

# American Political Parties in the Historical and Organizational Perspective<sup>1</sup>

POLS 309/HONS 387  
Fall 2023

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**Office hours:** Tuesdays 3:15-5pm (**in person** in CG 405) and Fridays 10-11am virtually by appointment. I am always happy to schedule a meeting at another time if you cannot make it during my regular office hours.

**\*\*Please note that this is a living document, and I will update the readings and course schedule as we progress through the semester, based on student interest and feedback on how the course is going.\*\***

## OVERVIEW

We are in a period of flux for American political parties. The coalitions, norms, and institutions that have grounded post-World War II American politics is changing (has changed?) dramatically. In this class, we will study American political parties from a historical perspective with an eye towards being able to analyze the origins of our current system. We will also think carefully about what we can expect of American political parties moving forward. Issues like representation, organizational structure, inequality (around issues like race, gender, and socio-economic status), and polarization, will be ongoing themes throughout the course. By and large, we will take an elite and organizational perspective to studying parties.

The course is divided in three parts. First, we will familiarize ourselves with the theoretical purpose of political parties and basic concepts political scientists use to study parties. Second, we will explore the history of political parties in American government. Third, we will examine **contemporary political science** that explains theories on the functioning and impact of political parties. Ultimately, I hope that we finish the course with an understanding that the current American political climate and structures are not pre-ordained nor immutable. The course is built around the following essential questions:

- What purpose do political parties serve in American democracy? How has this changed over time?
- What explains the development of the American party system? What can we expect of the American party system in the future?
- In what ways and for whom do political parties enhance representation? Obscure representation?
- How can we talk about ideology and beliefs in grounded and productive ways? What about political parties facilitates debate? Hinders it?

In addition to learning about American politics and the social movements, we will **also improve our abilities to read, write, analyze, and converse in the social sciences**. Specifically, we will enhance our ability to:

- Employ the **norms of writing and argumentation** in social science
- Locate and evaluate the **relevance and credibility of primary and secondary sources** typical to social science writing
- Effectively **incorporate primary and secondary sources** to support arguments about social science phenomena
- Develop habits of **drafting, seeking feedback, and revising** our writing

We will discuss strategies for digesting social science efficiently, and how to apply the principals of political science to be effective [leaders for the common good and social justice](#) through the avenues and policies that interest us most. We will also practice engaging in informed and constructive dialogue with our peers.

<sup>1</sup> This course is inspired by and borrows heavily from Theda Skocpol and E.J. Dionne's Fall 2021 Harvard undergraduate government course entitled "The History of American Political Parties in the Historical and Comparative Perspective."

## ASSIGNMENTS

There are four categories of assignments in this course: academic engagement, reading responses, draft memos making incremental progress towards your final project, and the final paper itself. Criteria for success for the reading reflection, framing class discussion, and the academic engagement reflection will be posted on our course Canvas page and discussed the first week of class.

### Developing your own project

The assignments in this course offer you a platform to engage deeply with the concepts and strategies covered in this course. Four assignments throughout the semester will build up to a final project. For the final project, you will have the opportunity to choose from writing a children’s book, developing a strategic plan for a new political party, mapping the relationships among political parties for a specific era or conduct an independent research paper. The goal for all of these options is to draw upon theoretical frameworks and empirical insights to create a well-informed and impactful proposal. Your ability to think critically and creatively about political parties and elections will be central to the success of your project.

### Assignment deadline overview

All assignments are due by 11:59PM via Gradescope as a PDF.

Assignment	Deadline	Percentage of Grade
5 reading reflections	3 must be completed by October 15	3% each for a total of 15%
Memo 1: Project Plan	Friday, September 15	5%
Draft Memo 2: Initial Draft	Start of class, Thursday, September 28	N/A
Memo 2: Initial Draft (Final)	Friday, October 6	10%
Academic engagement mid-semester self-reflection	Friday, October 13	10% (average mid and end of semester grades)
Draft Memo 3: Expanded Draft	Start of class, Thursday, October 26	N/A
Final Memo 3: Expanded Draft	Friday, November 3	12%
Draft Memo 4: Last Draft	Start of class, Thursday, November 30	N/A
Final Memo 4: Last Draft	Friday, December 8	18%
<b>Final project</b>	<b>TBD based on exam schedule</b>	<b>30%</b>

### Late work policy

All students may have an **automatic 48-hour extension on any final memo or final project assignment**. Students may automatically assume they can use the 48-hour extension. This is intended to give you the flexibility to manage your own time and any unexpected challenges that might arise throughout the semester. Our assignments are designed to give you an opportunity to receive and implement feedback as the semester goes on. Letting assignments pile up will undermine your ability to improve as a writer and complete the final assignment. I will only grade final submissions once a student has submitted feedback on their assigned peer’s draft.

