

SYLLABUS
HONR 203: The U.S. Experience
Loyola University Chicago
Spring 2020

TTh 2:30 – 3:45 pm
Mundelein 308

Instructor

Dr. Eric Hansen
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Office Location: Coffey Hall 326B
Office Hours: TTh 1:00 pm – 2:30 pm, or by appointment

Course Description and Objectives

“This childish bickering between the Democrats and Republicans is disgraceful... Sad to say, our political parties are not uniting our country but are tearing it apart. I bet other countries see the United States as a laughingstock.”

-Letter to the Editor, The Morning Call [Allentown, PA], 6/18/18

Many Americans express a deep skepticism of partisan politics, but parties are an enduring and perhaps even necessary feature of American democracy. In this class, we will examine the U.S. Experience through the lens of political parties. Parties organize around social and political conflicts, and therefore have played a role in the most notable chapters of American history. We will begin by briefly examining human tendencies to form groups and studying theories of party formation and purpose. The remainder of the first half of the class surveys how parties emerged early in U.S. history, and the roles that parties played in the Civil War and Reconstruction, the Progressive Era, the Great Depression, and the Civil Rights Movement. The second half of the class focuses on the contemporary parties. We will contrast modern decentralized parties with the centralized party organizations and machines of the early 20th Century. We will also study modern polarization and the issues that lay at the heart of the political and cultural divisions between “red” and “blue” America. We will end with discussing visions for engaged citizenship that might help us overcome historical and contemporary divides.

Students enrolled in this class will be able to:

- 1) Understand the role of parties in the development of American politics and culture
- 2) Contextualize contemporary social and political conflicts in American history
- 3) Identify relationships between demographic, political, economic, and cultural trends
- 4) Develop a greater sense of the responsibilities of democratic citizenship

Required Texts

Aldrich, John. 2011. *Why Parties? A Second Look*. Chicago: University of Chicago Press.

Allen, Danielle. 2004. *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education*. Chicago: University of Chicago Press. [NOTE: A free e-copy of this book is available online at the LUC Library website.]

Junger, Sebastian. 2016. *Tribe: On Homecoming and Belonging*. New York: Twelve.

Royko, Mike. 1971. *Boss: Richard J. Daley of Chicago*. New York: E.P. Dutton & Co.

Optional Texts [Excerpts assigned for class reading will be posted on Sakai]

Achen, Christopher H., and Larry M. Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton, NJ: Princeton University Press.

Childress, Alice. 1956. *Like One of the Family*. New York: Independence Publishers.

Cramer, Katherine J. 2016. *The Politics of Resentment*. Chicago: University of Chicago Press.

Fiorina, Morris P., with Samuel J. Abrams. 2009. *Disconnect: The Breakdown of Representation in American Politics*. Norman: University of Oklahoma Press.

Jones, Robert P. 2016. *The End of White Christian America*. New York: Simon & Schuster.

Key, V.O., Jr. 1949. *Southern Politics in State and Nation*. New York: Knopf.

Kollman, Ken. 2017. *The American Political System*. 3rd ed. New York: W.W. Norton.

Levendusky, Matthew. 2009. *The Partisan Sort*. Chicago: University of Chicago Press.

Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago Press.

Richardson, Heather Cox. 2001. *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865-1901*. Cambridge, MA: Harvard University Press.

Walsh, Katherine Cramer. 2007. *Talking about Race: Community Dialogues and the Politics of Difference*. Chicago: University of Chicago Press.

Grades

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to individual grades based on overall performance in the course and/or extenuating circumstances. There will be only one opportunity to earn extra credit—I will provide details during the course of the semester.

Letter Grade	Percentage Score
A	93-100
A-	90-92.99

B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	60-66.99
F	59.99 or below

The proportion of each assignment as part of the overall grade is as follows:

Attendance & Participation: 10%

Reading Quizzes: 10%

Writing Assignments: 55%

 Essay 1: 15%

 Essay 2: 20%

 Essay 3: 20%

Final Exam: 25%

Attendance & Participation

Attendance and participation are worth 10% of your overall course grade. Students are expected to participate in activities and in-class discussions of the course material. Though there is no formal attendance requirement, attendance is an integral part of discussions. You can't join the conversation if you don't show up! Grades are assigned according to the following scheme:

100%: Regular attendance, daily or near-daily contributions to discussion

90%: Regular attendance, occasional contributions to discussion

80%: Intermittent attendance, occasional to rare contributions, lack of attention

70%: Rare attendance, rare contributions, lack of attention or disruptive behavior

60% or lower: I don't recognize your face.

