

UNIVERSITY OF TEXAS AT AUSTIN
GOVERNMENT 325
POLITICAL PARTIES

PROFESSOR DARON SHAW
FALL 2023

Unique#:	38255	Meeting Time:	T, TH 12:30-2:00
Meeting Place:	Mezes B0.306	Office Hours:	T, TH 11:00-12:30
Office:	Batts 4.146	Phone:	232-7275
Email:	dshaw@austin.utexas.edu		
TA:	Grace Morris	TA Email:	gracemorris@utexas.edu
TA Office:	Batts 1.118	Office Hours:	TBD

COURSE DESCRIPTION

This course focuses on the role political parties play in representative democracies. We will study the variables that distinguish party systems in different countries, the historical development of parties, and the nature of parties in contemporary democratic societies. We will also explore how parties mobilize mass populations for political purposes, as well as the character of party elites, activists, and supporters.

The first three weeks of the course are largely general and theoretical. Examples are drawn from different countries to illustrate questions and arguments. The remainder of the course deals almost exclusively with the American parties.

My approach will be thematic. By studying institutions and processes that are generally characteristic of parties in democratic systems, you will recognize that many features of the American parties are a particular configuration of more general phenomena. Through the readings and lectures on the U.S. party system you will develop a conceptual and theoretical understanding of not only the American parties, but of political parties across the globe.

COURSE FORMAT

Class meetings run approximately 75 minutes and rely on a lecture format. However, I ask questions of the class and may call on students at random. On the other side of the lectern, questions and observations are always encouraged. I try to recognize those raising their hand to ask a question as soon as possible. Keep in mind that the lectures parallel, but do not repeat the readings. Because of this, not attending class (either in-person or virtually) is a particularly bad practice.

Anyone having difficulty with the course should feel free to see me after class or in office hours or via Zoom appointment. If I can't help solve the problem myself, I can point you towards one of the many excellent support systems for students who need to improve their writing, research, or study skills.

COURSE MATERIALS

Course materials include one textbook and several articles and book chapters. The book is the latest edition

of a classic text on political parties. It is on order and should be available from the University Co-Op. If you choose, you can also get it directly from the publisher (Routledge Press). The formal citation is:

- Marjorie Randon Hershey. *Party Politics in America* (18th ed.), New York: Routledge Press, 2021.

The other materials will be available in the “Files” section on Canvas, within the “Course Readings” folder.

CANVAS

Course materials and grades will be available online through Canvas.

<https://utexas.instructure.com/courses/1372383>

COURSE REQUIREMENTS & STUDENT EVALUATION

Your grade will be determined by your score out of 500 possible points. The break-down is as follows:

ASSIGNMENT	POINTS	DATE
Midterm Exams	(300)	
Midterm #1	100	Sept. 21, 12:30-1:45
Midterm #2	100	Oct. 19, 12:30-1:45
Midterm #3	100	Nov. 30, 12:30-1:45
Research Project	(150)	
Outline	20	Friday, Sept. 29, 5:00 pm CDT
Draft	50	Friday, Nov. 10, 5:00 pm CST
Final Paper	80	Thursday, Dec. 7, 5:00 pm CST
Attendance & Participation	(50)	
In-Class Quizzes & Polls	50	TBD
TOTAL	500	

Midterms. The midterm exams consist of 25 multiple-choice questions (1 point each) and 5 short answer questions (5 points each, choose 5 out of 7 or 8 offered). The exams are not cumulative. The exams encompass both reading and lecture material; the balance is approximately 70% lecture, 30% reading. The multiple-choice items will have four response options. (“None of the above” or “B and C only” or “All of the above” are possible options.) For the short answer questions, you will be asked to write a sentence or two in response to specific questions. Your answer will be graded on a 0-5 scale in which you start off with a 0 and work your way up depending upon the quality of your answer. An answer that is basically correct, for example, is worth 4 points. An answer that demonstrates that you can actually apply the appropriate concepts to understand politics more broadly is worth 5 points. My approach is to reward analytical mastery rather than nit-picking you to death.