Because students have a choice on when to complete reading responses, they must be submitted by the start of class on the day of class that readings are due. Responses submitted after class starts will not count towards the total.

### Artificial Intelligence Use (AI) Policy<sup>2</sup>

AI tools like ChatGPT, they can be an amazing assist much like a calculator is for math classes. There is a good possibility that using tools like these are going to become an important skill for careers in the not distant future. The best way to use it for idea generation, synthesis, rephrasing, essentializing and gathering information about the typical understanding of a topic. However, you should guide, verify and craft your ultimate answers.

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a

<sup>2</sup> Compiled from multiple entries from a [crowdsourced suggestions](#) for how to discuss AI on college syllabi.

citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Material generated using other tools should follow a similar citation convention. You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. See the COURSE POLICIES & RESOURCES section for more information on this point. *Ultimately, you are responsible for what you submit in your assignments.*

## EXPECTATIONS

I see my role as learning alongside my students as we explore the nuances of American politics, and therefore believe that as students and teacher we should have mutually reinforcing expectations of one another.

### What you can expect from me

I won't always know the right answer, but my training as an academic prepares me to structure our conversation around key findings in social science and, when I don't know the answer to something, to find it quickly. You can expect me to bring **enthusiasm, curiosity, and clear expectations** for our daily objectives to each of our sessions. I am also committed to being **transparent about my expectations** for our assignments to ensure that all students, regardless of their past experiences with political science, are prepared to excel in my course. I am excited to **collaborate** with students if and when they are considering political science as a potential major, including discussing how the skills central to the discipline apply to different post-graduate careers. Finally, I am committed to creating a classroom environment in which students feel comfortable bringing their full identity to rigorous, empirically grounded debate. I welcome suggestions on how to ensure our classroom is a welcoming and rigorous space for all.

### What I expect of you

Our class is structured such that the more effort and curiosity students bring to the class, the more you will get out of it. I expect students to evaluate what interests them about our content and to allocate their time and attention accordingly. Students should complete all reading and video assignments before the start of class. **Participation** is a basic expectation of the course, and I expect all students to **contribute to the intellectual climate** of the course through offering opinions in class, thinking through questions in their reading assignments, participating actively in small group discussions and simulations, and attending office hours. I also expect students to reach out when they need additional support or guidance beyond what I have provided. Students should critically examine our readings and question the premises, methods, and data in everything we review. Finally, I expect students to **provide constructive feedback** on the structure and content of our course through mid-semester and end of semester course evaluations. You can learn more about final course evaluations [here](#).

### A note on language and course content

We are studying American political parties and ideology. These topics engage many emotional and hotly contested political issues, views, and values. Our goal is not to evaluate the value of the beliefs of people or the ideology of parties, but to understand the **strategies that activists, voters, and politicians have used to achieve their desired outcomes**.

To learn about politics and our parties, we will be reading a mix of journalistic and scholarly sources. All writers have bias—the assignment of a particular reading or podcast is not an endorsement of the views communicated; rather it is intended as a starting point for a conversation for us react to and analyze perspectives in light of findings from political science.

## STATEMENT OF INCLUSION & BELONGING

One of the goals of this class is to **use social science research to ground conversations about American politics**, but this approach does not remove the passion, emotion, and challenge of having such conversations. This is especially true given that we will only be working together for two weeks. Furthermore, we all interpret findings through the lenses of our own experiences, be it ideological, racial, regional, or economic (to name a few). I have done my best to include a **diverse set of perspectives**; however, I acknowledge that it is possible there may be both overt and covert biases in the material, due to both the lens through which much of political science and journalism is written and through my own biases when choosing materials.

We will discuss topics that may generate strong personal and emotional reactions. Our conversations will not always be easy; we **will make mistakes** in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an additional aim of our course necessarily will be for us to **increase our facility with the sometimes-difficult conversations** that arise as we deepen our understandings of multiple perspectives. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to address it:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Starting by asking a question from a position of assuming the best about the speaker's intentions can be a useful strategy for bringing something to the class' attention. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to consult the various resources available on campus:
  1. The [Office of Diversity, Equity & Inclusion](#), which cultivates an academic environment that is welcoming and accessible to students, staff, and instructors regardless of gender, race, ethnicity, religion, disability, and sexual orientation or identity.
  2. The [Bias Incident Assessment and Support \(BIAS\) Team](#) exists to foster a campus environment where everyone feels safe and respected. Those who experience or witness a bias incident should visit the [BIAS Report site](#).

