

POLSCI 360 - Political Parties
Hybrid Instruction
50% Face-to-Face/50% Online
Spring 2017
W 6:00-8:53

Dr. Michael A. Hansen

Office: GRNQ 211

Office Hours: Mon. 11-12 (and by appointment)

Email: hansenm@uwp.edu

Course Overview

This upper division course on Political Parties presents an in-depth analysis on defining, categorizing, and studying political parties in a democratic context. The emphasis here will be on *comparative* analysis of the study of political parties. Like the comparative parties literature as a whole, our readings will focus disproportionately on the United States and Western Europe, although we will also touch on parties in many other parts of the world. With this caveat, however, the course has been designed with an eye to diversity of subject matter. Students will encounter a broad range of types of work in political science - conceptual and empirical, quantitative and qualitative, contemporary and historical, rationalist and otherwise - and the readings include both works that are, strictly speaking, comparative, and works that focus on single countries, single parties, and on no particular party at all (but rather on party-in-general).

Although closely related to certain topics in political behavior, this is a course on the institutions side of what political scientists like to describe as the institutions/behavior divide in the discipline. Our subject is parties, not voters per say. This seminar is not intended as an introduction to American politics, comparative politics, or to the politics of the developed democracies, but neither does it assume prior familiarity with these topics.

Course Requirements

Attendance/Participation (22%)

Attendance in class is necessary in order to fully comprehend the material and develop the critical thinking skills that accompany class discussion for the in-person portion of the class. I will pass around a sheet everyday that you must sign to register your attendance in class. If I don't see your face (or, for that matter, if you come to class but I notice you sleeping, text messaging in class, carrying on a conversation or otherwise not paying attention and/or being disruptive) I will mark you absent. If you are more than 10 minutes late to class, I will mark you absent; it is disrespectful to me and your classmates. Moreover, must you be absent for any reason, it is your responsibility to find out what was covered in class and to

get notes from another student.

In order to receive any attendance/participation points, **you must complete a quiz dealing with the content of this syllabus**. The quiz can be attempted an unlimited number of times, cannot hurt your grade, and must be completed with a 100%. No content on D2L will unlock until the quiz is completed. The point of the quiz is to ensure that you understand the guidelines and requirements for the class so that there is no possibility for complaints later.

I will allow two unexcused absences for the in-person portion of the class (**two weeks!**). **After two absences, your grade will decrease five percentage points for every class you miss (up to 10%)**. If you are not in class, you cannot participate. In addition, I will assign everyone a participation grade at the end of the semester. If you do not regularly speak in class you will lose points off of this grade. Further, if a class is held online, I expect you to participate in order to receive points (more on this later).

I expect that class reading will be done **prior to class**, and that students will come to class prepared with notes on the readings so that they can engage in discussion. If at any point during the semester it is clear that students are not reading prior to class, I will mandate that each student hand in at the start of class one page of typed, single-spaced notes on the readings. If this situation arises, **the page of notes will count for the 2% of the daily attendance/participation grade (up to 10%)**.

Further, you will be required to post your reading synthesis to D2L for other students by Wednesday at 4pm. For the in-class portion of this class you will be responding to students questions in class while they present the material. For the online portion, you will be expected to not only post your synthesis, but respond to one question for each student's synthesis for the week by Sunday at 10pm. For example, if there are three readings and you did not review one of them, you should respond to at least three questions (one for each reading).

Online Instruction

A portion of the class is conducted online. After spring break, the class moves to online instruction. Since half of the class is conducted online, attendance/participation is a difficult aspect of the course to assess. There is a great deal of leeway built into the completion of required coursework. However, it is up to you to pay attention to due dates and requirements. Finally, **you must have stable internet access for this class**. I will not at any point in the semester hear complaints regarding late assignments due to not having internet access. The level of technological knowledge for participating in this class is minimal.

A note about conduct: It is understandable that the class is not face-to-face for a portion, thus there is a certain level of anonymity. On rare occasions, this anonymity is accompanied by a lack of formality or professional conduct. Please take note to not be disrespectful to other students. Further, I expect that emails to me will be accompanied by a professional

header, consist of a professional tone, and include formal writing (as though it were a business email). If the emails are not drafted in this manner, I will simply not respond to them. If they are written in a professional manner, you can expect a response in two business days or less.

