**Political Science 319R/359R: Political Parties**

Winter Semester 2011

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**Office Hours:** 3-5pm Wednesdays

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**Course Description**

This course is designed to introduce you to some of the foundational concepts about political parties. In particular, we will focus on where political parties come from, whose interests they serve, and what functions they fulfill. Though the overall perspective of the course is comparative, about half of the readings come from the American politics literature. Hence, it is cross-listed as both a comparative and American course elective.

The course will be run primarily as a conversation, so students are expected to come prepared to class. That means that it is not enough to simply read the assigned readings; students must also think about the readings so that they have something to say in discussions.

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**Textbooks**


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**Assignments**

*Daily Summary and Questions:*
For each reading, you must submit a 3-5 sentence summary of the reading and five questions that you have about it. Up to three of the questions can be about things that you did not understand or factual questions, but at least two must be analytical questions that can lead to further class discussion. This assignment must be posted to the Blackboard Discussion Board by 10am the day of class. Students will be graded on the insightfulness of their summary and questions. Students will be allowed to drop 3 of these assignments.

*Discussion Facilitator:*
Each student is responsible for facilitating one class period. He or she can organize class in a wide variety of ways, but the goal should be to encourage meaningful and interesting conversation about
the reading and related issues. Students will be graded on their level of preparation and the quality of discussion that they facilitate.

**Class Participation:**
This class will require extensive participation from students. Most days will be run as a “Socratic Seminar,” in which students will earn points by asking meaningful questions and answering questions with evidence from the readings or concrete examples. However, if a particular student begins to dominate the conversation, they will be placed under a temporary “gag order” so that we can hear from everyone. On days that there is a student Discussion Facilitator, students are expected to participate in the ways that the facilitator asks.

**“So What?” Day Assignment**
On “So What?” Days, students are required to find outside information (journal article, current event, historical event, film, etc.) that relates one or more of the topics during the preceding days. They must submit an approximately 500 word analysis of how this outside information compares with, highlights, contradicts, etc. one or more course readings. Students’ first submission (January 12) will not be graded, but will receive feedback, so that students have an opportunity to learn what the expectations are.

**Group Research Project**
In groups of 3-4, students will write a joint research paper that analyzes the extent to which the main political parties in a country of their choice (however, not the United States and each group must choose a different country) align with the expectations of one (or maybe two) of the concepts we discuss in class. This paper should be approximately 15 pages long. More details will be provided.

**Final Exam**
The final exam will be cumulative and will take place on April 16\(^{th}\) from 2:30-5:30 in our normal classroom. It will consist of several medium-length questions and two longer essay questions.

### Point Breakdown

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<td>Discussion Facilitator</td>
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<td>Class Participation</td>
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<td>Group Research Project</td>
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<td>Final Exam</td>
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### Schedule

**What Are Political Parties? What Functions Do They Perform?**

January 7

January 10

January 12
“So What?” Day

**Why Do We Have Political Parties? To Benefit Politicians?**

January 14-January 21

NOTE: NO CLASS January 17 (Martin Luther King, Jr. Day)

January 24-28

January 31
“So What?” Day

**Why Do We Have Political Parties? To Benefit Groups?**

February 2

February 4

February 7

February 9
“So What?” Day

**Why Do We Have Political Parties? Because It's Just The Way We Are?**

February 11

February 14

February 16

*February 18*
*“So What?” Day*

NOTE: NO CLASS February 21 (Presidents’ Day)

February 22 (Monday Instruction)
At War!: The Changing Face of American War Illustration (BYU Museum of Art)

**Functions of Political Parties: Candidate Nomination**

February 23

Preece, Jessica. n.d. Incentives to cultivate a personal voting record: Electoral mandate and nominations in mixed member electoral system countries. Working paper.

*February 25-28*

**Functions of Political Parties: Electoral Mobilization**

March 2

March 4


*March 7*
*“So What?” Day*

**Functions of Political Parties: Issue Structuring**

March 9

March 11

**Functions of Political Parties: Societal Representation**

March 14


March 16


March 18
“*So What?”* Day

**Functions of Political Parties: Interest Aggregation**

March 21

March 23

**Functions of Political Parties: Forming and Sustaining Governments**

March 25

March 28-April 1
Golder, Sona Nadenichek. 2006. *The logic of pre-electoral coalition formation*. Columbus, OH: The Ohio State University Press

**Functions of Political Parties: Social Integration**

April 4
April 6

April 8
“So What?” Day

April 11-13
Group Presentations

April 16 2:30-5:30
Final Exam

**Course, Department, and University Policies***

**Late Assignment Policy**
It is important to be able to manage your time and complete tasks by their deadlines. Furthermore, because the assignments are cumulative in this class, getting behind can seriously impede your performance. Consequently, there are penalties in this class for turning assignments in late. For each day past the deadline that you turn in an assignment, you will receive a 10% penalty (i.e., a 93% becomes an 83%). In the case of extenuating circumstances that may prevent you from turning in an assignment on time, contact me as soon as possible. Forgetting to save your document or going on a last-minute trip to Moab is not the kind of extenuating circumstance that I’m referring to.

**Office Hours and Email**
Please take advantage of the help I’m willing to give to you. I want you to succeed in this class. If you have questions or concerns about the lecture material or the assignments, please visit me during office hours (email me to make an appointment if you cannot attend them). The sooner you come in to talk to me about any problems you are having in class, the sooner I can help you.

I am available via email as well and try to respond within a day to your messages. However, if you have a question that requires a long or complicated answer, I suggest you come to office hours or call me on my office phone. Some things are just better explained vocally or in person.

**Learning Outcomes**
Please see [http://fhssadv.byu.edu/Advisement/polisci1.dhtml](http://fhssadv.byu.edu/Advisement/polisci1.dhtml) to see all of the Political Science Department’s Learning Outcomes. In Political Science 450, we will pay specific attention to the following outcomes:

1. **Spiritually Strengthening:**
   - be able to articulate principles of faith in political analysis
2. **Intellectually Enlarging:**
   - demonstrate a familiarity with the subfield of comparative politics;
   - possess a factual and theoretical knowledge of countries and political processes;
   - use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions;
write professional-grade research papers on political science questions;
- communicate effectively by presenting ideas in a high-quality oral presentation; and
- think critically, analytically, and synthetically.

3. Character-building
- bring honesty and integrity to daily life, public affairs, and professional activities and
- properly cite sources using a recognized citation style

4. Life-long learning
- participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

*Language provided by BYU Syllabus Builder.*