

# American Political Development

Government 355M; Unique No. 37970  
M-W 2:30 p.m.-4:00 p.m, JES A203A  
Office Hours: by appt.

Bartholomew H. Sparrow, Professor  
Department of Government  
Office: BAT 3.142, 512-232-7207  
[bhs@austin.utexas.edu](mailto:bhs@austin.utexas.edu)

## Introduction

This is a seminar on American Political Development. The course exposes students to a number of topics related to the application of political science to American history. Topics to be investigated include American Political Development as subfield, power, the state, race, liberalism, Congress, the presidency, the judiciary, the effects of war, and policymaking. The seminar features critically acclaimed books, articles, and book chapters in American political development, some more recent and others, classics.

We “read around” American political development. This is to say that we read widely—and not only in political science, but also in law, sociology, geography, and history. This provides a fuller picture of the terrain political science covers and is suggestive of future research topics. We will also read scholarship with contrasting political and ideological implications.

After the first two weeks of online, students will be grouped into five teams of five students each, the teams selected randomly. We will often have classes with students in their teams, where they will be responsible for discussing questions of the text with their teammates, reviewing each others’ papers, and addressing other issues that arise from the readings and in discussions.

## Grading

- Students are responsible for three short papers, 1200 wds (about 4 pp.) each. Papers will be interspersed throughout the semester.
- Students are responsible for a review of a book *not* on the reading list and published in the last 10 years. Please contact your instructor if you’d like recommendations. Students will present their book review to the class.
- Students are to present of the readings by focusing on a key point made by the author(s) and then posing a question on that reading.
- As a seminar, students are expected to participate regularly in class discussion.

**Grading** cont'd.:

- Mid-term quiz on the first half of the term; students will first take it individually, and in their teams. The whole team will retake the quiz and all students will receive their team grade for other half of their quiz grade.
- Final take-home test OR a 2,500 word research paper.

**Grades:** papers: 10% each (30%); book review and presentation (15%); in-class presentation on reading, class participations (including attendance) and teamwork (25%); mid-term quiz (5% individual; 5% team grade); take-home/research paper (20%).

**Textbooks:** All required and are available at the UT COOP. They will be supplemented by readings available either electronically, in article or chapter form through online UT library databases system, or on Canvas, uploaded by your instructor.

• ***THE CONSTITUTION AND AMERICA'S DESTINY***

9780521607780

BY ROBERTSON, DAVID BRIAN

PUBLISHED BY CAMBRIDGE UNIVERSITY PRESS

PUBLICATION DATE: AUG. 29, 2005

• ***CIVIL RIGHTS AND THE MAKING OF THE MODERN AMERICAN STATE***

9781107697973

BY FRANCIS, MEGAN MING

PUBLISHED BY CAMBRIDGE UNIVERSITY PRESS

PUBLICATION DATE: APR. 21, 2014

• ***THE AMERICAN POLITICAL ECONOMY: POLITICS, MARKETS, AND POWER***

9781009014861

PUBLISHED BY CAMBRIDGE UNIVERSITY PRESS

PUBLICATION DATE: NOV. 11, 2021

• ***THE INSULAR CASES & THE EMERGENCE OF AMERICAN EMPIRE***

9780700614820

BY SPARROW, BARTHOLOMEW H.

PUBLISHED BY UKAN

PUBLICATION DATE: SEP. 6, 2006

• ***EMPIRE'S LABOR: THE GLOBAL ARMY THAT SUPPORTS U. S. WARS***

9781501742170

BY MOORE, ADAM

PUBLISHED BY CORNELL UNIVERSITY PRESS

PUBLICATION DATE: NOV. 15, 2019

## COURSE REQUIREMENTS

- You are responsible for attendance and participation; your regular presence and engagement in class discussion is expected. Your participation will be graded both on the *quality of your contribution* and on *the quantity*. Your questions and comments should reflect a close reading of the text and be *relevant* to the discussion on hand. *Your instructor may also call on you.*
- *Papers must be handed in on time*—whether in person or electronically—before the beginning of class on the day assigned.

Three tardy appearances (coming more a few minutes late to class or regularly coming late to class) counts as *one* absence. Early departures or absences while the class is going on are counted as tardies. *Four* or more absences total—excused or unexcused—will result in a 1 percent reduction in your overall course grade, and *each additional* absence results in another 1 percent reduction in your class grades. *Eight* or more class absences (in effect 4 weeks out of the 15 in the semester) may result in automatic failure.

Please let your instructor know in advance if you know you will be late for class or if you have to leave early (e.g., a summer job interview, an unavoidable doctor's appointment). Also let him know ahead of time if you have miss assignments for extraordinary reasons or cannot otherwise participate in class assignments as expected of the class and as stated in the syllabus.

The assignment of the due dates for the reaction notes and the presentations will be done once the course begins.

### Expectations

- As a student in this course, you are expected to demonstrate the following:
  - intellectual engagement in the texts and topics of the course
  - honesty, responsibility, self-motivation, and hard work
  - self-reflection and on-going assessment of your own learning
  - respect for your fellow students and teacher
- Specific assignments:
  - reading the assigned texts in advance of class
  - participating in class discussion (including attendance)
  - making oral presentations
  - writing the essay and research paper, and commenting on others' papers
  - keeping up with the course's Canvas site and your own email.
- Email correspondence is welcome and convenient. *Please format your emails as business correspondence (with a title/greeting and signature), and I shall try to get to you emails within 24 hours—and usually much sooner—unless I am indisposed.* I may also answer on Canvas to the class as a whole should you

voice a general concern, one that it might be more useful to share with the class rather than keep to personal email.

