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POS 221
American Political Parties
Alvernia University, Fall 2021
MWF 12:20 - 1:10 PM

1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Francis Hall, 227
- ⇒ **Phone:** (610) 796-8355¹
- ⇒ **Email:** nicholas.nicoletti@alvernia.edu
- ⇒ **Class Time:** Monday, Wednesday, and Friday 12:20 - 1:10 PM
- ⇒ **Room:** Bernardine Hall, Floor 1, Room 005
- ⇒ **Office Hours:** Tuesday: 11:00 AM - 2:00 PM and Thursday: 11:00 AM - 2:00 PM
(Office Door is Always Open, Please Stop By)

2 Course Description

Credit Hours: 3 CR

Pre-requisites and Co-requisites: None

Course Format: Traditional/Face-to-Face that is Web-enhanced

Study of the two party system. Emphasis on voting behavior, campaign techniques, party organization, and the party as an organizer of governmental power.

2.1 Professor's Course Description

As (Masket and Noel, 2021) argue, American politics cannot be understood without reference to political parties, and the dynamics these parties produce over time. Modern democracies use political parties to solve the problems they face, both inside (formal political institutions) and outside of government (mobilizing the electorate during elections). Political parties are thus a central feature of American government, and virtually

¹If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

all modern democracies. This course will explore the history of political parties in the United States, the ways in which parties impact American political institutions, how parties are organized in government and the electorate, how parties affect voters, how the American party system is different from other countries, and the general impact of parties in American politics. We will explore political parties through class discussion, lecture, and classroom simulations. The course will pay special attention to political polarization in the American party system and the public.

3 Student Learning Outcomes and Objectives

Upon completion of this course, students will be able to:

- Articulate the various aspects of the contemporary political environment and recognize ideological foundations of the major political parties.
- Identify the role of third parties in the United States.
- Understand how parties are organized.
- Explain how parties influence elections and politics and how parties are shaped by political institutions.
- Articulate the platforms of the two major parties
- Understand the role of campaigning and seeking political office.
- Debate the impact of the two party system on American democracy.
- Define and identify party coalitions in the contemporary American landscape.
- Understand causes and implications of partisanship and identity in American politics.
- Feel more comfortable navigating the political system, analyzing elections, and understanding current events.

4 Poverty and Wealth: Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Integrate and apply the knowledge, theories, concepts, research, and perspectives from multiple disciplines to: 1) identify the underlying issues, problems, dynamics, and complexity surrounding poverty and wealth ; 2) contribute informed, academically accountable dialogue related to poverty and wealth; and 3) offer strategies to address poverty and wealth.
2. Analyze the complexity surrounding poverty and wealth.
3. Define and analyze social justice and its issues of equality and fairness at the level of society in comparison with individual goodness and rightness.
4. Distinguish and articulate the basic idea of distributive justice and its major theoretical viewpoints.
5. Study and discuss Corporate/Organizational Social Responsibility.

6. Study instrumental rationality and social dilemmas (such as the tragedy of the commons) and provide possible solutions to them.

5 Course Format

Face to Face Web Enhanced: This is a course that may deliver up to 30% of its content electronically.

See full details here: <https://www.alvernia.edu/current-students/registrar/course-and-program-delivery-format>.

6 Instructional Time

All courses must meet the federal direct and supplemental instructional time requirements. The Direct Instructional Time required for all courses is 14 hours per credit hour. The Supplemental Instructional Time required for all courses is an additional 30 hours per credit hour.

This course is scheduled as a face-to-face course with Direct Instructional in-seat classroom time equal to 39 hours and Direct Instructional equivalents of 3 hours. The Supplemental Instructional time is met through outside assignments included in the Course Schedule as updated over the term.

The Direct Instructional equivalencies are met through two substantial essay examinations consisting of a Midterm and Final Exam. Each test consists of three essay questions requiring students to integrate, critically analyze, apply, and cite course material. Each exam takes at minimum 3 hours to complete. This brings the Direct Instructional equivalency hours to 6 total. The exams will be submitted to Canvas and assessed using a rubric with substantial instructor feedback.

In the syllabus **Direct Instructional Time (DI Seat Hours)** is denoted for every single class meeting. **Supplemental Instruction (SI) hours** are denoted for readings, homework, and research assignments.