Research Project. In an upper division course like this, I think students should (a) learn a practical skill, and (b) write something based on empirical evidence. Towards this end, you will each be asked to learn a statistical package (SPSS, STATA, or R are the most commonly used packages in political science), access

a recent data set (I will make these available on Canvas), analyze public opinion on a question involving political parties, and write these results up as a research paper.

The formal requirements for this assignment are designed to make sure you clearly identify a relevant question and appropriate data (the proposal), write a quality first-draft of your research findings, and then (based on our feedback) revise the draft into a sleek and compelling final paper.

Additional details will be forthcoming, but here are some guidelines...

- The proposal should identify your research question and the data set you will examine to answer your question. It will be quick and to the point. No more than a single page.
- The draft should be a penultimate version of the research paper. Not an outline, not half a paper with some promises about “filling in the details later.” The draft should be 10-12 pages, including notes, tables and figures (but not counting the title page, references).
- The final paper should also be about 10-12 pages (as above), but needs to address whatever concerns were raised in comments about the draft *and* offer additional or finer-tuned analyses of the data.

Our preferences are that papers will be turned in in-person, but we are willing to consider online submissions should the need arise.

Attendance and Participation. To evaluate attendance and participation, I will offer polls and occasional quizzes on course materials in lecture. These will be done through Canvas and will be graded based on a “present” versus “not present” basis. I intend to conduct roughly a dozen of these throughout the semester. Students will be allowed to keep their 10 best scores (dropping some number of their “low” scores). This will allow otherwise attentive and conscientious students to avoid missing out on credit due to some unavoidable, unforeseen circumstance.

Attending lecture is a good idea at any rate, as the exams and take-home essays draw on these materials; this is just another way of incentivizing good study habits.

Grading. The grading scale is as follows:

Points	Letter Grade	Points	Letter Grade	Points	Letter Grade
465-500	A	385-399.99	C+	335-349.99	D+
450-464.99	A-	365-384.99	C	315-334.99	D
435-449.99	B+	350-364.99	C-	300-314.99	D-
415-434.99	B			0-299.99	F
400-414.99	B-				

Please note that your grade is determined by your overall point total; percentages are used to determine the cut-points but are otherwise irrelevant for your grade. This can be somewhat confusing because Canvas automatically produces percentages in their grade scoring algorithms.

With respect to rounding, we typically round down when determining the cut-points. However, we do NOT then go ahead and also round student point totals up. We can only take charity so far. In light of this, please

refrain from asking us to “round up” your grade at the end of the semester. We cannot do this without offering the same to everyone else, and we are not prepared to thus destroy the integrity of the evaluative process.

Important Notes on Requirements and Evaluations

There is no final exam associated with this class. Final grades will be posted 48 hours prior to the official deadline from the College of Liberal Arts.

PLEASE NOTE: To receive credit for this course, students will need to...

- Complete all three midterm assignments, and
- Complete all elements of the research paper project, and
- Complete at least 7 participation/attendance quizzes.

These requirements are critical: Even if you have enough points for, say, a C in the course, you need to complete these assignments to pass. Failure to do so will result in a failing grade.

If you have a university-defined and approved excuse (e.g., a medical or personal emergency) that prevents you from taking the exam or turning in the research paper project at the appointed time, please notify us immediately so we can consider an alternative arrangement. Please be prepared to offer appropriate documentation. Also, please consult university guidelines on these matters. There will be no make-ups for any missed participation/attendance assignments.

Procedures for Dealing with Grade Concerns

While we are always happy to discuss substantive issues and how to improve your performance in the class, we insist on a more formal process if you wish us to re-grade your work. There are only two legitimate reasons for a re-grade request. First, if you wrote something that was correct, and we identified it as incorrect. Second, if you wrote something that was clearly mischaracterized by us during evaluation. If you believe one or both of these situations pertains to your work, you can formally request that we re-grade a specific exam. Such a request must adhere to the following procedure:

- The first step is to visit the TA in office hours. A simple “face-to-face” may alleviate your questions or concerns.
- If you still think one or both of the two situations described above pertains, then you should proceed to a written request. All grade complaints must be **TYPED** and must clearly express the student’s specific concerns. These written statements must be accompanied by citations of support from course materials, i.e., readings, textbook, and/or lecture notes, in order to ensure accuracy. Please limit this statement to one page. These statements should be submitted to Prof. Shaw.
- Written statements may be submitted for consideration **AFTER** one week has passed since the assignment was returned to students. This allows the student time to re-read his/her answers and think carefully about what improvements could have been made.
- Grade complaints will not be considered once two weeks have passed after the grade has been given. For example, if we return a graded assignment on November 9, students must submit a complaint **ON OR BEFORE** November 23. After that day, no complaints will be considered for that assignment.
- Finally, submitting a grade grievance will result in a complete re-grade of the assignment. In other words, you cannot cherry-pick what we review. We will re-grade all responses. Just as we may have erred to your detriment on one item, we might have erred in your favor on another.

INFORMATION AND DATA SECURITY

All examinations, exercises, assignments, and online interactions over the TOWER system will be saved and stored. All information will be kept for educational and general academic research. Any research or data sharing with other researchers will involve de-identifying the data, including the removal of names, UT EIDs, email addresses, or other information. To further ensure that your information is secure, please do not include identifying information in your online interactions with others.

Also, remember that all information is stored on secure UT-Austin computer servers. In online interactions with others, remember that the professors and TAs will have access to all information.

STUDENTS WITH DISABILITIES

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at (512) 471-6259 (voice) or (512) 410-6644 (video phone) or <http://diversity.utexas.edu/disability/>.

ACADEMIC HONESTY

The course format allows us to monitor and detect issues involving identity verification, collusion, collaboration and plagiarism. A violation of the course policy may include (but is not limited to) the following:

- Providing your UT EID to another person;
- Collaborating or sharing information with another person on an exam or other assignment;
- Recording any quiz, assessment or assignment material in any format;
- Failing to properly cite ideas, data, or arguments that are not originally yours.

What about the use of Artificial Intelligence? Given the format of the class, this is probably not going to be much of an issue. However, to be clear, in my view the use of AI for constructing a response to a course assignment is a violation of university policy. As such, in the unlikely event that this becomes an issue for a student in this class, I will likely issue a warning, and then (if the warning is ignored) assign a failing grade.

The University of Texas at Austin Academic Integrity Principles call for students to avoid engaging in any form of academic dishonesty on behalf of yourself or another student:

<http://deanofstudents.utexas.edu/conduct/index.php>

Grade-related penalties are routinely assessed ("F" in the course is not uncommon), but students can also be suspended or even permanently expelled from the University for scholastic dishonesty:

<http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

Honor system for quizzes and assignments. By taking this class, you agree to abide by the University of Texas regulations concerning cheating. While working on your activities, you cannot receive help from others or discuss your short answer assignments with other students. If you observe others cheating, you are honor bound to contact the teaching team.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual, opportunity, and responsibility. Each member of the

university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community: <http://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **We are Responsible Employees and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with us, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

INTERNET RESOURCES & INFORMATION SITES

If you want to use the Internet to keep abreast of what's happening in politics, I recommend the following sites:

Media

<http://www.cnn.com>
<http://www.foxnews.com>
<http://www.nytimes.com>
<http://www.washingtonpost.com>
<http://www.latimes.com>

Advertising

<http://livingroomcandidate.movingimage.us/index.php>
<http://mediaproject.wesleyan.edu/>

Money

<http://www.fec.gov>
<http://www.opensecrets.com>
<http://www.followthemoney.org>

Election Data

<http://uselectionatlas.org>
http://www.umich.edu/_nes/index.htm
<http://www.tlc.state.tx.us/redist/redist.htm>
For data for a specific state, check the Secretary of State's website (Election Division).

Parties

<http://www.democrats.org>

<http://www.gop.com/>

Texas Parties/Politics

<http://www.txdemocrats.org>

<http://www.texasgop.org>

<https://texaspolitics.utexas.edu/>

<http://www.texastribune.org>

Third Party Madness!

