512:318 and 790:349

**Political Corruption in America**

Fall 2014

Campbell A2 Tuesday and Thursday 1:10 – 2:30 p.m.

Professor Richard L. McCormick

Cell phone: 908-770-6050 Email: rlm@rutgers.edu

Campus address: 1 Richardson Street, Room 101, College Avenue Campus

Office hours: Tuesday and Thursday 3:00 – 5:00 p.m.

Teaching Assistant Andrew Salvati

Email: andrewsalvati@gmail.com

Course Description

 **Political corruption** has a long history in America. The same is true of efforts to combat corruption, often called **reform**. Indeed, many of the most important events and transformations in American history have been deeply entangled with corruption and reform: the American Revolution, the development of democracy, the Civil War and Reconstruction, Progressivism, the growth of the 20th century American state, and, throughout American history, the rise and triumph of a capitalist economy.

 But corruption is not simple, and the meaning of corruption has changed over time. Our course will begin with the United States today. We will probably argue a bit about whether certain of today’s political practices are corrupt and whether they should be reformed. Then, because this is a history course, we will turn to the past to look for answers and will trace the history of corruption and reform from the 18th century to the present.

 Along the way we will see that some characteristics of corruption have remained familiar over time. These include greed, secrecy, and conspiracy; the exploitation of public office for private gain; the search for loopholes in the law; and the habit of hurling accusations of corruption against political enemies. Other features of corruption have changed, and many forms of behavior that used to be widely accepted are now severely proscribed. But corruption remains dangerously commonplace in America today, and some practices that are perfectly legal probably ought to be considered corrupt.

Course Requirements and Grading

 Students will be expected to attend every class and to participate in class discussions. Each of the reading assignments listed below should be completed before the class in which it will be discussed. There will be unannounced quizzes on the reading approximately six times during the semester. Class discussions and quizzes will count altogether 30% toward the student’s final grade.

 Students will be required to write two five-page papers on a choice of topics to be assigned. In writing their papers, students should draw upon the assigned readings, classroom lectures and discussions, and (if appropriate) other relevant materials. **The papers will be due on the dates shown below** and should be submitted through the course website on Sakai (see below). A student who wishes to revise a paper and resubmit it for a potentially higher grade may do so, providing the paper is resubmitted within a week after it was first returned to the student. Each paper will count 20% toward the student’s final grade.

 There will be a final examination at the end of the course. The exam will count 30% toward the student’s final grade.

Required Readings

The required readings for each week are listed below in the Weekly Schedule for the Course. I suggest that you purchase the four books listed here. They are available in paperback at the Rutgers Barnes & Noble Bookstore.

Lawrence Lessig, Republic Lost: How Money Corrupts Congress—and a Plan to Stop It

Bernard Bailyn, The Ideological Origins of the America Revolution

William L. Riordan, Plunkitt of Tammany Hall

Stanley I. Kutler, ed., Watergate: A Brief History with Documents

The additional required readings noted below will be available on the course website on Sakai.

Course Website

 The course website is on Sakai <https://sakai.rutgers.edu/portal>. Please log on to Sakai and make sure that you can access the Sakai site for the course. As noted above: (1) some of the assigned readings will be posted on Sakai and (2) students should submit the two assigned papers on Sakai.

If you are having difficulty accessing the course website, please ask the Teaching Assistant, Andrew Salvati, for assistance.

Classroom Etiquette and Other Expectations

 Students will be expected to arrive in class on time, to treat their fellow students respectfully, and to give their undivided attention to the work of our learning community for the duration of the class period.

 A student who expects to miss a class for a compelling reason should inform either me or Andrew Salvati via email.

 Cheating on tests or plagiarizing material in your papers deprives you of the educational benefits of preparing these assignments appropriately. It is also personally dishonest and unfair because it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this course cheating and plagiarism will be treated as the serious offenses they are. Suspected cases will be referred to the Office of Judicial Affairs.

Weekly Schedule for the Course

**Week 1 September 2, 4**

 Introduction to political corruption

 Corruption in the United States today

  **Read**: Lessig, Republic, Lost, Preface and pages 1-39

**Week 2 September 9, 11**

 Political corruption in early England

 Corruption in colonial America

 **Read**: Bailyn, The Ideological Origins of the American Revolution, pages 22-93

**Week 3 September 16, 18**

 The American Revolution to preserve liberty against corruption

 Constitutional remedies for corruption

  **Read**: Bailyn, The Ideological Origins of the American Revolution, pages 94-159

**Week 4 September 23, 25**

 Corruption in the Early Republic

 Andrew Jackson and the “corrupt bargain”

**Read**: Harry L. Watson, Liberty and Power: The Politics of Jacksonian America,

Chapters 2 and 3

**Week 5 September 30, October 2**

 Ante-bellum political parties and corruption

 An era of corruption: The 1850s

 **Read**: Watson, Liberty and Power, Chapter 5

 Mark Summers, The Plundering Generation: Corruption and the Crisis of the Union,

 Chapters 14 and 15

**Week 6 October 7, 9**

 Corruption, slavery, and the Civil War

 Corruption, race, and Reconstruction

  **Read**: Summers, The Plundering Generation, Chapters 16 and 17

 Eric Foner, A Short History of Reconstruction, Chapters 8 and 9

**Week 7 October 14, 16**

 Railroads and corruption

 Urban party machines

**First paper due on October 16**

**Week 8 October 21, 23**

 Political reform in the Gilded Age

 Awakening to corruption in the Progressive Era

 **Read**: Riordan, Plunkitt of Tammany Hall

**Week 9 October 28, 30**

 Progressive political reforms

 A turning point in the history of political corruption

**Read**: The Autobiography of Lincoln Steffens, Volume II, pages 365-373, 407-415, 443-449, 454-463, 470-481, 489-501

**Week 10 November 4, 6**

 Teapot Dome and corruption in the 1920s

 The uses of political corruption in the 20th century

 **Read**: Frederick Lewis Allen, Only Yesterday: An Informal History of the 1920s,

Chapter 6

 Lyle W. Dorsett, Franklin D. Roosevelt and the City Bosses, pages 3-20, 98-116

 **Week 11 November 11, 13**

 A gallery of 20th century corruptionists: Frank Hague, Nucky Johnson, Robert

 Moses, Huey Long, Lyndon Johnson

 Money in elections

 **Read**: Kutler, Watergate, pages 1-73

**Week 12 November 18, 20**

 Richard Nixon and Watergate

 The effects of Watergate on politics and government

 **Read**: Kutler, Watergate, pages 75-206

**Week 13 November 25**

 Scandal in modern American politics

 **Read**: Lessig, Republic, Lost, pages 41-124

**Week 14 December 2, 4**

 Small **c** corruption: New York and New Jersey, for example

 Large **C** Corruption in America today

 **Read**: Lessig, Republic Lost, pages 125-171

 **Second paper due on December 2**

**Week 15 December 9**

 What can we do about corruption (in the light of history)?

***Read****:* Lessig, Republic Lost, pages 172-247

 **The final examination for this course will be given during the regularly scheduled exam period: 8:00 – 11:00 a.m. December 15, 2014. Information about the contents of the exam will be provided to students around a week beforehand, so they will have an opportunity to prepare well for the exam.**