

PSCI 4100: Political Parties

SYLLABUS Spring 2026

Course Information

Meeting Days, Time, Location: TR, 11:00-12:20PM, WH 221

Course Modality:

Traditional Face-to-Face Courses

Instructor Information

Instructor Name: Dr. Natasha Altema McNeely (she/her/hers)

UNT E-mail: natasha.altema@unt.edu

Office Location: WH 144

Office Hours: TR 1-2pm or by appointment. Office hours will provide an opportunity for students to ask questions related to the course, topics discussed and any concerns. The discussions are confidential.

(Use the link below to book your meeting):

<https://calendly.com/natasha-altema-unt/15min>

Response Time:

Generally I will respond to emails sent through my university email address within **24 hours** of receiving them during weekdays. However, it may take me up to 48 hours during weekends. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Canvas Support.

I will update the online grades each time a grading session has been completed—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas page under the link to this course.

Welcome and Teaching Philosophy

Welcome to PSCI 4100: Political Parties. My name is Dr. Natasha Altema McNeely. My preferred pronouns are she/her/hers. I am an Associate Professor in the department of Political Science. I started my career at UT-Pan American in 2013 and transitioned over to UTRGV in 2015. I am excited to be here. My teaching philosophy consists of three goals: first, I strive to present concepts in a manner that students understand. In all my courses I use strategies such as class discussions and reading assignments. I also engage students in discussions of current events in all my courses. My second goal has been to create an environment (both in person and online) that inspired respect among the students. I encouraged the students to respect their peers' opinions, especially when they differed from their own. The third goal has been to push my students to move beyond their own expectations for the courses. Specifically, I encourage them to aspire for more than just "passing the class," to apply themselves to see how well they could do.

Readings, Technology Needs, and Resource Materials

Reichley, A. James. 2000. *The Life of the Parties: A History of American Political Parties*. Boulder, CO: Rowman & Littlefield Publishers Inc. [Reichley]. \$47.98. ISBN-13: 978-0742508880. You can purchase used (cheaper) copies on amazon.com. This is not an open educational resource.

Any additional materials, such as articles and book chapters, will be supplied by the instructor via Canvas. If you cannot find an assigned reading on blackboard, then use the citation (provided in the syllabus) to find the reading assignment on Google Scholar.

Course Description

Political Parties. 3 hours. Development, nature, problems, organization, operation and functions.
Recommended PSCI 2305, PSCI 2306

Course objectives (You will be able to...)

- critically assess the importance of political parties within the United States.
- gain a better understanding of how political parties affect the lawmaking process and outcomes.
- examine the factors that caused members of political parties to realign with the opposing party.
- evaluate how political parties affect political institutions including the presidency and Congress, as well as institutions at the state and local levels.
- evaluate how political parties are affected by other political institutions including interest groups.
- improve your critical thinking and analytical skills through exams that require you to make and defend argument
- engage in meaningful and productive dialogue with others.

Assessment of Learning

Assignment	% of Grade
Exam 1	20%
Exam 2	20%
Final Exam	20%
Reading notes	20%
Attendance & Participation	20%

Total	100%
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Exams (60%)

There are two midterm exams and one final exam, each are worth 20% of your final course grade. All the exams are in-class exams. The format of each exam is a response to prompts that you will receive in class. You will submit each exam at the end of the class period. **You must bring a laptop or tablet to class on exam days.**

- You may use your reading notes and lecture notes during the in-class exams. Your essay must demonstrate your logic and rationale that support your argument made in the paper. This is an opportunity for you to express your arguments in a well-developed manner. The essay must be typed in 12 point, Times New Roman font. Proofread your essays for grammatical errors.

Exams to be completed in-class

Tuesday, February 17

Tuesday, March 17

Tuesday, May 5

Attendance & Participation (20%)

- Class attendance is required. The best way to learn the material is to come to class. I will take attendance each class. If you need to miss class due to a university-sponsored activity, then you must inform me of this in advance. If you need to miss class due to illness, then please email me before lecture and bring a signed doctor's note when you return to class. The doctor's note must be authentic and verifiable. If you must miss class due to the death of a relative, then you will need to bring a death certificate or document from the funeral home. You have **TWO** unexcused absences. Subsequent unexcused absences may result in the student being dropped or failing the course.
- Participating in class discussions is also important. Discussing subject material and completing reading assignments are ways of participating in class. Participation provides an opportunity for you to clarify uncertainties by asking questions and offer substantive contributions to the discussion.

Reading Assignments

ALTHOUGH THEY ARE NOT GRADED, THE READING ASSIGNMENTS ARE VERY IMPORTANT. THE READING ASSIGNMENTS ARE FIXED AS PER THE SYLLABUS, UNLESS I ANNOUNCE OTHERWISE. I WILL MAKE EVERY EFFORT TO ANNOUNCE CHANGES AS SOON AS POSSIBLE, BUT ULTIMATELY, STUDENTS ARE RESPONSIBLE FOR KEEPING IN TOUCH WITH ME REGARDING CHANGES.