## COURSE SCHEDULE & READINGS

We will read between 120 and 250 pages each week. Note that the course intentionally starts with a heavier reading load and lightens up as the semester goes along to allow for students to shift their focus to the final project. Be sure to check each citation for any specifics on which chapters or pages to focus on. At the end of each class, I will preview the following week's readings and offer suggestions on what can be skimmed vs. what should be read in detail. All readings can be found under the date's module on Canvas. Links to podcasts and online materials are also linked in the modules on Canvas.

### August 29: Introductions and course overview

No readings for the first class.

## PART I: LAYING THE GROUNDWORK

### August 31: Talking about politics

*What is the goal of talking about (and studying) politics and political parties? How can we talk about ideology and partisanship productively?*

Cheng, Eugenia. "Solving our problems with math." *The Wall Street Journal*. Aug. 18, 2023.

Orwell, George. "Politics and the English Language." *The Collected Essays, Stories, and Journalism of George Orwell*. 1968.

"Growth & Opportunity Project" *Republican National Committee*. 2013. Pages 1-22 (feel free to skim)

Lepore, Jill. "The State of Presidential Debate." *The New Yorker*. September 12, 2016

### September 5: Ideology, Partisanship, and Polarization

*What is the difference between ideology and partisanship? How has the relationship between ideology and partisanship changed over time? What are possible consequences of polarization?*

Gerring, J. (1997). Ideology: A definitional analysis. *Political Research Quarterly*, 50(4), 957-994. Table 1 ONLY (pgs 958-959)

Rosenblum, Nancy L. *On the Side of Angels: An Appreciation of Parties and Partisanship*. Princeton University Press (2008). Introduction.

Lepore, Jill. "Long Division." *The New Yorker*. 2013.

### September 7: What is a political party and why does it matter?

*What is a political party? How do we know one when we see one? What role do political parties serve in American democracy?*

[Episode #40: Political Parties](#). Crash Course in American History. PBS.

Bawn, Kathleen, et al. "A theory of political parties: Groups, policy demands and nominations in American politics." *Perspectives on Politics* 10.3 (2012): 571-597. \*Feel free to skim\*

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and Group Interest Democrats*. Oxford University Press, 2016. Chapter 1.

**Further reading:**

Muirhead, Russell. *The Promise of Parties in a Polarized Age*. Harvard University Press. Ch 1 & 5

**September 12: No class—Mass of the Holy Spirit**

**September 14: Political parties and elections in the comparative perspective**

*What explains when, how, and in what form political parties form? How do the structures and purpose of American political parties compare to parties in other regions? Do democracies need political parties? How do the structures and rules of elections affect the development of political parties?*

Norris, P., & Inglehart, R. (2019). *Cultural backlash: Trump, Brexit, and authoritarian populism*. Cambridge University Press. Chapter 7

Shefter, Martin. *Political Parties and the State: The American Historical Experience*. Princeton University Press (2016). Pg 11-14, Chapter 2: All read 21-36 & 56-60.

You will be assigned to read **one** of the following case studies:

Shefter, Martin. *Political Parties and the State: The American Historical Experience*. Princeton University Press (2016).

Germany: 37-45

Italy: 51-56

United Kingdom: 46-51

Coppedge, Michael. "The evolution of Latin American party systems." *Politics, Society, and Democracy Latin America*. Routledge, 2018. 171-177 & 199-202

Argentina & México

Peru & Brazil

**PART II: HISTORY OF POLITICAL PARTIES**

**September 19: The Early Party Systems, Part I: Jeffersonians and Federalists and Jacksonians and Whigs**

*When and how did political party emerge in American politics? How and why did the early party divisions change over time? What catalyzed changes in the party structure?*

Episode #41: Party Systems. Crash Course in American History. PBS <https://www.pbs.org/video/crash-course-government-and-politics-41/>

Wilentz, Sean. *Rise of American Democracy: Jefferson to Lincoln*. WW Norton & Company, 2006. Ch. 2

Hofstadter, Richard. *The idea of a party system: the rise of legitimate opposition in the United States, 1780-1840*. Univ of California Press, 1969. Preface only.

Howe, Daniel Walker. *The Political Culture of the American Whigs* (Intro, Chapters 1 and 2.)

