This course examines nature and role of political parties in US politics and government. How do the parties help shape and influence competition, participation, and public policy? Why does the US have two dominant major parties and what is the role of minor parties? How and why have American parties changed? How do changes in the nature and power of other actors in the electoral process, especially interest groups and the media, affect the role of the parties? Who makes up the party coalitions in US politics today? How have those coalitions changed, and how are they changing today? Why do the parties seem more polarized than they once were? And what should we expect in the future? The 2016 election results and the 2017 parties in government provide the backdrop for our discussion of the significance of parties to democratic politics today.

Objectives:

1. Students will gain an understanding of what political scientists have written about the role of political parties and interest groups in U.S. elections and government. They will also learn how to make critical analyses of the arguments and evidence used in those writings.

2. Students will work in teams, often on case studies using primary source materials, to gain a better understanding of the role of parties and groups in elections and government in recent years. The teams’ findings will be prepared for oral presentation to the class, using slides.

3. Students will use what they have learned in their teams to evaluate the arguments made in the assigned readings. The lessons will be used for individual exams and writing assignments. This will include an evidence-based evaluation of the system as a whole that will be incorporated into the end-of-semester paper/exam.
Papers, Exams and Grading
Quizzes: 3 at 5% each = 15%. (Oct. 3, Oct. 31, Dec. 7).
   Each quiz grade is made up of an individual quiz grade and team quiz grade.
Midterm Paper (5 pp.) = 15%
Team projects: 30% for all exercises combined
   (Peer evaluation = 10%. Evaluations by instructor, 20%)
Final paper: 30% (8-10 pp.)
Class participation and attendance (other than team evaluation) 10%

POLICIES

Internet + Laptops:
Internet research will be required to complete the assignments in this course. On many days, teams will be doing Internet research together and reporting the results. Each team will be responsible for assuring that one or more laptops (in addition to any Tablets) are available for team use in class every day. Distributing students with laptops will be a consideration in forming teams. Using computers or cell phones during class for any purpose other than work for this class is prohibited and will be penalized.

Academic Honesty:
Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy is provided at the end of this syllabus. Read them. You will also find a link there to the full set of policy guidelines. Violation will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

So far this is standard formula, so pay special attention to what is coming next: Substantial penalties will be imposed for inadvertent as well as deliberate plagiarism. Since inadvertent plagiarism by definition is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source’s logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge that you are doing so in the main body of the paper, and not merely with a citation. You need to say something like “Smith says that...” even when you paraphrase. A citation at the end of a series of directly paraphrased sentences is NOT adequate. The same goes for following the order of another person’s argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting. Using only the within-text citation is adequate if you are taking a fact or referring to another’s conclusion. Much more is needed once the phrasing or the other’s argument begins to look similar. And copying the other person’s footnotes is NEVER appropriate because it suggests that
you did not look up the original source on your own. When you do want to do a second-degree citation like this, it should contain something like this: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest and will not suffer consequences beyond the grade on the paper. So far, so good: you will have avoided the penalties for plagiarism, but that is still not enough to make a paper satisfactory. Stringing together a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around your thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper’s end.

If you have questions about this while writing, it is your responsibility to ask in advance.

**Civility:**
Each of us in the classroom will have differing opinions about the political parties, candidates, and public officials. Whatever the tone of public discourse or cable talk shows, I expect all discussions within the classroom to be conducted with civility. Feel free to disagree with other, but don’t make it personal. None of your assignments will expect you to take a position on the issues, parties, or candidates. Your job will be to understand how the process works.

**Attendance:**
Attendance in class, on time, is expected. Missing three or more classes without a documented excuse will be penalized significantly.

**Attendance at exams, team activities, and other graded exercises:**
There will be no makeup quizzes or other in-class assessments. This includes team assessments that are not announced in advance. Excuses will be accepted only for an *adequately documented* illness or emergency. In the event of an appropriately documented excuse, the missed activity will not be calculated as part of the student’s grade. Missing without an adequate excuse will result in the graded exercise being given a zero. Missing a graded team presentation or activity without adequate excuse will result in the individual student receiving a zero for the activity in question instead of the team grade.