If you need technical support, you can contact the UW-Parkside help desk with inquiries regarding D2L problems at servicedesk@uwp.edu. Additional help or inquiries regarding success in the class should be directed at the Student Support Services center.

Active Learning: Interaction and Feedback

The online discussion boards for each readings and the posting of reading reviews for the second portion of the class are intended to provide a forum for students to process course material and apply course concepts in an interactive format. This interaction will allow for “student - student” and “student - instructor” interactions, whereby students are expected to guide discussions and learning through specific questions. Each student will not only write questions, but is expected to respond to one question for each reading. Further, as your Instructor, I will take an active role in clarifying confusion and providing additional information that serves to advance student understanding in a given content area.

Finally, there are weekly discussion boards set up for you to provide questions if your understanding is deficient in a specific area. The weekly discussion boards are not mandatory. Instead, they are intended to guide students to increasing levels of responsibility for their own learning.

Active Learning: Student Engagement

The online discussions will use contemporary examples of political phenomena to illustrate course concepts. These concepts, often contentious, are designed to challenge student understandings of given issues and explore new ways of analyzing institutional performance, political arguments, and political history. Therefore, students are expected to keep up with contemporary news in order to familiarize themselves with the presented issues. Present in the lecture slides are discussion questions that provide the opportunity to examine and assess their own understandings of new material. Although students are not expected to submit written responses to these discussion questions, this self-directed learning enables students to more fully interact with other members of class during review sessions, and clarifies points of confusion on which to seek further clarification. Again, these exercises are intended to guide students to increasing levels of responsibility for their own learning.

Weekly Argumentative Essays (12 x 5 = 60%)

You are to write essays related to the topic for several weeks. Each week or two has a particular focus and a particular political question. Since the class is an upper division class where you grapple with complex concepts, dissecting and breaking down all of the material for the week in one essay is crucial for understanding. The objectives in this paper are to present a thesis and thoroughly defend your argument through the presentation of evidence. The important aspect to note about this type of assignment is to be aware of how your argument could possibly be undermined. If it is possible to break your argument with a one or two sentence statement you have not succeeded in the task, and thus will not receive a satisfactory grade on the assignment. **The argumentative essays are due Tuesdays by 6:00pm.**

The essays are graded based mostly on the strength of your argument. However, grammar, sentence structure, paragraph structure, and overall organization are taken into account when assigning your essay grade. An “Argumentative Essay Guideline” is posted on D2L. **You should follow the guideline to the letter!** A failure to follow the essay guideline will result in an automatic 0% on the essay. There are no excuses, and your grade will not be re-evaluated. If you make an appointment or come to office hours, I will be more than willing to read your essay and give you comments before you hand it in. Or, for the second half of the semester, I will be more than happy to communicate through email. **There are no excuses for not doing well on these essays.**

Reading Synthesis (6 x 3 = 18%)

You will be assigned six readings for the semester where your responsibility is to create a one-page review sheet summarizing the important aspects of the reading. The review sheet for the first half of the semester is to be handed out in class. The review sheet for the second half of the semester is to be posted online. For each review, you must include three, thoughtful questions regarding the readings in order to encourage discussion. These questions will be the basis for our class discussion for the first half of the semester. For the online portion of the class, you are to respond to at least one question for each reading synthesis each week on the discussion board. The response should be thoughtful and fully answer the question. The discussions are graded on a pass/fail basis. Meaning, that if you do not respond to each reading synthesis, you will lose your participation points. **The reading synthesis is due on Wednesdays by 4:00pm in the D2L dropbox.** I will assign the readings the first two weeks of class.

Late Work

Late work is not accepted. All of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments can be turned in electronically on D2L without physically being in class. Therefore, there is no excuse for late work. Finally, there are two options for the exam, and one of the options does not require you to be in class. Therefore, makeup exams will not be allowed except for

extreme circumstances.

Grading Scale

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services

for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Required Reading

The readings are either posted on D2L, or it is your responsibility to find the journal articles through the library website.

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. I have been known to randomly call on students and ask them questions from the reading. Therefore, it is in your interest to be prepared in order to receive attendance points. In addition, the schedule is subject to change based on the flow of class discussion.