Kuo, Didi. "[What History Teachers About Reforming U.S. Political Parties and Governance](#)." *Scholar Strategy Network: Key Findings*. October 2018.

**September 21: The Early Party Systems, Part II: The Long Republican Era After the Civil War**

*What dilemmas did the Republican party face after the Civil War? How do structures, norms, and rules affect long-term political organization?*

Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. Introduction: The Idea of Free Labor in Nineteenth-Century America

Heersink, B., & Jenkins, J. A. (2020). Whiteness and the Emergence of the Republican Party in the Early Twentieth-Century South. *Studies in American Political Development*, 34(1), 71-90.

Richardson, Heather Cox. *To make men free: A history of the Republican Party*. Basic Books, 2014. Introduction.

**September 26: The New Deal Era: 1932-1968**

*What catalyzed the New Deal Era? How did political parties affect the development of the New Deal? What affect does this have on current public policy?*

Katznelson, Ira. *Fear itself: The new deal and the origins of our time*. WW Norton & Company, 2013. Chapter 7 (OR if you are pressed for time: Boyle, Kevin. "The President Proposes..." *The New York Times*. April 2013.)

Levy, Jonathan. "Stuck in a Gilded Age." *Dissent Magazine*. Summer 2016

[Rachel Maddow Presents: Ultra](#). MSNBC Podcast. Episodes 1, 3, and 4.

### September 28: Workshop Day, Initial Draft

*How do I give useful feedback? How do I receive and implement feedback?*

Come prepared with as complete a draft as possible of your first assignment for peer review.

### October 3: Scandal, Racial Backlash and New Conservatism: Nixon, Ford, and Carter 1969-1980

*What impact did the Republican Party's "Southern Strategy" and emphasis on "law and order" have on its electoral strategy and successes during this time? What role did divisions over civil rights, LGBTQ rights, and other social issues affect the Democratic Party during this period?*<sup>3</sup>

Keith, B. E., Magleby, D. B., Nelson, C. J., Orr, E. A., & Westlye, M. C. (1992). *The myth of the independent voter*. Univ of California Press. Chapter 2

Maxwell, Angie and Shields, Todd. *The Long Southern Strategy: How Chasing White Voters in the South Changed American Politics*. Oxford University Press. 2019. Book Review by John Aldrich.

Weaver, Vesla M. "Frontlash: Race and the development of punitive crime policy." *Studies in American political development* 21.2 (2007): 230-265.

#### Further Reading:

Phillips, Kevin P. *The emerging republican majority: updated edition*. Princeton University Press, 2014. Especially Chapter 3

### October 5: The New Conservative Era, Change without realignment: Reagan 1981-1996

*In what ways did the Reagan administrations shape the conservative ideology and subsequent shifts in policy and messaging of the Republican Party? How did the relationship between Reagan and the conservative Christian right shape the trajectory of the Republican Party?*<sup>4</sup>

Hecl, H. (2008). The mixed legacies of Ronald Reagan. *Presidential Studies Quarterly*, 38(4), 555-574.

[The Revolution with Steve Kornacki](#). MSNBC Podcast. October 2022. Episodes 1-3 (though the entire podcast is highly recommended).

Dionne, E.J. "[Why Americans Hate Politics: A Reprise](#)." The Brookings Institution. December 2000.

#### Further Reading:

Edsall, T. B., & Edsall, M. D. (1992). *Chain reaction: The impact of race rights and taxes on American politics*. WW Norton & Company.

### October 10: From Moderation to Polarization: Clinton, Bush, and Obama (1996-2010)

*What explains rising political polarization during the 1990's and 2000's? Does the election of Obama represent a major change in American politics?*

Milkis, Sidney M., and Jesse H. Rhodes. "George W. Bush, the Party System, and American Federalism." *Publius: The Journal of Federalism* 37.3 (2007): 478-503.

Skocpol, Theda, and Alexander Hertel-Fernandez. "The Koch network and republican party extremism." *Perspectives on Politics* 14.3 (2016): 681-699.

If you aren't listening to Slow Burn Season 2 for next week, listen to [The Clinton Impeachment](#) on the You're Wrong About Podcast (You might also consider listening to the prior episode, [Monica Lewinsky](#)).

<sup>3</sup> Chat-GPT-3. (8/17/2023). "What are some insightful analytical questions to study about political parties in America during the Nixon, Ford, and Carter administrations?" [Link to transcript](#).