7 Required Texts

- ◇ Masket, Seth and Hans Noel. (2021). *Political Parties*. New York, NY: Norton.
- ◇ McCarty, Nolan. (2019). *Polarization: What Everyone Needs to Know* New York, NY: Oxford University Press.
- ◇ TopHat Monacle Subscription - About \$30 for the semester (depending on where you buy the code). To use this software you will need a mobile device such as, a

laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore or (online here).

- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Canvas. A “+” indicates that the reading is posted on Canvas. A “v” indicates that the reading is in the physical Course Reserve in the Alvernia libraries.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

8 Course Requirements and Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

This class is taught as a seminar course with some lecture. This means that participation in discussion is required. Attendance will be taken regularly at the start of class. However attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 15% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat* online software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today.” *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. Thus, there are consequences for being late. Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point and other times they can be worth up to 3 points (see the Grading section for point worth). The number of points the quizzes are worth is not predestined - thus it is important to be on time and limit class absences. Please give the class and I the courtesy of refraining from perpetual late arrivals. Makeup point for quizzes are generally not allowed. However, if a student has a legitimate need to makeup quiz points they should discuss the issue with the professor. Each case will be determined at the discretion of the instructor.

All exams will be online/take-home via Canvas and must be completed by the due date on the syllabus. There are no makeups for exams. Since these exams are taken online or are take-home, students can complete them at their leisure anytime up to the due date.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, Snapchatting, Yik Yaking, Whispering, TikToking, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general/administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussions" tab in Canvas, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions/issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails

within a 24 hour window (outside of holidays and weekends). *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

8.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicholas.nicoletti@alvernia.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

In addition to your message, you should also include the class you are enrolled in and the time that class meets.

Thank you (Or Other Valediction),

Jane/John Doe Student

9 Grading Policy and Grading Rubric

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 30 points can be earned from the two examinations, which are worth 15 points each. Up to 15 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Finally, up to 40 points can be earned by completing the class simulation assignments. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100: $(\frac{41}{50}) * 100 = 82$. This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that

students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- * D.I.R.T. Quizzes on the Readings Due that Day are worth 15% of the Final Grade.
- * Two Examinations worth 15% each for a total of 30% of the Final Grade.
- * Two Simulation Assignments worth 20% each for a total of 40% of the Final Grade.
- * Participation: 15%.

10 Grading Distribution

Grading Scale

Undergraduate Grading Scale					Graduate Grading Scale		
A	94-100	C-	70-72	P Passing Grade	A	4.0	94-100
A-	90-93	D+	67-69	I Incomplete	A-	3.7	90-93
B+	87-89	D	63-66	WP Withdrawal/Pass	B+	3.3	87-89
B	83-86	D-	60-62	WF Withdrawal/Fail	B	3.0	83-86
B-	80-82	F	Failure	AU Audit	B-	2.7*	80-82
C+	77-79				C	2.0	73-79
C	73-76				F		73 and below

11 Similarity Detection Software (Turnitin)

To prevent and detect plagiarism, I will require students to use similarity detection software (e.g. Turnitin) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). This software also analyzes your paper for the use of generative Artificial Intelligence (AI), also know as large language models (LLMs). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. It does the same thing for generative AI. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

12 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 15% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat* exercises given during class.

12.1 TopHat Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$33 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

13 Alvernia Policies and Resources

Alvernia Policies are available in Canvas, **Syllabus Section**.

Alvernia Resources are available in the **Resources and Support Module**.

14 Course Schedule

***Note: The instructor reserves the right to adjust the course requirements and schedule if necessary. Students will be given adequate notification of any alterations.**

Part One: Why Parties?

14.1 Week 1: January 20 — 26, 2025

14.1.1 ⇒ Wednesday, January 22: Course Introduction [DI Seat Hours = 1]

- ★ Course Introduction and Administrative Review.
- ★ Acquire Texts.

- ★ Acquire Access to Top Hat Online Participation Account (I will begin using this immediately during Week 2, so please do not delay setting up your account).