Week 1: Feb. 1

Syllabus

Student introductions

Week 2: Feb. 8

Essay Question: What is a party? How do these authors differ when it comes to identifying parties?

Topic: Ontology: What's a party, and what are parties for?

Read:

Morse, Anson D. 1896. What is a Party? *PSQ* 11(1): 68-81.

Weber, Max. 1946 [orig. 1922]. Class, Status, Party (from *Economy and Society*), in H.H. Gerth and C. Wright Mills, trans. and ed., *From Max Weber: Essays in Sociology* (New York: Oxford UP). Read section 10 (Parties), pp 194-5.

Schattschneider, E.E. 2004 [1942]. *Party Government*. [Any edition; mine is New Brunswick, NJ: Transaction (with a new introduction by Sidney A. Pearson, Jr.)] Read chapter 3 (What is a Political Party?), pp 35-64. Most important are pp 35-7.

Schumpeter, Joseph A. 1942. *Capitalism, Socialism, and Democracy*. New York: Harper-Perennial. Read the last full paragraph in Chapter 22 (Another Theory of Democracy), p. 283.

APSA Committee on Political Parties. 1950. Summary of Conclusions and Proposals. In *Toward a More Responsible Two-Party System: A Report of the Committee on Political Parties*. *APSR* 44(3, Supplement): 1-14.

Ranney, Austin. 1954. *The Doctrine of Responsible Party Government: Its Origins and Present State*. Urbana: U of Illinois P. Read chapter 2 (The Case for Responsible Party Government), pp 8-22.

Week 3: Feb. 15

Essay Question: Write an essay in which you summarize, for a novice reader, these different approaches to party ontology (**this week and last week**): that is, these answers to the question of what a party is. In order to cover every piece in the space available, you will have to sort these authors into categories. Who belongs together, and why? (This list sorts them chronologically.) In your judgment, how many basic views or approaches are represented

here, and what are the relative advantages of each?

Topic: Ontology: What's a party, and what are parties for?

Read:

Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: HarperCollins. Read pp 24-31.

Key, V.O., Jr. 1958. *Politics, Parties, and Pressure Groups*, 4th ed. New York: Thomas Y. Crowell. Read the untitled introduction to Part Two, *The Party System*, found on pp 180-2 in the fourth edition (163-5 in the fifth).

Eldersveld, Samuel J. 1964. *Political Parties: A Behavioral Analysis*. Chicago: Rand McNally. Read the beginning of chapter 1 (*A Theory of the Political Party*), pp 1-13.

Beck, Paul Allen, and Frank J. Sorauf. 1992. *Party Politics in America*, 7th ed. New York: HarperCollins. Read the beginning of chapter 1 (*In Search of the Political Parties*), pp 7-20. [This text exists in many editions.]

Week 4: Feb. 22

Essay Question: How should parties be categorized? Is there a way that seems most useful?

Topic: Taxonomy: What kinds of parties are there?

Read:

Duverger, Maurice. 1954 [1951]. *Political Parties: Their Organization and Activity in the Modern State*, trans. Barbara and Robert North. London: Methuen. In Book I, read part II of chapter 1 (*The Basic Elements*), pp 17-40, and pp 61-79 of chapter 2 (*Party Membership*).

Kirchheimer, Otto. 1966. *The Transformation of the Western European Party Systems*. In Joseph LaPalombara and Myron Weiner, eds., *Political Parties and Political Development* (Princeton, NJ: Princeton University Press), pp 177-200.

Katz, Richard S., and Peter Mair. 1995. *Changing Models of Party Organization and Party Democracy: The Emergence of the Cartel Party*. *Party Politics* 1(1): 5-28.

Week 5: Mar. 1

Essay Question: How should parties be categorized? Is there a way that seems most useful? You must incorporate this week and last week into your answer.

Topic: Taxonomy: What kinds of parties are there?

Read:

Kitschelt, Herbert. 2000. *Citizens, Politicians, and Party Cartelization: Political Representation and State Failure in Post-Industrial Democracies*. *European Journal of Political Research* 37(2): 149-79.

Gunther, Richard, and Larry Diamond. 2003. Species of Political Parties: A New Typology. *Party Politics* 9(2): 167-99.

