

Pols 319

Political Parties

Spring 2014
M/W/F 2:00 - 2:50

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Office Hours:	Thursday, 1:00-3:00	Monday 9:00-11:00
	By appointment	By appointment

1 Course Description

In *Federalist #10* James Madison warned about the destructive influence of political faction, suggesting that organized political interests posed a threat to capture governmental power and use it for non-democratic purposes. In his warning we see the very roots of Americans' ambivalence toward and disdain for political parties. Despite the notable weaknesses of American parties compared to those in other democracies, it is common to hear them condemned for a variety of sins such as restricting political choice, shutting minority interests out of government, and promoting narrow partisanship over national interest. Yet the parties have thrived—and continue to thrive—in a variety of institutional and historical settings. How can it be that the American parties permeate every aspect of our political lives even while we disdain their role in the political process? What is the secret of their continued success, both now and through time?

This course provides a foundation for addressing these questions by describing, explaining, and evaluating American political parties. We will confront the following issues: What is a political party and what does it do? How has the role of the parties changed through time? Why are there only two parties in America? Why does it seem that parties are more interested in fighting with each other than compromising on policy? What are the factors that influence how parties behave?

2 Course Objectives

1. To improve understanding of what a political party is and what it does in American politics.
2. To familiarize students with contemporary issues about parties, including presidential nominations, partisan polarization in the electorate, and partisan bickering in the legislature.
3. To learn analytic skills, such as conceptual thinking and the use of research for drawing conclusions.

3 Course Requirements and Graded Evaluation

3.1 Class Participation

Learning is an active exercise and you will not succeed in this class unless you participate frequently and effectively. This class is primarily run as a seminar in which students summarize and react to assigned material. Toward that end, I will grade both your attendance and participation in this class. Attendance will be taken randomly throughout the semester and points will be assigned on a percentage basis. Participation is my subjective assessment of your citizenship in the class as well for participate on the class discussion board on D2L. I will assign 100 course points on the basis of attendance and another 100 for participation, making this fully 20% of your final course grade.

3.2 Partisan Summaries

A goal of this class to familiarize you contemporary American partisan politics and how to analyze those politics. Towards these end, you are require to write **four** short papers that highlight aspects of the role of partisan actors. You will have to write a paper on each of the following topics that displays your mastery of course material, use of research, and ability to write cogently.

1. Political Profile. Choose a member of the U.S. House of Representatives. It *cannot* be someone from Illinois or your home state. Research this Congressman's career path, electoral history, district characteristics, participation in the House, and the main issues for which s/he is known.
2. Fundraising and Support Profile. Write a paper that summarizes the political, organizational, and financial support received by a single member of the House of Representation. This candidate may be someone you used in another paper, but cannot be from Illinois or your home state.
3. Cross-Party Political Comparison. Write a paper that compares the *politics* of two members of the House of Representative who are in different parties but are in the same state. What do they share in common? In what ways do they differ? You may use members from previous papers, but none of the same text from those papers. This is because your purpose in this paper is not the same, so the writing should be different.
4. Within-Party Political Comparison. Compare and contrast the politics of two members of the same party, but the *not* state. Again, you can use members from previous papers, but not the same text.

Each paper can be *no more* than four pages. Title pages and biographies are required but do not count for or against the page limit. Any information that is copied from another source must be quoted and cited appropriately. Information that is paraphrased or comes from a source must be cited appropriated as well. These papers should be in 12 point font, with page numbers, and without spaces between paragraphs and added on the margins. Grades will be determined on quality of research, analysis, writing, and following these rules. More information will be provided on each paper on D2L.

3.3 Assignment Schedule

Participation	100 points	<i>Daily</i>
Attendance	100 points	<i>Daily</i>
Political Profile	200 points	<i>February 10</i>
Fundraising/Support Profile	200 points	<i>March 7</i>
Cross-Party Comparison	200 points	<i>April 9</i>
Within-Party Comparison	200 points	<i>April 28</i>

3.4 Grading Scale

1000 to 900	A
899 to 800	B
799 to 700	C
699 to 600	D
Below 600	F

4 Class Policies

4.1 Absences

You are expected to attend every class period. If you arrive after attendance is taken, you will be considered absent for the day. If you must miss class for some reason, you can receive an excused absence by contacting me **in advance**. I reserve the right to see documentation for your absence or to decide what constitutes a reasonable excuse. If you must miss class, you are responsible for finding out what you missed.

4.2 Missed Assignments

All assignments are due at the start of class on the date assigned unless the instructor indicates otherwise. Any assignment not turned in on time will lose half a letter grade for each day it is late. Any assignment more than 48 hours late will not be accepted. See “Problems and Emergencies” for the only exceptions to this policy.