A Note on Punctuality

I will begin class promptly at our designated meeting time. Students should arrive five minutes before class begins in order to find a seat and make any preparations of materials before class starts. Getting to class ahead of time is also a courtesy to other students, who may become distracted by late arrivers. Students who must routinely arrive late due to circumstances outside their control (for example, a class immediately before mine on the opposite side of campus) should inform me at the beginning of the semester.

Reading Quizzes

Students will be given six pop quizzes throughout the semester to assess their understanding of the assigned reading for the day. All assigned readings must be completed by the beginning of the class period on the day listed on the reading calendar below. Questions will assess students'

comprehension of the major themes of the assigned readings. At the end of the semester, I will drop each student's lowest reading quiz grade from the calculation of the overall course grade. All quizzes must be completed in class. No makeup quizzes will be given unless I receive written communication from another university official (e.g. dean, athletics official) requesting me to excuse an absence. I do not request or accept doctors' notes. I understand students must sometimes miss class for reasons outside their control, which is why I drop the lowest quiz grade.

Writing Assignment

Each essay will be five pages in minimum length. Further instructions will be given separately throughout the semester.

1. What is your tribe? (Due 1/31)
2. History report (Due 2/28)
3. Would we be better off returning to machine politics? (Due 4/3)

Final Exam

The final exam is worth 25% of the course grade. It will contain a mixture of multiple choice, short answer, and essay questions. I will not offer the final exam at any time besides the time listed below unless the student has petitioned their dean's office for a change in exam time.

Communication, Office Hours, Question about Grades

Please direct all communication with me outside class or office hours through my campus email account, which can be found in the header of this syllabus. I check my campus email account several times daily and will try to reply to student emails as quickly as possible. That being said, students should not necessarily expect me to reply immediately to emails sent to me at the last minute. I may not be able to reply to questions about course material the morning of an exam or provide resources for an assignment the night before it is to be turned in.

My office hours exist solely for you to visit me with questions about this class. If you can't make those times, email me to schedule a more convenient appointment time. Email is only for brief communications. If you have long and complicated questions, come to my office hours. I will not send grades over email—check Sakai for the latest updates. After I have graded and returned your assignments, there is a 24-hour moratorium before I will answer questions about that assignment.

Technology Use

I will not allow the use of computers, tablets, or other electronic devices during class. There may be some days when I will ask you to bring a computer with you (if there is an online activity, for example). Most of class time will involve lecture or discussion of articles and concepts related to the course—this can be accomplished without computers.

The use of cell phones or other mobile communication devices is strictly prohibited during class, except in the event of an emergency. Cell phones minimally should be put on silent but preferably should be turned off. Students discovered using their phones during class time will be asked to turn off their phones and place them out of reach.

Student Accessibility

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Students Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with me individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call (773) 508-3700 or visit <http://www.luc.edu/sac>.

Academic Integrity

Students are responsible for adhering to university policy on academic honesty by avoiding acts of plagiarism or cheating. Students can find more information about what constitutes plagiarism at the Writing Center's website: (<http://www.luc.edu/writing/studentresources/onlineresources>). Consult the College of Arts and Sciences' statement to learn more about college policy: (<http://www.luc.edu/cas/advising/academicintegritystatement>). I reserve the right to exercise case-by-case discretion in assigning penalties for acts of academic dishonesty. Generally speaking, however, students should expect to receive a score of "0" on any assignment or exam where they are observed plagiarizing, cheating, or passing off someone else's ideas as their own. If more than one instance occurs during the semester, offending students should expect to fail my course. I report all acts of academic dishonesty to the Dean of College of Arts and Science's office.

Readings

Students are expected to complete daily reading assignments in preparation for class. Students should read carefully and be ready to discuss the material, as discussions based around these readings will form the basis of the participation grade. I reserve the right to make changes to the reading list and will inform students well in advance of any changes.

All reading assignments are to be completed by the beginning of class on the day the assignment is listed. Students are responsible for understanding the material from the assigned readings for the midterm and final exams.

All reading assignments are to be completed by the beginning of class on the day the assignment is listed. All articles/chapters will be posted on Sakai. Students may not share course materials with others outside of the class without my written permission.

