally, and the research paper component of the course specifically. Because the class is a make-up, it is required. Because it touches on such a critical component of your grade, it is highly recommended that you attend. It is my hope that this class session will be highly useful for you both for this class and for classes that you attend later in your college career. Please make plans now to attend this session.

Also, on a date to be arranged, the class will attend a lecture by Prof. David Lowenthal on Abraham Lincoln's political thought. As the course spends some time on Lincoln, the subject matter is particularly relevant; this lecture will be required for all students enrolled in the course.

Finally, **on April 21**, Prof. Paul Cantor of the University of Virginia will be delivering a talk on political culture in America after September 11. As political culture's influence on the political process is a critical theme of the course, this lecture will also be required for all students enrolled in the course.

I reserve the right to schedule additional classes in the event that a regularly scheduled class must be cancelled. In lieu of a classroom lecture, such additional classes may be scheduled speakers appearing at Holy Cross.

Office Hours

My office hours are not just the times that I happen to be on campus; I encourage you to view my office hours as an extended class time. If you have questions about the material that I have not clarified in class, if you have a particular insight that you would like to share, or if you are having a difficult time with the material and would like some assistance, feel free to come by during the times listed above.

I have scheduled formal office hours for Tuesdays and Thursdays from 3:20 to 5:00 and Wednesdays from 11:00 to 2:00, but I will be widely available for discussion outside of these times. Should your schedule conflict with the formal office hours schedule, I can make an appointment with you for some other time.

Course Readings

The following texts may be purchased at the college bookstore. In addition, there are a number of course readings on the course Blackboard site.

Anne Michaels Edwards, *Writing to Learn: In Political Science*

Gordon Wood, *The American Revolution*

James Sterling Young, *The Washington Community*

James Morone, *The Democratic Wish*

Garry Wills, *Lincoln at Gettysburg*

Stephen Skowronek, *Building a New American State*

Sidney Milkis, *The President and the Parties*

Alexis de Tocqueville, *Democracy in America* (because we will refer to this source frequently, I have ordered copies that may be purchased in the bookstore if you so desire. However, the text may also be found online at a site that can be accessed via the Blackboard site, and can be found in the library.)

B) indicates that the reading is on Blackboard

January 19	<p>Course Introduction Nathaniel Hawthorne, “The Grey Champion” (to be read for 1st day of class) (B)</p>
January 24	<p>“Using” History in Tracking Political Change Paul A. David, “Clio and the Economics of QWERTY” (B) Paul Pierson, <i>Politics in Time</i>, selections (B) James Madison, <i>The Federalist</i> 37 (B) Abraham Lincoln, “Lyceum Address” (B) Alexis de Tocqueville, <i>Democracy in America</i>, selections (B)</p>

January 26	<p>The State as a Conceptual Variable Theda Skocpol, “Bringing the State Back In” (B) Charles Tilly, “War Making and State Making as Organized Crime” (B)</p>
January 31	<p>The New Institutionalism March and Olsen, “The New Institutionalism: Organizational Factors in Political Life” (B) Ira Katznelson, “The State to the Rescue? Political Science and History Reconnect” (B)</p>
February 1, 6:30pm	<p>Writing for Political Science Anne Michaels Edwards, <i>Writing to Learn in Political Science</i>, entire (Students should also prepare for this class by familiarizing themselves with the “Electronic Databases” and “Electronic Journals” sites on the Holy Cross Library website)</p>
February 2	<p>America the Exceptional: An Institutional or a Cultural Story? Charles Lockhart, “American Exceptionalism and Social Security” (B) C. Vann Woodward, “The Comparability of American History” (B) Theodore Lowi, “Why Is There no Socialism in the United States? A Federal Analysis” (B) Alexis de Tocqueville, <i>Democracy in America</i>, selections (B)</p>
February 7	<p>Liberalism and Republicanism <i>Critical Abstract Assignment Due</i> Gordon Wood, <i>The American Revolution</i>, chap. 5, 6 James Kloppenberg, “The Virtues of Liberalism: Christianity, Republicanism, and Ethics in Early American Political Discourse” (B) Alexis de Tocqueville, <i>Democracy in America</i>, selections (B)</p>
February 9	<p>Democracy James Morone, <i>The Democratic Wish</i>, preface, introduction Samuel Huntington, “American Ideals and American Institutions” (B) Alexis de Tocqueville, <i>Democracy in America</i>, selections (B)</p>
February 14	<p>The Revolution: Inevitable or Contingent? James Morone, <i>The Democratic Wish</i>, chap. 1 Gordon Wood, <i>The American Revolution</i>, preface, chap. 1 J.C.D. Clark, “What if There Had Been No American Revolution?” (B)</p>