4.3 Cheating and Academic Misconduct

Any student engaging in academic misconduct will receive an F in the course and reported to the Dean of Liberal Arts for further disciplinary action as outlined in the *University Code of Student Conduct*. If you have any questions about constitutes cheating, academic misconduct, or plagiarism, examine the university policy and/or ask the instructor **prior** to turning in any assignment. It is *your* responsibility to familiarize yourself with university policy.

4.4 Problems and Emergencies

If a problem or emergency arises that prevents you from attending an exam, turning in a paper, or coming to class, you should contact Professor McClurg as soon as possible. The best way to contact me is via email (mcclurg@siu.edu). If you do not hear back from me within a reasonable amount of time you may call me. Students contacting me **prior** to missing an assignment will receive greater

leniency. Examples of excuses that do **not** qualify as problems and emergencies include, but are not limited to, the following: oversleeping, taking too much medication, being incarcerated, or having a cold. You are welcome to clarify what I consider to be an acceptable excuse at any point in the semester.

4.5 Grading Policies and Standards

Graded material is returned as promptly as possible. When students receive an exam or assignment back and are dissatisfied with their grade, they must wait at least two days before asking for a review. To request such a review, the student must submit a single-spaced, one paragraph note explaining why the original grade is inappropriate. All assignments submitted for review can be graded up or down by the Professor.

4.6 Disability Policy

It is the policy of this university and professor to help disabled students succeed in the classroom. The student is responsible for notifying the professor and university of any special problems or needs as soon as possible. The professor and university is responsible for doing whatever they can within university policy to accommodate that student's needs. It is in your best interest to notify the professor and university **immediately** so that arrangements can be made as soon as possible. More information is available from Disabled Student Services.

4.7 Contacting the Instructor

If you have questions, please send an email to the professor and he will reply as soon as possible (usually within 24 hours). If your question requires a lengthy explanation, please come to office hours or make an appointment. Whenever you contact him, it is important to be professional, meaning that written communication must be properly addressed and follow common rules of English grammar. If an email or note does not meet the following criteria, you will **not receive** a response.

1. It respectfully addresses the professor.
2. It clearly identifies the student and class.
3. It has capital letters, periods, and appropriate grammar.
4. It includes information on how we can best reply with an answer to your question.

4.8 Policy Acknowledgment

To ensure that everyone understands these policies and to help the class function smoothly, I will **not record grades** for any student who does not read and sign the policy acknowledgment attached to this syllabus. To be clear, you will receive **no credit** in this course for work turned in **until I have your policy acknowledgment** on record.

5 Following Political Developments in the Media

The study of American government cannot be divorced from current events. I strongly recommend you monitor politics regularly through the national media. Along with any local papers you read, *The New York Times* and *The Washington Post* have high quality, free versions of their papers on-line. Additionally, you may want to examine news magazines for more in-depth coverage of particular issues and events. *Congressional Quarterly Weekly Report* and *The National Journal* are two particularly informative sources. Other options include *Time*, *Newsweek*, and *the Economist*.

6 Reading Assignments

Because this class will be run as a seminar, it is crucial that you obtain all of the assignment materials and read them carefully. Most of the assigned work will come from a single book, though you will be required to read the occasional news report or journal article that is on the **Desire2Learn** page.

- Hershey, Marjorie. *Party Politics in America*. Twelfth Edition. New York: Pearson, 2007.

7 Course Schedule and Reading Assignments

7.1 Substance & Method in Studying Parties

January 13. Course introduction.

January 15. Problems with parties?

Find & read at least three newspaper articles that focus on contemporary American politics. These articles must be from the sources discussed in Section 6.

January 17. Are parties good or bad for America?

Schattschneider, *The Semi-Sovereign People*, excerpts

January 20. MLK Holiday

Extra credit if you attend one of activities on campus.

January 22. Pundits or political scientists?

Zakaria, "Why political polarization has gone wild in in America"

Edwards, "How to Turn Republicans and Democrats in Americans"

Visit Voteview.com

January 24. Reading political science.

Baglione, L. 2008. "Doing Good and Doing Well: Teaching Research-Paper Writing by Unpacking the Paper." *PS*.

7.2 Core Concepts

January 27. What is a political party?

Hershey, Chapter 1

January 29. What is a party system?

Hershey, Chapter 2

January 31. American parties in comparative perspective.

February 3. A brief history of American parties.

February 5. Why two parties?

February 7. What about extremism?

Williamson, V., T. Skocpol, and J. Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics*. 9(1):25-43.

7.3 Political Parties as Organizations

February 10. Local and state organization.