<http://www.gp.org/>

<http://www.lp.org/>

<https://www.socialistpartyusa.net/>

<http://www.thirdway.org/>

<https://reformparty.org/>

Polling

<http://www.pollingreport.com>

<https://projects.fivethirtyeight.com/polls/>

https://www.realclearpolitics.com/epolls/latest_polls/

General

<https://fivethirtyeight.com/>

<http://www.realclearpolitics.com>

<http://www.politico.com>

<http://www.vote-smart.org/index.htm>

<http://www.washingtonpost.com/blogs/monkey-cage/>

SCHEDULE AND ASSIGNMENTS (optional readings)**

DATE	TOPIC	READINGS
Aug. 22 Aug. 24	Brief Introduction Introduction: Definitions, Concepts, Examples of Parties	J.K. White, "What is a Political Party?" R.S. Katz, "Party in Democratic Theory" M.R. Hershey, "Political Parties as Mechanisms of Social Choice" "The Party Decides," Chapter 2
Aug. 29-31	What Affects Parties and Party Systems? <ul style="list-style-type: none">• Spatial Theory• Electoral Structure	D.E. Stokes, "Spatial Models of Party Competition" W.H. Riker, "The Two-Party System and Duverger's Law" I. Budge, "Identifying Dimensions and Locating Parties: Methodological and Conceptual Problems" A. Pappalardo, "Electoral Systems, Party Systems" **S. Mainwaring & M. Torcal, "Party System Institutionalization and Party System Theory After the Third Wave of Democratization"
Sept. 5-7	What Affects Parties and Party Systems? <ul style="list-style-type: none">• Numerical, Organizational, Motivational Theories• Social Cleavage Theory	J.A.J. Evans, "In Defense of Sartori" S.B. Wolinetz, "Party Systems and Party System Types" P.M. Siavelis, "Party and Social Structure" P. Mair, "Cleavages" G. Marks & C.J. Wilson, "The Past in the Present: A Cleavage Theory of Party Response to European Integration" V. Randall, "Political Parties and Social Structure in the Developing World" **P.G. Lewis, "Party States and State Parties"
Sept. 12-14	The American Party Systems	Hershey: Chapters 1-2 W. Crotty, "Parry Origins and Evolution in the United States"
Sept. 19	Party System Change (Realignment and Dealignment)	Hershey: Chapter 7 P. Mair, "Party System Change" V. Emanuele & A. Chiaramonte, "A Growing Impact of New Parties, A Myth or Reality?" **W. Crotty, "Party Transformations: The United States and Western Europe"
Sept. 21	MIDTERM #1	
Sept. 26-28	Turnout & Participation Research Project Outline DUE: Friday, Sept. 29, 5:00 pm CDT	Hershey: Chapter 8

DATE	TOPIC	READINGS
Oct. 3-5	Parties and Public Opinion Parties, Voting and Elections	Hershey: Chapters 6, 11
Oct. 10-12	Party Organization Machine Politics	Hershey: Chapters 3-5 **P. Norris, "Recruitment"
Oct. 17 Oct. 19	"Ed Kelley and the Fightin' 47 th " MIDTERM #2	
Oct. 24-26	Selecting Candidates & Nomination Processes	Hershey: Chapters 9-10 "The Party Decides," Chapter 10 **R.Y. Hazan & G. Rahat, "Candidate Selection: Methods and Consequences"
Oct. 31-Nov. 2	Parties and Campaign Finance	Hershey: Chapter 12
Nov. 7-9	Third Parties in the U.S. Research Project Draft DUE: Friday, Nov. 10, 5:00 pm CST	"Third Parties in America," Chapters 5-6
Nov. 14-16	Parties in Government— Congress, the Presidency, and the Judiciary	Hershey: Chapters 13-14 **H. Keman, "Parties and Government: Features of Governing in Representative Democracies"
Nov. 28 Nov. 30	Divided Government Reforming the Parties MIDTERM #3 Research Project Final Paper DUE: Thursday, Dec. 7, 5:00 pm CST	Hershey: Chapters 15-16