February 16	<p>How Radical Was the Revolution? Research Paper #1: Perspectives on the Revolution Papers Due Gordon Wood, <i>The American Revolution</i>, chas. 2, 3 Barbara Clarke Smith, “The Adequate Revolution” (B) Michael Zuckert, <i>The National Rights Republic</i>, selection (B)</p>
February 21	<p>The Constitutional Convention Research Paper #1: Perspectives on the Convention Papers Due Gordon Wood, <i>The American Revolution</i>, chap. 4, 7 <i>The Federalist</i>, selections (B)</p>
February 23	<p>The Early Struggle to Define State Purpose James Sterling Young, <i>The Washington Community</i>, prologue, chas 1-2 Thomas Jefferson, <i>Notes on the State of Virginia</i>, chap. 19 (B) Alexander Hamilton, “Report on Manufacturers”</p>
February 28	<p>"Government at a Distance and Out of Sight" Research Paper #2 Proposal Due James Sterling Young, <i>The Washington Community</i>, chas. 3-5</p>
March 2	<i>No class</i>
March 14	<p>Administration in its Infancy James Sterling Young, <i>The Washington Community</i>, chas. 6-epilogue</p>
March 16	<p>The Age of Jackson Research Paper #1: Perspectives on the Age of Jackson Papers Due Morone, <i>The Democratic Wish</i>, chap. 2 Andrew Jackson, “Bank Veto Message” (B) Alexis de Tocqueville, <i>Democracy in America</i>, selections (B)</p>
March 21	<p>Lincoln’s Rise Research Paper #1: Perspectives on Abraham Lincoln Papers Due Abraham Lincoln, “Cooper Union Address” (B) Garry Wills, <i>Lincoln at Gettysburg</i></p>
March 23	<p>The Lincolnian Project Garry Wills, <i>Lincoln at Gettysburg</i> Abraham Lincoln, “Gettysburg Address,” and “2nd Inaugural” (B)</p>
March 28	<p>The State of Courts and Parties Stephen Skowronek, <i>Building a New American State</i>, Part I</p>

March 30	Reform and Reaction in the Nineteenth Century State Stephen Skowronek, <i>Building a New American State</i> , Part II
April 4	Populism and the Progressive Impulse Research Paper #2 Due Morone, <i>The Democratic Wish</i> , ch. 3 William Jennings Bryan, “Cross of Gold Speech” (B) Theodore Roosevelt (feat. Tom Watson), “How Not to Help Our Poorer Brother” (B) Woodrow Wilson, “The New Freedom” (B) (Begin reading Stephen Skowronek, <i>Building a New American State</i> , Part III)
April 6	Progressive Reform and the Rise of the Administrative State Stephen Skowronek, <i>Building a New American State</i> , Part III
April 11	The Coming of the New Deal Sidney Milkis, <i>The President and the Parties</i> , preface, chap. 1 Morone, <i>The Democratic Wish</i> , 4-5 Franklin D. Roosevelt, “Commonwealth Club Address” (B)
April 18	The New Deal Sidney Milkis, <i>The President and the Parties</i> , chas. 2-4
April 20	Solidifying New Deal Administration Sidney Milkis, <i>The President and the Parties</i> , chap. 5-7
April 21	Prof. Paul Cantor speaks on Popular Culture in America post-September 11
April 25	The Great Society, Reagan, and the New Deal Legacy Sidney Milkis, <i>The President and the Parties</i> , chap. 8-10 Lyndon B. Johnson, “Great Society Speech” (B) Ronald Reagan, “1 st Inaugural” (B)
April 27	Reagan v. Roosevelt in the Late Twentieth Century Sidney Milkis, <i>The President and the Parties</i> , chas. 11, 12 Morone, <i>The Democratic Wish</i> , chap. 7 Bill Clinton, “2nd Inaugural” (B)

May 2	Wither American Political Development? Morone, <i>The Democratic Wish</i> , chap. 8 Francis Fukuyama, <i>The End of History and the Last Man</i> (B) George W. Bush, "The Ownership Society" (B) Nicholas Lemann, "Bush's Trillions" (B)
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The Essay is due at the beginning of the officially-scheduled exam time for the course.