**Late papers and assignments:**
All papers and assignments are due on the date and at the time assigned. Lateness excuses will be accepted *only* for an *adequately documented* illness or emergency. To give two examples: someone with an anxiety disorder that affects writing may well have a documented illness. Someone who has a conflicting exam or event does not. Nothing prevents the student with a known conflict from reading ahead and writing the paper early. The due dates are on the syllabus. Instructions will be available early. All papers are to be submitted electronically. Late papers will be penalized at the rate of one grade (for example from B to B-) for each 24-hour late, with the first late day beginning immediately after the assignment was due. Assignments four or more days late without permission will not be accepted. They will be given a zero, which
in turn will have a major effect on the semester’s grade. Submitting a bad (or even a failing) paper that acknowledges the assignment will be much better for the final grade than a zero.

**Blackboard:**
All readings and other assignments are posted on Blackboard. Chat rooms or lists will also be established for each of the teams. If necessary, change your email address on Blackboard to reflect the one you use. Blackboard can also forward messages to another email account.

**Special Needs:**
Students with special needs should register with the Disability Resource Center (Campus Center 137). The office will provide a letter describing the accommodations needed. Please give this to me within the first two weeks of the semester and remind me before each relevant event.

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**TEXTBOOK / BLACKBOARD READINGS**

I seriously considered asking you to buy a required textbook. The leading (and, in my opinion, best) textbook on parties sells for $100. Unfortunately, the available texts do not overlap well with this semester’s learning objectives so that a fair amount of any required book would be left unassigned. Therefore, I have decided to rely on material posted on Blackboard.

One problem I have noticed with Blackboard in the past, however, is that students may not treat posted reading assignments with the same seriousness as they treat the hard copies of books they purchase. Many try to read the assignments on line, do not underline them, and do not have notes to return to before an exam. For that reason, I am urging you to print hard copies of the assigned reading and bring them to class.

If you do not own a printer, I recommend that you use the money you did not spend on a textbook for this course to buy an inexpensive, black-and-white laser printer. I have used Brother™ printers over the years. While I am not specifically recommending the brand, I do know that you can buy a black and white laser printer that will print automatically on both sides of a page for well under the cost of a textbook. I do not recommend that you use a color inkjet printer for this purpose, even if you own one, because the cost of replacing the ink cartridges could cost more than a new laser printer plus one toner cartridge. It is likely to be cheaper to use the laser for black and white while hanging on to the color printer for jobs that need color.

You should mark the articles up and save them in a folder or loose leaf binder. With the money you save from not buying a textbook, you can also get a good quality three-hole puncher (about $15), or buy a ream of pre-punched paper for about $10 (instead of $5-$8 without holes).

If you do not own a computer or tablet to link to a printer, you may print copies of the readings at the University Library. The library charges 10 cents per page. The total cost for the semester will be competitive with a textbook.
Whatever method you use, I expect you to treat the reading on Blackboard as if these were textbook assignments. I will ask you questions from them on exams and quizzes, and I will expect teams to know the material as they work on their projects.

SCHEDULE OF READINGS

All assigned readings are on Blackboard. Dates may be subject to change.

NB: (1) Read all assignments before class. They are essential background for in-class team research. (2) Timely articles will be added during the semester and will be considered required.

| Aug 29 | Intro. |
| Aug 31 | No class – APSA. |
| Sep 5 | Goals and Definitions |
| Sep 7 | Problems – Negative Public Attitudes toward the Parties |
| Sep 12 | Political Science Approaches Toward Parties |
| Sep 14 | History of Parties in the U.S. [57] |
| Sep 19 | Nominations: Does the Party Have Any Say Over Who Runs with the Party Label? [41] |
| Sep 21 | No class – Rosh Hashanah |
| Sep 26 | Nominations – 2 |
| Sep 28 | Team exercise on primaries |
| Oct 3 | QUIZ (individual and team) on all reading so far, followed by more team work on primaries |
| Oct 5 | Party as a Benchmark for Voters [51] |


* Pew Research Center, *Partisanship and Animosity*, only pp. 1-18

* Ladd – Negative Partisanship the Most Toxic Form of Polarization (June 2017) [6]

* J. Aldrich. *Why Parties?*, ch. 1 (Overview of pol. sci. approaches to parties) [24]