Week	Theme/Topic	Possible Readings
Jan 13	Introduction	Day 1: Introductions Day 2: Crash Course on Political Parties Kollman, Ch. 12

Jan 20	Groups: Cooperation, Identity, and Belonging	Day 1: <i>Tribe</i> , Intro & pp. 1-70 Day 2: <i>Tribe</i> , pp. 71-136
Jan 27	Emergence of U.S. Political Parties	Day 1: Theories of Party Emergence Aldrich, Ch. 1 Bawn et al. Day 2: The Founding of the Republic Aldrich pp. 70-83 Federalist 14 Washington's Farewell Address Essay 1 due 1/31
Feb 3	The Mid-19 th Century	Day 1: Mass Parties in the Jacksonian Era Aldrich, Ch. 4 Tocqueville pp. 174-195 <i>Optional: "When Congress Was Armed and Dangerous," New York Times</i> Day 2: The Civil War Aldrich Ch. 5 Writings of Frederick Douglass -- Oration in Memory of Abraham Lincoln -- Letter to Private Dalzell
Feb 10	Reconstruction	Day 1: Reconstruction & Backlash Richardson, Ch. 6 Faulkner, "A Rose for Emily" Day 2: NO CLASS – Dr. Hansen at symposium
Feb 17	The Turn of the Century	Day 1: The One-Party South Key, Ch. 1 & Ch. 14 Extra Credit: Screening of <i>All the King's Men</i> on a date TBD

		<p>Day 2: The Progressive Era</p> <p>Essays by Jane Addams</p> <p>--Problems of Municipal Administration --Response to "Is Class Conflict Growing?" --The Progressive's Dilemma: The New Party --<i>Optional: If Men Were Seeking the Franchise</i></p>
Feb 24	20 th Century Realignment	<p>Day 1: The Great Depression & New Deal</p> <p>Steinbeck, <i>The Harvest Gypsies</i> (Article II) Miller & Schofield, pp. 245-249, 254-259 Achen & Bartels, pp. 177-191, 200-205</p> <p>Day 2: The 1960s and Subsequent Sorting</p> <p>Fiorina & Abrams, Ch. 5 Childress, "Northerners Can Be So Smug" <i>Optional: "Rage, Riots, and Ruin," Chicago Tribune</i></p> <p>Essay 2 due 2/28</p>
Mar 2	<i>Spring Break – No Class</i>	
Mar 9	Organized Parties	<p>Day 1: Machines</p> <p><i>Boss</i> Part I (Ch. 1 – 5)</p> <p>Day 2: Party Organizations</p> <p><i>Boss</i> Part II (Ch. 6 – 10)</p>
Mar 16	Transition to Mass Politics	<p>Day 1: Start <i>Last Hurrah</i></p> <p>Day 2: Finish <i>Last Hurrah</i></p>
Mar 23	Modern Party Challenges	<p>Day 1: Elite vs. Mass Control</p> <p>Cohen et al. 2016 Aldrich Ch. 8</p> <p>Day 2: Responsibility vs. Functionality</p> <p>APSA Report Part I Grossmann and Hopkins 2016</p>

Mar 30	Partisanship in the Mass Public	Day 1: Identity Mason Ch. 1 Ahler & Sood (skim) Day 2: What About Ideology? Levendusky, Ch. 1 Achen & Bartels, Ch. 10 Essay 3 due 4/3
Apr 6	Contemporary Issues	Day 1: Race, Ethnicity & Immigration Cramer <i>Talking About Race</i> , Ch. 2 & 6 Day 2: Class, Inequality, and Place Cramer "Putting Inequality in Its Place"
Apr 13	Contemporary Issues ----- Citizenship and Democracy	Day 1: Gender, Sexuality, and Religion Jones, Ch. 3 – 4 Day 2: Conflict and Loss in Public Life Allen, Part I
Apr 20	Citizenship and Democracy	Day 1: The (Many) Imperfections of Public Life Allen, Part II Day 2: Good Habits of Citizenship Allen, Part III <i>Optional, Epilogue</i>
May 2	Final Exam – 4:15 pm	

Changes to the Syllabus

I reserve the right to make changes to this syllabus at any time. If changes are made, students will be informed through email and verbally in class, and a new syllabus document will be posted on Sakai.