Reading notes (20%)

As you do the readings, you should keep the following questions in mind (this is also how you will want to be taking notes). Developing this skill will not only help you in this class, but will be useful in your other courses and beyond your undergraduate training.

- TYPE: What type of reading is this? Is it a theoretical piece? Is it a literature review? Is it an empirical piece?
- RESEARCH QUESTION(S): What questions is the author trying to answer?
- PURPOSE: What goal is the author trying to achieve?
- THEORETICAL ARGUMENT: What explanation does the author advance as an answer to the research questions?
- HYPOTHESES: What are the propositions, or expectations, advanced by the author?
- EVIDENCE: If it is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
- FINDINGS: What did the author(s) find? What were the results? Did the author(s) find support for their hypotheses?
- CONCLUSIONS: What are the conclusions that the author reaches? Are they justified given the evidence presented?
- IMPLICATIONS: according to the author, why do their research findings matter?
- YOUR REACTION: What are your reactions to this piece? What questions does it answer? What does it leave unanswered? If you have criticisms, how would you improve upon the piece?

****NOTE**** > for book chapters in the Reichley book, a thorough summary is fine. Describe what is discussed in the chapter and the arguments Reichley makes about each topic.

I strongly recommend you do another thing this semester to begin to immerse yourself in the Political Science profession. I recommend you attend several research talks in the department over the semester. These may include invited talks by prominent researchers, or talks by faculty and graduate students in the department. These talks will give you a chance to see current research in American politics and other subfields of Political Science.

Course Policies and Procedures

- I expect each person to conduct themselves in a respectful manner. I will not tolerate profane language, or any comments that disrespect your peers or professor.
- If you anticipate having to leave class early, please tell me ahead of time.
- Turn off all cell phones, PDAs, IPods or other gadgets before coming to class. Laptops can be used during class for note taking purposes only.
- Extensions and Make-ups: In general I do not allow extensions on assignments, alternate exam dates, or make-up exams. However, should you find yourself in an unavoidable situation where you will not be able to turn an assignment in on time or be present for an exam, please inform me of this as soon as you can, and not the day the exam is due or afterwards. In valid cases (such as events that count as university approved exceptions or where accommodations are requested) I will be happy to consider alternate arrangements.

- Contacting me: Email me before you come to my office hours. If you are not able to meet with me during office hours, then request an appointment. If you prefer to email your questions or concerns, then please allow a grace period of 24 hours during the week and 48 hours during the weekends. Indicate in your email if you need to receive a response sooner than 24 or 48 hours. **Please do not email me through Canvas.**

Course Policy on **Academic Integrity, Plagiarism, Cheating, and Generative AI/Chatbots**

This policy pertains to *all* assignments in this course that require writing. That includes – but is not limited to – papers and examinations. All written work you submit in this course must be your own, original work.

What does that mean?

- You give appropriate credit to each and every source, and do so each and every time you use that source, irrespective of whether you paraphrase or quote that source. Failure to give appropriate credit means you present the work as your own.
- You do not use any material written by someone else or by generative AI – including, but not limited to chatbots such as ChatGPT – and present it as your own work.

Why?

- According to the UNT Academic Integrity Policy ([UNT Policy 6.003](#)), any form of “unauthorized assistance” constitutes cheating. As a result, use of any artificial intelligence is not authorized for completion of assignments or exams in this course, unless specifically authorized by the instructor.
- Academic integrity is defined in [UNT Policy 6.003](#) and indicates that the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).
- For additional information, consult [UNT Policy 6.003](#).

What are the consequences?

- Violations will not be tolerated. Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures, as described at <https://vpaa.unt.edu/ss/integrity>.
 - If this is your first academic integrity violation, you can expect a failing grade on the assignment, and you will be reported to the university’s Academic Integrity office.
 - Repeat violations will lead to stronger sanctions up to and including expulsion from UNT.
- These penalties will apply even if you did not knowingly intend to plagiarize or cheat. You must familiarize yourself with the rules of academic integrity and do your own original work – whether at UNT or later in your career – and ignorance is no excuse.

University Policies

- Academic Integrity Standards and Consequences
 - According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].
- ADA Accommodation Statement
 - UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.
- Course Safety Procedures (for Laboratory Courses)
 - While working in laboratory sessions, students enrolled in **[insert class name]** are required to follow proper safety procedures and guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.
- Emergency Notification & Procedures
 - UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.
- Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's

records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

- Acceptable Student Behavior
 - Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.
- Access to Information – Eagle Connect
 - Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/
- Student Evaluation Administration Dates
 - Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at spot.unt.edu or email spot@unt.edu.
- Survivor Advocacy
 - UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Course Schedule and Topics

Important Note: Activity and assignment details will be explained in detail within each week's corresponding content area. If you have any questions, please contact me.