<sup>4</sup> Chat-GPT-3. (8/17/2023). "What are some insightful analytical questions to study about political parties in America during the Nixon, Ford, and Carter administrations?" [Link to transcript](#).



### October 12: PODCAST Day

*How do popular narratives about partisanship influence the perception (and occurrence?) of political scandals? How does understanding the history of political parties influence our perspective on major historical events? Can any decision made in government be apolitical?*

Slow Burn Season 1: Watergate  
 Slow Burn Season 2: The Clinton Impeachment  
 Slow Burn Season 8: Becoming Clarence Thomas  
 Rachel Maddow Presents Ultra  
 The Revolution with Steve Kornacki

### October 17: The Tea Party

*What is the Tea Party? What are the historical and political conditions that facilitated its rise? To what extent is the Tea Party an important political force?*

Parker, Christopher S., and Matt A. Barreto. *Change They Can't Believe In*. Princeton University Press, 2014. Introduction.

Skocpol, Theda, and Vanessa Williamson. *The Tea Party and the remaking of Republican conservatism*. Oxford University Press, 2016.  
 OR [Watch the authors](#) discuss their book on C-SPAN

## PART III: CONTEMPORARY PARTY DYNAMICS

### October 19: Why Trump Happened, Why He Lost, and Why He is Running Again

*What historical and political forces explain the election of a party outsider with populist and racist rhetoric? What explains his political trajectory?*

Sewer, Adam. "The Cruelty Is the Point." *The New Yorker*. 2018.

Michael Zoorob and Theda Skocpol, "The Overlooked Organizational Basis of Trump's 2016 Victory," chapter 4 in Skocpol and Tervo, eds., *Upending American Politics*. Oxford University Press, 2019.

"[The Evangelical Vote](#)." *Throughline* Podcast. June 2022.

### October 24: How the Republican Party Radicalized and the Appeal of Populism

*What are the features of contemporary populism? Who benefits from populist narratives? Why are populist narratives successful today?*

Eatwell, R., & Goodwin, M. (2018). *National populism: The revolt against liberal democracy*. Penguin UK. Introduction & Conclusion

Judis, John B. *The populist explosion: How the great recession transformed American and European politics*. New York: Columbia Global Reports, 2016. Chapter TBD

"[Epiphany](#)." *The Last Archive*. Season 2, Episode 9.

Skocpol, Theda. "The Elite and Popular Roots of Contemporary Republican Extremism," chapter 1 in Skocpol and Tervo, eds., *Upending American Politics*.

### October 26: Workshop 2: Second Draft

*How do I give useful feedback? How do I receive and implement feedback?*

Come prepared with as complete a draft as possible of your first assignment for peer review.

### October 31: Contemporary parties in in the electorate

*How does the mass public engage with political parties? To what extent is the mass public relevant to the functioning of American political parties?*

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and group interest Democrats*. Oxford University Press, 2016. Chapter 2.

Keith, Bruce E., et al. *The myth of the independent voter*. Univ of California Press, 1992. Chapter 1

Hajnal, Zoltan L., and Taeku Lee. *Why Americans don't join the party: Race, immigration, and the failure (of political parties) to engage the electorate*. Princeton University Press, 2011. Chapter TBD

**November 2: Parties in state and local politics**

*How does the structure political parties at the state and local levels compare with national parties? What explains these differences? How do state and local party platforms and priorities differ from those of national parties, and what implications do these differences have for policies and political participation?*<sup>5</sup>

Schickler, Eric. *Racial realignment: The transformation of American liberalism, 1932-1965*. Princeton University Press, 2016. Intro & Ch 7.

Skocpol, Theda, Caroline Tervo, and Kirsten Walters. "Social Justice Campaigns and Democratic Party Gains: How Georgia's Partisan Reformers Overtook North Carolina's Moral Advocates." *Studies in American Political Development* 36.2 (2022): 63-83.

**Further Reading:**

Hopkins, Daniel J., Eric Schickler, and David L. Azizi. "From many divides, one? The polarization and nationalization of American state party platforms, 1918–2017." *Studies in American Political Development* 36.1 (2022): 1-20.

**PART IV: BROADER POLITICAL FORCES AND THE FUTURE OF PARTIES****November 7: The History and Effects of Partisan Media**

*What is the role of media in American democracy? How have parties used media to advance their goals?*

Grossman, Matt and Hopkins, David A. "Why Republicans Rely More than Democrats on Ideological Sources of Information." *Scholar Strategy Network: SSN Key Findings*. October 13, 2017.