Blyth, Mark, and Richard S. Katz. 2005. From Catch-All Parties to Cartelisation: The Political Economy of the Cartel Party. *West European Politics* 28(1): 33-60.

Week 6: Mar. 8

Essay Question: According to Downs, what do parties want? Is Downs correct? Evaluate the strength of his argument.

Topic: Goals: What do parties want?

Read:

Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: HarperCollins. Review reading for February 2 and read chapters 7-8 (The Development of Political Ideologies as Means of Getting Votes and The Statics and Dynamics of Party Ideologies), pp 96-141.

Schlesinger, Joseph A. 1991. *Political Parties and the Winning of Office*. Ann Arbor: U of Michigan P. Read chapters 1 and 2 (Introduction: A Theory of Political Parties and Political Ambition: The Motive Force of Party Organization), pp 1-46.

Week 7: Mar. 15

Student Meetings

March 19-25 - Spring Break

Instruction for this class switches to online instruction. If you have any questions for me about online instruction, make sure to see me prior to this date.

Week 8: Mar. 29

Essay Question: What do parties want? How do these scholars differ from Downs? How are they similar? Who is correct?

Topic: Goals: What do parties want?

Read:

Aldrich, John H. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. Chicago: U of Chicago P. Read chapter 1 beginning at p. 18 (A Theory of Political Parties) and chapter 2 (Why Parties Form), pp 18-61.

Muller, Wolfgang C., and Kaare Strom. 1999. Political Parties and Hard Choices. In Muller and Strom, eds., *Policy, Office, or Votes? How Political Parties in Western Europe Make Hard Decisions* (New York: Cambridge UP), pp 1-35.

Week 9: Apr. 5**Essay Question:** Why do people organize into groups?**Topic:** Organization: How are parties organized, and why does it matter?**Read:**

Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard UP. Read the introduction and chapter 1 (A Theory of Groups and Organizations), pp 1-52.

Wilson, James Q. 1995 [1974]. *Political Organizations*. Princeton, NJ: Princeton UP. Read chapters 2-3 and 6 (Rationality and Self-Interest, Organizational Maintenance and Incentives, Political Parties), pp 19-55, 95-118.

Week 10: Apr. 12**Essay Question:** What electoral system is more conducive for democracy?**Topic:** Electoral Systems and Number of Parties**Read:**

van der Eijk, Cees and Mark N. Franklin. 2009. *Elections and Voters*. Palgrave Publishing. Ch. 3 and 5

Riker, William H. 1986. Duvergers Law Revisited. In Bernard Grofman and Arend Lijphart, eds., *Electoral Laws and Their Political Consequences* (New York: Agathon), pp 19-42.

Laakso, Markku, and Rein Taagepera. 1979. Effective Number of Parties: A Measure With Application to West Europe. *Comparative Political Studies* 12(1): 3-27.

Taagepera, Rein, and Bernard Grofman. 1985. Rethinking Duvergers Law: Predicting the Effective Number of Parties in Plurality and PR Systems Parties Minus Issues Equals One. *European Journal of Political Research* 13: 341-52.

Week 11: Apr. 19**Essay Question:** What types of party systems exist in the world? Are some party systems better than others?**Topic:** Party Systems**Read:**

Pettit, Robin T. 2014. *Contemporary Party Politics*. Palgrave Publishing. Ch. 2

Week 12: Apr. 26**Essay Question:** What types of ideologies do parties espouse? What determines party ideology?**Topic:** Party Ideology**Read:**

Pettit, Robin T. 2014. Contemporary Party Politics. Palgrave Publishing. Ch. 4

Downs, Anthony. 1957. An Economic Theory of Democracy. New York: HarperCollins. pp 96-141.

Week 13: May 3

Essay Question: What is the relationship between voters and parties? What stands out as being important and unimportant for determining vote choice?

Topic: Voters, Parties, & Elections

Read:

van der Eijk, Cees and Mark N. Franklin. 2009. Elections and Voters. Palgrave Publishing. Ch. 4 & 7.

Week 14: May 8 - 12

Essay Question: The goal of political parties is mostly to get elected. Which tactics should parties implement during the campaign process in order to be successful?

Topic: Political Party Campaigning

Read:

Pettit, Robin T. 2014. Contemporary Party Politics. Palgrave Publishing. Ch. 8