14.1.2 ⇒ Friday, January 24: What are Political Parties [DI Seat Hours = 1]

- ★ Masket and Noel, Chapter 1: You Can't Understand Politics without Understanding Parties, pp 5-17 [SI Hours = 2].²
- ★ James Madison. (1787). "The Federalist No. 10." Essay can be found on Canvas, but also in the textbook Appendix, pp. A-5-A-10 [SI Hours = 2].†
- ★ **Syllabus Acknowledgment Quiz on Canvas in Course Home is due by start of class.**

14.2 Week 2: January 27 — February 2, 2025

14.2.1 ⇒ Monday, January 27: The History of American Political Parties [DI Seat Hours = 1]

- ★ MN, Chapter 2: American Political Parties: A Brief History, pp. 18-30 [SI Hours = 2].
- ★ McCarty, Introduction, pp. 1-7 [SI Hours = 1.5].
- α Last Day to Add/Drop is 01/28/2025.

14.2.2 ⇒ Wednesday, January 29: Are we Experiencing a Realignment of the Electorate? [DI Seat Hours = 1]

- ★ MN, Chapter 2: American Political Parties: A Brief History, pp. 18-30 [SI Hours = 2].
- ★ Azari, Julia. (2016). "Trump May Bring a Republican Recalibration, Not a Realignment." *FiveThirtyEight*. <https://fivethirtyeight.com/features/trump-may-bring-a-republican-recalibration-not-a-realignment/> [SI Hours = 0.5].

14.2.3 ⇒ Friday, January 31: Did 2024 Solidify the Realignment? [DI Seat Hours = 1]

- ★ Packer, George. (2020). "Is America Undergoing a Political Realignment?" *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2019/04/will-2020-bring-realignment-left/586624/> [SI Hours = 0.5].
- Lazer, David. (2024). "Analyzing the 2024 Presidential Election." *Econofact*. <https://econofact.org/the-2024-presidential-election> (read the transcript or listen at the link) [SI Hours = 0.5].

²From this point on, the Textbook will be written as "MN" in the syllabus.

Part 2: Political Parties and American Institutions

14.3 Week 3: February 3 — February 9, 2025

14.3.1 ⇒ Monday, February 3: Parties in Congress [DI Seat Hours = 1]

- ★ MN, Chapter 3: Parties in Congress, pp. 38-56 [SI Hours = 2].

14.3.2 ⇒ Wednesday, February 5: The Spatial Model [DI Seat Hours = 1]

- ★ McCarty, Chapter 2: What is Polarization?, pp. 10-21 [SI Hours = 1.5].
- ★ MN, Chapter 3: Parties in Congress, pp. 56-67 [SI Hours = 1.5].

14.3.3 ⇒ Friday, February 7: Polarization in Congress [DI Seat Hours = 1]

- ★ McCarty, Chapter 3: Are Partisan Elites Polarized?, pp. 22-34 [SI Hours = 2].

14.4 Week 4: February 10 — February 16, 2025

14.4.1 ⇒ Monday, February 10: Parties in the Executive [DI Seat Hours = 1]

- ★ MN, Chapter 4: Parties in the Executive, pp. 68-82 [SI Hours = 2].

14.4.2 ⇒ Wednesday, February 12: Constitutional Structure [DI Seat Hours = 1]

- ★ McCarty, Chapter 3: Are Partisan Elites Polarized?, pp. 34-49 [SI Hours = 2].

14.4.3 ⇒ Friday, February 14: Parties in the Executive Continued [DI Seat Hours = 1]

- ★ MN, Chapter 4: Parties in the Executive, pp. 82-95 [SI Hours = 2].

14.5 Week 5: February 17 — February 23, 2025

14.5.1 ⇒ Monday, February 17: The American Party System in a Comparative Context [DI Seat Hours = 1]

- ★ MN, Chapter 5: U.S. Parties in Comparative Perspective, pp. 96-116 [SI Hours = 2].

14.5.2 ⇒ Wednesday, February 19: How Outsiders Succeed [DI Seat Hours = 1]

- ★ MN, Chapter 5: U.S. Parties in Comparative Perspective, pp. 116-131 [SI Hours = 2].