Lepore, Jill. "The Party Crashers." *The New Yorker*. February 2016.

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and group interest Democrats*. Oxford University Press, 2016. Chapter 4.

**Further Reading:**

Hopkins, Daniel J. and Ladd, Jonathan McDonald, The Consequences of Broader Media Choice: Evidence from the Expansion of Fox News (December 11, 2013). SSRN: <https://ssrn.com/abstract=2070596>

**November 9: Campaign Spending**

*What are the basic structures of campaign funding in American democracy? How has this changed over time and what effect has this had on political parties?*

Edsall, Thomas B. "The Changing Shape of the Parties Is Changing Where They Get Their Money." *The New York Times*. September 18, 2019.

Hertel-Fernandez, Alexander, Theda Skocpol, and Jason Sclar. "When political mega-donors join forces: how the Koch network and the democracy alliance influence organized US politics on the right and left." *Studies in American Political Development* 32.2 (2018): 127-165.

[Citizens United](#). More Perfect Podcast. November 2017.

**November 14: Election Administration**

*What rules, norms, and laws govern election administration? How do the norms and laws of election administration affect the landscape of political parties?*

Cobb, Rachael V. "[There's only one way to fix caucuses like Iowa's: Get Rid of Them.](#)" *The Washington Post*. February 5, 2020.

Hajnal, Zoltan, Nazita Lajevardi, Lindsay Nielson. "[Strict Voter Identification Laws Advantage Whites—and Skew American Democracy to the Right.](#)" *Scholar Strategy Network: Key Findings*. March 3, 2016.

Lepore, Jill. "How we used to vote." *The New Yorker*. October 2008.

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and group interest Democrats*. Oxford University Press, 2016. Chapter 5.

<sup>5</sup> Chat-GPT-3. (8/17/2023). "What are some insightful analytical questions I can ask about the structure and impact of political parties at the state and local level in the United States?" [Link to transcript](#).



**November 16: The Future of the Democratic Party**

*What is next for the Democratic Party? Where do we expect the Democratic Party to be in 5 years? 10 years? 50 years?*

Igielnik, Ruth, Scott Keeter and Hannah Hartig, "Behind Biden's 2020 Victory An examination of the 2020 electorate, based on validated voters" (Pew Research Center, 2021).

Dionne, E. J. Jr., "[The Biden victory and the future of the center-left](#)," Social Europe (Dec. 4, 2020)

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and group interest Democrats*. Oxford University Press, 2016. Chapter 3.

Putnam, Lara, and Theda Skocpol. "Women Are Rebuilding the Democratic Party From the Ground Up." *The New Republic*, August 21, 2018. <https://newrepublic.com/article/150462/women-rebuildingdemocratic-party-ground>

**November 21 and 23: Thanksgiving Week, No Class****November 28: The Future of the Republican Party**

*What is next for the Republican Party? Where do we expect the Republican Party to be in 5 years? 10 years? 50 years?*

Richardson, Heather Cox. *To make men free: A history of the Republican Party*. Basic Books, 2014. Conclusion

Putnam, Lara and Theda Skocpol. "Middle America Reboots Democracy." *Democracy Journal*. February 2018

Lepore, Jill. "[The Invention—and Reinvention—of Impeachment](#)." *The New Yorker*. October 2019.

**November 30: Workshop 3: Last Draft & Class Gallery**

*How do I give useful feedback? How do I receive and implement feedback?*

Come prepared with as complete a draft as possible of your first assignment for peer review.

**December 5: What is ahead for political parties?**

*Given what we have learned this semester, what role do we expect for political parties, politics, and policies moving forward?*

Grossmann, Matt, and David A. Hopkins. *Asymmetric politics: Ideological Republicans and group interest Democrats*. Oxford University Press, 2016. Chapter 6 & 7.

**December 7: Wrapping Up and Reflecting**

*What did we learn about American politics? Are we hopeful or despairing about the future of American politics and the possibility of affecting our communities?*

## COURSE POLICIES & RESOURCES

You can find more information on all of the following policies on [Gonzaga's Academic Policy and Procedures](#) page. A full list of course policies is available on the course site.

### Academic accommodations

As COVID-related challenges persist, students with qualifying disabilities and/or medical conditions, as per [CDC recommendations for higher education](#), are eligible for and may request reasonable accommodations through established procedures. Students should contact the [Disability Access Office](#) to begin the process. In addition, Gonzaga University seeks to provide equal access to electronic content consistent with applicable federal and state laws, such that when possible "Accessible Documents" will be created with the proper formatting tools to maximize communication of content regardless of what device or adaptive equipment he or she is using; see [Electronic Information Technology Accessibility \(EITA\)](#).