- Your instructor is available for virtual office hours and by appointment. He is also available a few minutes after class—write a note in the chat feature of Zoom or send an email.
- Computers, mobile ‘phones, and other electronic devices need to be turned off unless they are the medium for online instruction. *Using devices in class counts as a tardy, and after the third violation it will count as a class absence.*
- Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> Please inform the instructor of your condition by the 2<sup>nd</sup> week of classes.
- Special arrangements for the assignments may be considered on an individual basis in exceptional circumstances, and only if you discuss this with the instructor in advance.
- By UT Austin policy, you must notify your instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## **Course Schedule:**

**January 19: Introduction:** APD as a discipline and Course Logistics

**Jan. 24:** American Political Development: Power

- Steven Lukes, *Power: A Radical View*, Introduction, Ch. 1
- Text: <https://voidnetwork.gr/wp-content/uploads/2016/09/Power-A-Radical-View-Steven-Lukes.pdf>

**Jan. 26:** APD: Power

- Steven Lukes, *Power: A Radical View*, Ch. 2, 3
- Text: see url above

**Jan. 31:** Liberalism, Race, and American Political Development

- Rogers M. Smith. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87 (Sept.), 549-566.

**Feb. 2:** The Constitution

- David B. Robertson, *The Constitution and America's Destiny*, Pref., Chs. 1,2

**Feb. 7:** The Constitution II

- Robertson, *The Constitution*, Ch. 3,4
- **Paper 1 due**

**Feb. 9:** The Constitution III

- Robertson, *The Constitution*, Ch. 4,5

**Feb. 14:** The Constitution IV

- Robertson, *The Constitution*, Ch. 6,7

**Feb. 16:** Law and the Political Economy

- Hacker et al., *American Political Economy*, Ch. 2

**Feb. 21:** Labor and the Political Economy

- Hacker et al. *American Political Economy*, Ch. 3

**Feb. 23:** Race and the Political Economy

- Hacker et al. *American Political Economy*, Ch. 4

**Feb. 28:** Individual Leadership

- Adam Scheingate. 2007. "The Terrain of the Political Entrepreneur." In *Formative Acts: American Politics in the Making*, ed. Stephen Skowronek and Matthew Glassman, pp. 13-31. Philadelphia: U. of Pennsylvania Press.
- **Paper 2 due**

**March 2:** Civil Rights I

- Megan Ming Francis, *Civil Rights and the American State*, Ch. 1,2

**March 7:** Civil Rights II

- Francis, *Civil Rights*, Ch. 3,4
- **Paper 2 due, revised from draft of 2/28**

**March 9:** Civil Rights III

- Francis, *Civil Rights*, Ch. 5,6

**March 14:** SPRING BREAK

**March 16:** SPRING BREAK

**March 21:** Policy Feedback

- Suzanne Mettler. 2002. "Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans," *American Political Science Review* 96 (July), 351-365.

**March 23:** The United States as Empire

- Bartholomew Sparrow, *The Insular Cases and the Emergence of American Empire*, Intro., Chs. 1,2

**March 28:** United States as Empire

- Sparrow, *The Insular Cases*, Ch. 3,4

**March 30:** United States as Empire

- Sparrow, *The Insular Cases*, Ch. pp. 197-211, Ch. 8,9

**April 4:** Midterm Parts 1 and 2

**April 6:** A "Garrison State"?

- Harold Laswell. 1941. "The Garrison State," *American Journal of Sociology* 46, No. 4 (Jan.): 455-468.

**April 11:** How the United States Fights

- Bartholomew H. Sparrow. 2002. "Limited Wars and the Attenuation of the State: Soldiers, Money, and Political Communication in World War II, Korea, and Vietnam," in *Shaped by War and Trade: International Influences on American Political Development*. Ed. Ira Katznelson and Martin Shefter. Princeton: Princeton University Press, 267-300.
- **Book Review Due**

**April 13:** The Politics Behind the United States as Superpower

- Adam Moore, *Empire's Labor: The Global Army That Supports U.S. Wars*, Ch. 1,2,3

**April 18:** Politics Behind the Superpower

- Moore, *Empire's Labor*, Ch. 3,4
- **Option: Research Paper Topics Due**

**April 20:** Politics Behind the Superpower

- Moore, *Empire's Labor*, Ch. 5,6

**April 25:** Politics Behind the Superpower

- Moore, *Empire's Labor*, Ch. 6,7,8
- **Paper 3 Due**

**April 27:** Politics Behind the Superpower

- Moore, *Empire's Labor*, Ch. 9,10,11
- **Paper 3 Due, rewritten**

**May 2:** The State Today

- Desmond King and Robert C. Lieberman. 2009. "American State Building: The Theoretical Challenge." In *The Unsustainable American State*. Ed. Lawrence R. Jacobs and Desmond King, 299-322. New York: Oxford University Press.

**May 4:** Conclusion

- Take-Home Distributed

**May 9:** Due Date

- Take Home or Research Paper due at 4pm.