Week 1 (January 13 and 15): From the Founding to the Civil War

Learning Objectives:

Learn about the foundation of the two dominant and multiple third parties throughout history in the U.S.

Engage in meaningful and productive dialogue with others.

Reading assignments:

- Reichley chapter 1 and 2 – January 15

Week 2 (January 20 and 22): From the Founding to the Civil War

Learning Objectives:

Learn about the foundation of the two dominant and multiple third parties throughout history in the U.S.

Engage in meaningful and productive dialogue with others.

Due Date:

Reading notes for weeks 1 and 2 submit on Canvas – Sunday, January 25, 11:59PM

Reading assignments:

- Reichley Chapter 3 – January 20
- Reichley chapter 4 – January 22

Week 3 (January 27 and 29): The Republican Era

Learning Objectives:

Learn about the foundation of the two dominant and multiple third parties throughout history in the U.S.

Engage in meaningful and productive dialogue with others.

Reading assignments:

- Reichley chapters 5, 6 – January 27
- Reichley chapter 7 – January 29

Week 4 (February 3 and 5): The Republican Era

Learning Objectives:

Learn about the foundation of the two dominant and multiple third parties throughout history in the U.S.

Engage in meaningful and productive dialogue with others.

Reading assignments:

- Reichley chapters 8, 9 – February 3

- Reichley chapters 10 and 11 – February 5

Week 5 (February 10 and 12): The New Deal Era

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 3, 4, and 5 submit on Canvas – Sunday, February 15, 11:59PM

Reading assignments:

- Reichley chapters 12, 13 – February 10
- Reichley chapter 14 – February 12

Week 6 (February 17 & 19): The New Deal Era

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others.

Due dates:

Midterm 1: February 17, in class

Suggested reading:

Burnham, Walter Dean. 1998. “The End of American Party Politics.” *Society*, 35(2).

Reading assignments:

- Reichley 15, 16, and 17 – February 19

Week 7 (February 24 and 26): Contemporary Parties

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others.

Reading assignments:

Reichley chapters 18 and 19 – February 24

Aldrich Article – February 26

Citations

Aldrich, John H. 1999. "Political Parties in a Critical Era." *American Politics Quarterly*, 27(1).

Week 8 (March 3 and 5): Contemporary Parties

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 6, 7, and 8 submit on Canvas – Sunday, March 8, 11:59PM

Citations:

Bullock III, Charles S., Hoffman, Donna R., Gaddie, Ronald Keith. 2006. "Regional Variations in the Realignment of American Politics, 1944-2004". *Social Science Quarterly*. 87(3).

Somecash, Jeffrey M. 2012. "A Perfect Storm: Presidential-House Elections, Policy and Congressional Polarization." In *The State of the Parties: The Changing Role of Contemporary American Parties*. Eds: John C. Green, Daniel J. Coffey, and David B. Cohen. Boulder, CO: Roman & Littlefield. 73-88.

Week 9: March 9-13: SPRING BREAK

Week 10 (March 17 & 19): Partisanship

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others..

Due date:

Exam 2: March 17, in class

Citations:

Abramowitz, Alan I. and Steven W. Webster. 2018. "Negative Partisanship: Why Americans Dislike Parties But Behave like Rabid Partisans."

Reading assignments:

- Bullock et al. article – March 3
- Somecash article – March 5

Reading assignments:

- Abramowitz and Webster article and Flynn, et al article – March 19

Flynn, DJ, Brendan Nyhan, and Jason Reifler. 2017. "The Nature and Origins of Misperceptions: Understanding False and Unsupported Beliefs about Politics," *Political Psychology*, 38: 127-150.

Suggested readings:

Bartels, Larry M. 2000. "Partisanship and Voting Behavior, 1952-1996." *American Journal of Political Science* 44.

Gerber, Alan S., Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. "Personality and the Strength and Direction of Partisan Identification." *Political Behavior* 34:653-688

Week 11 (March 24 & 26): The Development of the Partisan Congress

Learning Objectives:

Critically assess the importance of political parties within the United States.

Evaluate how political parties are affected by other political institutions including interest groups.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 10 and 11 submit on Canvas – Sunday, March 29, 11:59PM

Citations:

Sinclair, Barbara. 2006. *Party Wars: Polarization and the Politics of National Policy Making*. Norman, OK; University of Oklahoma Press [Sinclair]. [Sinclair]. \$24.95. ISBN-13: 978-0806137797.