### Academic integrity policies

All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors, and this course will abide strictly by procedures and guidelines of the University's Academic Integrity Policy, which can be found in full [here](#) or at the [Academic Integrity Policy Resources webpage](#). Students and faculty are governed by this policy. Familiarize yourself with its scope and procedures. Ignorance of the policy shall not serve as a defense against any violations.

### Artificial Intelligence Use (AI) Policy<sup>6</sup>

AI tools like ChatGPT, they can be an amazing assist much like a calculator is for math classes. There is a good possibility that using tools like these are going to become an important skill for careers in the not distant future. The best way to use it for idea generation, synthesis, rephrasing, essentializing and gathering information about the typical understanding of a topic. However, you should guide, verify and craft your ultimate answers.

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Material generated using other tools should follow a similar citation convention. You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. ***You are responsible for what you submit in your assignments.***

The Gonzaga's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own. See this article for proper APA formatting of such citations: [How to cite ChatGPT](#).

There are some important dynamics and ideas to keep in mind as you use AI tools:

- A. AI can be a valuable tool for augmenting human decision-making and critical thinking, but it is not a replacement.
- B. AI is a tool, just like a pencil or a computer. However, unlike most tools you need to acknowledge using it. Pay close attention to whatever information you use in your own work that is produced from Ai, and explain how/what you used at the end of assignments. My recommendation is to screen shot and save everything (i.e., what prompts you used, what answers were produced, where, why, and how). This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies.
- C. If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get better outcomes. This will take time and practice.
- D. AI is vulnerable to discrimination because it perpetuate existing biases present in the data it is trained on. For example, if an AI system is trained on data that contains a bias against a certain group of people, the system may make decisions that are unfair or discriminatory towards that group.
- E. There are several reasons why AI systems can perpetuate discrimination:
  - i. Bias in the training data: If the training data contains biases, the AI system may learn and replicate those biases in its decision-making.
  - ii. Lack of diversity in the training data: If the training data does not include a diverse range of examples, the AI system may not perform well on diverse inputs, which may lead to discrimination.
  - iii. Lack of transparency: Some AI systems can be difficult to understand and interpret, making it challenging to detect and correct for biases.
  - iv. Lack of accountability: Without proper oversight and accountability, it can be difficult to identify and address discrimination in AI systems.

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<sup>6</sup> Compiled from multiple entries from a [crowdsourced suggestions](#) for how to discuss AI on college syllabi.

- v. It is important to keep in mind that these biases can be unconscious, unintended and hard to detect, but they can have serious consequences if they are not addressed.
- F. Assume it is wrong, unless you already know the answer and can verify with trusted sources. It works best for topics you deeply understand.
- G. Use your best judgement to determine if/where/when to use these tools. They don't always make products easier and/or better.
- H. Large language models and chatbots are "look back" machines. They don't advance knowledge (yet). ChatGPT-3 uses data from 2021 and earlier (a lot has changed since 2021).

## Attendance policy

I believe that students can contribute in a myriad of ways: writing excellent reflection papers, asking questions of their peers, raising their hand in class, attending office hours, and reaching out to the instructor via email, just to name a few. Contributing to the intellectual dialogue and conversations in our class is a foundational expectation of the course but is not explicitly included in the grading scheme because of how subjective assessing participation can be. Attending class is a core component of the learning opportunity of our course, thus in-person attendance is mandatory, unless students are observing a religious holiday, experiencing illness, or managing a personal emergency. I expect students to communicate anticipated absences at least 48 hours in advance. Attendance is not explicitly part of the final grade; however, missing a substantial portion of classes will reflect in students' preparation to complete the assignments well. I will reach out to discuss attendance if I notice that chronic absenteeism is becoming an issue.

## Technology policy<sup>7</sup>

An important goal of our class is to practice engaging in constructive discussion and disagreement. This is only possible when we are all actively engaged in class. Digital devices can be incredible tools, but they also can steal our attention away from our immediate surroundings. In this class we will have a technology policy that is designed to support your attention to one another and to the course material. I have developed this policy for three reasons.