14.5.3 ⇒ Friday, February 21: Test Out Some Systems! [DI Seat Hours = 1]

- ★ Case, Nick. (2016). “To Build a Better Ballot: And Interactive Guide to Alternative Voting Systems.” <https://ncase.me/ballot/> [SI Hours = 2].
- Read and play with the interactive games. Be ready to discuss which one you prefer in class!

Part Three: Party Dynamics and Organization

14.6 Week 6: February 24 — March 2, 2025

14.6.1 ⇒ Monday, February 24: The Party Machine [DI Seat Hours = 1]

- ★ MN, Chapter 6: Party Machines, pp. 132-141 [SI Hours = 2].

14.6.2 ⇒ Wednesday, February 26: Tammany Hall Example [DI Seat Hours = 1]

- ★ MN, Chapter 6: Party Machines, pp. 141-160 [SI Hours = 2].

14.6.3 ⇒ Friday, February 29: Formal Party Organization [DI Seat Hours = 1]

- ★ MN, Chapter 7: Formal Party Organization, pp. 160-175 [SI Hours = 2].

14.7 Week 7: March 3 — March 9, 2025

14.7.1 ⇒ Monday, March 3: No Class, Spring Break!

- ★ No Class, Spring Break!

14.7.2 ⇒ Wednesday, March 5: No Class, Spring Break!

- ★ No Class, Spring Break!

14.7.3 ⇒ Friday, March 7: No Class, Spring Break!

- ★ No Class, Spring Break!

14.8 Week 8: March 10 — March 16, 2025

14.8.1 ⇒ Monday, March 10: Simulation Day 1 [DI Seat Hours = 1]

- ★ Simulation, Day 1.
- Simulation 1 Assignment is due at the start of class [SI Hours = 10].

14.8.2 ⇒ Wednesday, March 12: Simulation Day 2 [DI Seat Hours = 1]

- ★ Simulation, Day 2.

14.8.3 ⇒ **Friday, March 14: Simulation Day 3 [DI Seat Hours = 1]**

★ Simulation, Day 3.

14.9 Week 9: March 17 — March 23, 2025

14.9.1 ⇒ **Monday, March 17: What does the Formal Party Do? [DI Seat Hours = 1]**

★ MN, Chapter 7: Formal Party Organization, pp. 175-191 [SI Hours = 2].

14.9.2 ⇒ **Wednesday, March 19: Party Activism [DI Seat Hours = 1]**

★ MN, Chapter 8: Party Activists, pp. 192-206 [SI Hours = 2].

14.9.3 ⇒ **Friday, March 21: Is the Public Polarized [DI Seat Hours = 1]**

★ McCarty, Chapter 4: Is the Public Polarized?, pp. 50-68 [SI Hours = 2].

○ Midterm Exam due by start of class [DI Seat Hours Equivalency = 3].

14.10 Week 10: March 24 — March 30, 2025

14.10.1 ⇒ **Monday, March 24: Activist Behavior [DI Seat Hours = 1]**

★ MN, Chapter 8: Party Activists, pp. 206-219 [SI Hours = 2].

14.10.2 ⇒ **Wednesday, March 26: The Nomination Process [DI Seat Hours = 1]**

★ MN, Chapter 9: Nominations, pp. 220-233 [SI Hours = 2].

14.10.3 ⇒ **Friday, March 28: The Causes of Polarization [DI Seat Hours = 1]**

★ McCarty, Chapter 5: What are the Causes of Polarization?, pp. 69-100 [SI Hours = 3].

14.11 Week 11: March 31 — April 6, 2025

14.11.1 ⇒ **Monday, March 31: The Median Voter Theorem [DI Seat Hours = 1]**

★ MN, Chapter 9: Nominations, pp. 233-247 [SI Hours = 2].

14.11.2 ⇒ **Wednesday, April 2: Nomination in the Presidency [DI Seat Hours = 1]**

★ MN, Chapter 10: Presidential Nominations, pp. 248-266 [SI Hours = 2].

14.11.3 ⇒ Friday, April 4: Electoral Law and Legislative Polarization [DI Seat Hours = 1]

- ★ McCarty, Chapter 6: How Does Electoral Law Affect Legislative Polarization?, pp. 101-133 [SI Hours = 3].