Reading assignments:

- Sinclair chapter 1 – March 24
- Sinclair chapter 2 – March 26

Week 12 (March 31 and April 2): The Internal Engines of Partisan Polarization

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Evaluate how political parties are affected by other political institutions including interest groups.

Engage in meaningful and productive dialogue with others.

Citations:

Iyengar, Shanto and Sean J. Westwood. 2015. "Fear and Loathing Across Party Lines: New Evidence on Group Polarization." *American Journal of Political Science*, 59(3):690-707

Reading assignments:

- Iyengar and Westwood article and Levendusky article – March 31
- No class – April 2

Levendusky, Matthew S. 2013. "Why do Partisan Media Polarize Viewers?" *American Journal of Political Science*, 57(3):611-623.

Suggested readings:

Jacobson, Gary C. 2020. "Donald Trump and the Parties: Impeachment, Pandemic, Protest, and Electoral Politics in 2020."

Jacoby, William. 2014. "Is There a Culture War? Conflicting Value Structures in American Public Opinion." *American Political Science Review*, 108(4): 754-771.

Abramowitz, Alan, and Kyle Saunders. 2008. "Is Polarization a Myth?" *Journal of Politics*, 70(2): 542-555

Week 13 (April 7 & 9): Partisan Polarization and Lawmaking

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Examine the factors that caused members of political parties to realign with the opposing party.

Evaluate how political parties affect political institutions including the presidency and Congress, as well as institutions at the state and local levels.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 12 and 13 submit on Canvas – April 11, 11:59PM

Citations:

Sinclair, Barbara. 2013. "The President and the Congressional Party Leadership in a Hyperpartisan Era." In *Rivals for Power: Presidential – Congressional Relations*. 5th edition, ed. By James A. Thurber. Boulder, CO: Rowman & Littlefield Publishers, Inc113-136.

"Partisan Polarization, in Congress and among public, is greater than ever." *Pew Research Center* <https://www.pewresearch.org/short-reads/2013/07/17/partisan-polarization-in-congress-and-among-public-is-greater-than-ever/>

Grose, Christian. 2020. "Reducing Legislative Polarization: Top-Two and Open Primaries Are Associated with More Moderate Legislators." *Journal of Political Institutions and Political Economy*, 1(2): 1–21

Reading assignments:

- Sinclair article and Pew Center article – April 7
- Grose article – April 9

Week 14 (April 14 & 16): Parties and other institutions

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Engage in meaningful and productive dialogue with others.

Citations:

Røed, Maiken. 2023. "When do political parties listen to interest groups?." *Party Politics* 29 (2): 374-383.

Lee, Sangwon, Hernando Rojas, and Masahiro Yamamoto. "Social media, messaging apps, and affective polarization in the United States and Japan." *Mass Communication and Society* 25, no. 5 (2022): 673-697.

Yu, Xudong, Magdalena Wojcieszak, and Andreu Casas. "Partisanship on social media: In-party love among American politicians, greater engagement with out-party hate among ordinary users." *Political Behavior* 46, no. 2 (2024): 799-824.

Suggested readings:

Flamino, James, Alessandro Galeazzi, Stuart Feldman, Michael W. Macy, Brendan Cross, Zhenkun Zhou, Matteo Serafino, Alexandre Bovet, Hernán A. Makse, and Boleslaw K. Szymanski. "Political polarization of news media and influencers on Twitter in the 2016 and 2020 US presidential elections." *Nature Human Behaviour* 7, no. 6 (2023): 904-916.

This Week:

- Reed article and Lee article – April 14
- Yu, Wojcieszak, and Casas article – April 16

Week 15: (April 21 and 23: The Consequences of Partisan Polarization

Learning Objectives:

Critically assess the importance of political parties within the United States.

Gain a better understanding of how political parties affect the lawmaking process and outcomes.

Examine the factors that caused members of political parties to realign with the opposing party.

Evaluate how political parties affect political institutions including the presidency and Congress, as well as institutions at the state and local levels.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 14 and 15 submit on Canvas – April 25, 11:59PM

This Week:

- Ensley et al – April 21
- Kujala article – April 23

Citation:

Ensley, Michael J., Michael W. Tofias, and Scott de Marchi. 2012. "Are The Boots for Walking? Polarization and the Ideological Change among U.S. House Members." in *The State of the Parties: The Changing Role of Contemporary American Parties*. Eds: John C. Green, Daniel J. Coffey, and David B. Cohen. Boulder, CO: Roman & Littlefield. 107-120.

Kujala, Jordan. 2020. "Donors, Primary Elections, and Polarization in the United States."

Week 16: (April 28 and 30): Review

Learning Objectives:

Review concepts and lessons learned throughout the semester in preparation for the final exam.

Engage in meaningful and productive dialogue with others.

Final exam: Tuesday, May 5, 10:00 a.m. to 12:00 p.m.

This Week:

- No readings