1. A significant body of research demonstrates that when students engage in off-task behavior on their devices, **it hurts the learning of the peers sitting near them**. In one study, students who were *not* using a device in a class lecture, but were seated *within view of a peer with a device*, performed 17% worse on an exam based on that lecture material than students who were not within view of someone else's device. Hence the first purpose of this policy is to ensure that your devices are not harming the learning of your peers.
2. This class depends upon everyone's active engagement. My job is to provide you with exposure to the course material, and organize class so that you develop your own ideas about what that material means. Your ideas will become richer when they are articulated and engaged in dialogue with the ideas of your peers. If you are focused on your device, instead of our work, **you are depriving the entire class of your ideas and questions—both of which we all want to hear**. Your attention contributes to *all* of our learning.
3. Finally, since so much of the course depends upon discussion, I want to make sure that we all **show respect for one another by listening to each other**. We all have likely had the demoralizing experience of trying to speak with someone who was focused on their phone, and feeling hurt by their lack of attention to us. In this class I want us to respect everyone's voices by being present and listening to each other.

In order to achieve all of these objectives, the device policy for the course is as follows:

1. You *may* use laptops to read the texts and take notes in the course as you wish and as needed. If you use a laptop, **close any tabs that are not related to the course**. Remember, off-task behaviors can hurt the learning of your peers. To alleviate the stress to take detailed notes every class, **two students will be assigned to take notes** for each class. These notes will be posted on the course Canvas site.
2. You *may* have your phones out on your desk but **keep them face down so you are not continually seeing new notifications that steal away your attention**. Those continued flashes of light have been engineered to hijack your attention and can hurt both your learning and the learning of your peers.
3. There will be **times in class when I want everyone to put their devices away and focus on some activity**: a quick writing exercise, a discussion circle, a worksheet. In those activities, we will all be device free.
4. Finally, in order to show to everyone that we are listening respectfully to one another, please **remove any air pods or ear buds** at the start of class.

If anyone has an accommodation that would make any of these policy items challenging in any way, please let me know by e-mail prior to Wednesday's class. I will make sure I modify the policy accordingly. *I am very happy to do this*. If you have any other hesitations or concerns

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<sup>7</sup> This technology policy borrows heavily from James Lang's work on distracted teaching and learning.  
<https://www.jamesmlang.com/blog/sample-technology-policy>

about the policy, for any reason at all, please let me know that as well. I want to ensure that this policy supports our work while meeting your needs as a student. We will revisit this policy at the midterm, to check and see whether it is still working for everyone.

## **Class recordings**

Please read the university policy on Class Recordings. Only the instructor may cause a class meeting to be recorded for those students. You shall not make audio or video recordings of class meetings without the prior written authorization of the instructor. By remaining registered in this course, you agree to your voice and image being recorded, and you agree to use any recordings of our class meetings ONLY for the educational purposes of this class (or other sections of this class taught by the same instructor). You agree to delete recordings of our class meetings no later than the end of this semester. You do not have permission to use or share recordings (video or audio) of our class meetings beyond the reach of our class for any purpose, including, but not limited to, posting to any digital application or platform, such as social media. You may not duplicate or distribute recordings of class sessions. In short, your instructor and your classmates intend to appear in these videos only for the purposes of carrying out our teaching and learning in this class. Your compliance with the terms of this syllabus regarding use of class session recordings is subject to the Student Code of Conduct; violations will be reviewed according to the provisions in the Administration of Student Code of Conduct.

## **Religious accommodations**

In compliance with Washington State law, I will reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

## **IMPORTANT RESOURCES**

While I am always happy to be your first stop for any support you may need or questions you might have during the semester, Gonzaga does offer a wealth of resources for students. The following is a non-exhaustive list of some of the resources available to you for navigating the many academic, personal, and health challenges you may encounter during your time at Gonzaga:

### **Mental health support**

College can be a wonderful time of growth and new experiences, but it can also be challenging. Accessing mental health support is a great resource for navigating the challenges of college (and life in general!). The Center for Cura Personalis (CCP) and Health and Counseling Services have an array of resources for students. You can see their full range of services on the [CCP](#) and [HCS](#) websites.

### **Research support**

Our librarians are some of the most underutilized resources on campus! They can help you locate resources, find data, or brainstorm research ideas. Shayna Pekala is the librarian assigned to work with political science students. Her email address is [pekala@gonzaga.edu](mailto:pekala@gonzaga.edu). You can make an appointment with her via email or by visiting the [library's appointment page](#).

### **Writing support**

For specific information on social science style writing, check out [GovWrites](#) (a free resource from the Harvard Government Department). For more general help with grammar, proofreading, and overall clarity, consider making an appointment with the Gonzaga [Writing Center](#).