14.12 Week 12: April 7 — April 13, 2025

14.12.1 ⇒ Monday, April 7: Parties in the General [DI Seat Hours = 1]

- ★ MN, Chapter 11: The Party in General Elections, pp. 280-301 [SI Hours = 2].

14.12.2 ⇒ Wednesday, April 9: Partisanship as Social Identity [DI Seat Hours = 1]

- ★ Mason, Lilliana. (2018). "Chapter 1: Identity-Based Democracy" In, *Uncivil Agreement: How Politics Became Our Identity*. Chicago, IL: The University of Chicago Press, pp. 1-16. [SI Hours = 1]†
- ★ Mason, Lilliana. (2018). "Chapter 2: Identity-Based Democracy" In, *Uncivil Agreement: How Politics Became Our Identity*. Chicago, IL: The University of Chicago Press, pp. 17-23 [SI Hours = 2].†

14.12.3 ⇒ Friday, April 11: Partisanship as Social Identity [DI Seat Hours = 1]

- ★ Mason, Lilliana. (2018). "Chapter 4: Partisan Prejudice" In, *Uncivil Agreement: How Politics Became Our Identity*. Chicago, IL: The University of Chicago Press, pp. 45-59 [SI Hours = 2].†

14.13 Week 13: April 14 — April 20, 2025

14.13.1 ⇒ Monday, April 14: Moral Psychology as an Explanation? [DI Seat Hours = 1]

- ★ Haidt, Johnathan. (2012). "Chapter 7: The Moral Foundations of Politics." In, *The Righteous Mind: Why Good People are Divided by Politics and Religion*. New York, NY: Vintage, pp 1-21 [SI Hours = 2]. †

14.13.2 ⇒ Wednesday, April 16: The Role of Voters in a Party [DI Seat Hours = 1]

- ★ MN, Chapter 12: Parties and Voters, pp. 302-320 [SI Hours = 2].

14.13.3 ⇒ Friday, April 18: No Class, Easter Break!

- ★ No Class, Easter Break!

14.14 Week 14: April 21 — April 27, 2025

14.14.1 ⇒ Monday, April 21: Parties and Voters [DI Seat Hours = 1]

- ★ MN, Chapter 12: Parties and Voters, pp. 321-330 [SI Hours = 2.5].

14.14.2 ⇒ Wednesday, April 23: [DI Seat Hours = 1]

- ★ McCarty, Chapter 7: What are the Consequences of Polarization for Public Policy and Governance?, pp. 134-155 [SI Hours = 2.5].

14.14.3 ⇒ Friday, April 25: Consequences of Polarization [DI Seat Hours = 1]

- ★ McCarty, Chapter 8: Is the Trump Presidency a New Normal or More of the Same?, pp. 156-167 [SI Hours = 2].

Part Four: Debating Polarization - Disagreement, Parties, and Polarization

14.15 Week 15: April 28 — May 4, 2025

14.15.1 ⇒ Monday, April 28: Simulation 2, Day 1 [DI Seat Hours = 1]

- ★ Simulation, Day 1.
- Simulation 2 Assignment is due at the start of class [SI Hours = 10].

14.15.2 ⇒ Wednesday, April 30: Simulation 2, Day 2 [DI Seat Hours = 1]

- ★ Simulation, Day 2.

14.15.3 ⇒ Friday, May 2: Simulation 2, Day 3 [DI Seat Hours = 1]

- ★ Simulation, Day 3.

14.16 Week 16: May 5 — May 11, 2025

14.16.1 ⇒ Monday, May 5: Final Exam [DI Seat Hours Equivalency = 3]

- Final Exam due by, Monday, May 5, at 2:45 PM [DI Seat Hours Equivalency = 3].

References

- Haidt, Johnathan. 2012. *The Righteous Mind: Why Good People are Divided by Politics and Religion*. New York, NY: Vintage.
- Madison, James. 2003. No. 10 The Same Subject Continued. In *The Federalist Papers*, ed. Charles Kesler and Clinton Rossiter. New York, NY: Singnet pp. 71–79.
- Masket, Seth and Hans Noel. 2021. *Political Parties*. New York, NY: Norton.
- Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago, IL: University of Chicago Press.
- McCarty, Nolan. 2019. *Polarization: What Everyone Needs to Know*. New York, NY: Oxford University Press.