* Maisel, *American Political Parties and Elections*, ch. 2 “A Brief History” [27]


| Oct 10 | **Party as a Benchmark for Voters in the 2016 Elections** [74]  
* Ceaser, Busch and Pitney, “Red Down the Ballot”, ch.5 in *Defying the Odds* [25]  
| Oct 12 | **Team research**: Party in the Voters’ Election Decisions |
| Oct 17 | **Team Presentations**: Party congruence in the vote over time in assigned state |
| Oct 19 | **Parties as Coalitions of Voters** [88]  
* Pew Research Center –“Behind Trump's Victory: Divisions by Race, Gender and Education” (Nov2016) [3]  
* Slate – “Myth of the Rust Belt Revolt” (Dec2016) [5] (N. Cohen disagrees)  
* Guardian – “White, Wealthy Voters Gave Victory to Trump” (Nov. 2016) [2]  
* Atlantic – “It Was Cultural Anxiety, Not Economics, That Drove White Working Class Voters to Trump” (May 2017) [5]  
Additional news articles in the folders are likely |
| Oct 24 | **Team research**: Voter coalitions |
| Oct 26 | **Team Presentations**: Voting behavior of assigned voting group, over time |
| Oct 31 | **MIDTERM EXAM = TAKE HOME ESSAY (turned in today) + QUIZ in class on reading since last quiz** |
| Nov 2 | **Party Organizations and Activists** [52]  
* W. Riordan, *Plunkitt of Tammany Hall*, (First pub 1905), Preface + pp. 7-10 [7]  
| Nov 7 | **Parties, Factions, and Networks** [52]  

Nov. 9 assignments will be explained, including teams’ case studies.
| Nov 9 | NO CLASS TODAY. READ THE FOLLOWING TO PREPARE FOR TEAM WORK. |
| Nov 14 | Discuss Nov 9 readings. Use remaining time to finish team research. |
| Nov 16 | Team Report |
| Nov 21 | Party and Polarization in Government [68] |
| Nov 23 | No class – Thanksgiving |
| Nov 30 | Other Structural Proposals Being Put Forwarded To Address [26] |
| Dec 5 | Review and Wrap Up |
| Dec 7 | Last class. 30 minute quiz covering all assigned reading since the midterm. This quiz + the take-home essay(s) due Dec. 14 constitute the final exam. Evaluations: Student evaluations of course. |
| Dec 14 | Exam day. 10:30-12:30 10 pp. Papers/ take-home exams due via electronic submission. |
The following pages have been copied from: http://library.albany.edu/infolit/citesources

When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as “a piece of writing that has been copied from someone else and is presented as being your own work” or “taking someone’s words or ideas as if they were your own” [1].

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn’t understand or does not know how to avoid it. Please visit our online tutorial: Plagiarism 101 for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else’s ideas and PRETEND they are your own. Avoiding plagiarism doesn’t mean that you can never use other people’s ideas. It’s a widely known secret that in fact you CAN use other peoples’ ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you’ve done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let’s assume you don’t want to plagiarize, you’ve given yourself enough time to do it right, but you’re still not sure about “putting things in your own words,” judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others’ research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. [2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should always cite your sources.

1. Direct quotes of more than one word. If the author’s words are powerful or you need to be specific for your argument, the authors’ words can be used as a direct quote.

2. Paraphrasing or summarizing. If you want to use someone else’s idea to help you make your point or to support your own ideas, in this case you would “translate” the ideas into your own words. [NB: “Always cite.”]

3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.
4. **Not just books or articles** should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.

5. **Whenever you are not sure** if something should be cited, err on the side of caution and cite sources.

Let’s look at some examples...

**Direct quotes**

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

*Lappe’s explanation of a “thin democracy”* [1] **addresses a number of basic flaws within our American society.**

Global warming **is being recognized as a major issue throughout the world and as Al Gore instructs, “it is time to make peace with our planet.”** [3]

**Paraphrasing or Summarizing**

This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis. *[Instructor’s additional comment: when summarizing someone else’s work, it is not sufficient to drop in a footnote. The text must also say something like “according to ...” or “Smith says that...” or “some historians have argued ....”]*

**HERE’S AN EXAMPLE:**

"[Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won’t get bored after a few days. At the same time, your chosen topic will need a scholarly perspective.”][4]

**Paraphrase:** When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. [5]

**Summary:** Students should select writing topics that are interesting and also lend themselves to academic research. [5]

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

**Common Knowledge? Or Not?**

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

**Example 1:**

*The University at Albany located in Albany, New York and is part of the State University of New York.*

This is common knowledge and easily confirmed in a multitude of sources.

**Example 2:**

*The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system.* [6]

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.
How to Cite?

We’ve talked about plagiarism as well as why and when to cite. The next question is "How?"

There are two things you need to know from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your 'Works Cited' page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA Format and Style Guide** (Modern Language Association)
- **APA Format and Style Guide** (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at Cite... for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.