Hershey, Chapter 3

February 12. National party organizations.

Hershey, Chapter 4

February 14. Party Activists.

Hershey, Chapter 5

February 17. Researching political and financial support.

Assignment #2 Instructions

February 19. What drives party organization?

Schlesinger, J. 1985. "The New American Political Party." *American Political Science Review*. 79(4):1152-69.

February 21. Parties as networks

Koger, G., S. Masket, and H. Noel. 2009. "Partisan Webs: Information Exchange and Party Networks." *British Journal of Political Science*. 39:633-53.

7.4 Political Parties in the Electorate

February 24. Party identification.

Hershey, Chapter 6

February 26. What is a "independent"?

Magleby, D. and C. Nelson. 2012. "Independent Leaners as Policy Partisans: An Examination of Party Identification and Policy Views." *The Forum*. 10(3).

February 28. Party coalitions.

Hershey, Chapter 7

March 3. Are voters ideologically polarized?

Brooks

Fiorina, *Culture War*, excerpt

March 5. Red State, Blue State
Levendusky, *Partisan Sorting*, *excerpt*

March 7. Discussion of voter polarization

March 10. Spring Break

March 12. Spring Break

March 14. Spring Break

7.5 Political Parties in Elections

March 17. Party nominations.
Hershey, Chapter 9

March 19. Party nominations.
Hershey, Chapter 10

March 21. Party nominations.

March 24. General elections.
Hershey, Chapter 11

March 26. General elections.

March 28. The new partisan campaign.
McClurg and Habel

March 31. Campaign finance.
Hershey, Chapter 12

April 2. Campaign finance.

April 4. Parties and interest groups.
Grossman, M. and C. Dominguez. 2009. "Party Coalitions and Interest Group Networks."
American Politics Research. 37(5):767-800.

April 7. Discussion of parties and elections.

April 9. Discussion of Assignment #3 papers

April 11. Elections and polarization.
Abramowitz *et al.*, 2006, "Incumbency, Redistricting, and the Decline of Competition in the U.S. House Elections," *Journal of Politics*, 68:75-88.

7.6 Political Parties in Government

April 14. Parties in legislatures.

Hershey, Chapter 13.

April 16. Parties in legislature.

April 18. Partisanship and policy making.

Jones, D. 2001. "Party Polarization and Gridlock." *Political Research Quarterly*. 54(1):125-41.

April 21. Partisan Bickering.

Eilperin, *Fight Club Politics, excerpts*

April 23. Is doing nothing a bad thing?

Koger

April 25. Parties elsewhere in government.

Hershey, Chapter 14

7.7 Political Parties and Representation

April 28. Political parties and representation.

Hershey, Chapter 15.

April 30. More on representation.

Hacker, J. and P. Pierson. 2010. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society*. 38(2):152-204.

May 2. Concluding thoughts.

"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives." ¹

<http://pvcaa.siu.edu/>

IMPORTANT DATES *

Semester Class Begins01/13/2014
Last day to add a class (without instructor permission):01/24/2014
Last day to withdraw completely and receive a 100% refund:01/26/2014
Last day to drop a course using SalukiNet:03/23/2014
Last day to file diploma application (for name to appear in Commencement program):03/28/2014
Final examinations:5/5 – 5/9/2014

* Note: For outreach, online, and short course drop/add dates, visit

Registrar's Academic webpage <http://registrar.siu.edu/>

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday 01/20/2014

Spring Vacation 03/08—03/16/2014

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or *graduation*, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

STUDENT CONDUCT CODE

http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,

<http://salukicare.siu.edu/index.html>

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety's website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : <http://tutoring.siu.edu/>

Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

PROVOST & VICE CHANCELLOR: <http://pvcaa.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>

¹ Southern Illinois University Carbondale. (2013). *Pathways to Excellence: A Strategic Plan*. Retrieved from http://chancellor.siu.edu/common/docs/A_Strategic_Plan.pdf

Policy Acknowledgment

I, _____ (print your name), acknowledge that I have read and understand the following information about Political Science 319 “American Political Parties” with Professor McClurg. I understand that this information and these policies apply to me in the context of this course. I also understand that this syllabus represents a plan for the semester and that the instructor reserves the right to change the requirements, policies, and schedule of topics for the course as deemed necessary for instructional purposes.

- ___ Instructor Office Hours
- ___ Instructor Email
- ___ Course Requirements
- ___ Attendance Policy
- ___ Missed Assignment Policy
- ___ Make-Up Exam Policy
- ___ Problems / Emergency Policy
- ___ Grading Policy Standards
- ___ Disability Policy
- ___ Contacting the Instructor Policy
- ___ Reading Assignments

_____ (signature and date)