

U.S. Political Parties in a Partisan Era

Welcome to the course U.S. political parties in a partisan era. I have designed this syllabus to help you understand which topic and important questions we will consider in each week's class. I recommend that you use this document each week prior to undertaking the readings.

Information

Class: U.S. Political Parties in a Partisan Era (32513)
Term: Winter Semester 2021/2022 (WiSe21/22)
Seminar: Wednesdays 14:00–16:00 Room: 340
Office Hours: Wednesdays 13:00–14:00 Room: 209
Me: Mr. Mike Cowburn (he/him/his)
Email: m.cowburn@fu-berlin.de

You: Who you are isn't defined by records or bureaucracies, so if you prefer a name or a pronoun other than the one listed, please let me know.

Course Description

Political parties are vital in any democracy, but U.S. parties are often thought of as exceptional. In this course we will investigate the roles and responsibilities of parties in the modern partisan era in the context of the U.S. political system. We will explore concepts such as partisanship, questioning whether the institutions of political parties are contributing to or alleviating current tensions in U.S. democracy. We will consider theoretical and empirical defenses and critiques of the institutions and behaviors of parties as political actors, with specific focus on U.S. democracy. We will also consider how parties engage with and are shaped by their interactions with other political actors including Congress, the presidency, activists, donors, and voters. Throughout the semester we will analyze how parties contribute to and reflect wider trends in society, including narratives around identity, with specific focus on the increased saliency and activation of racial identities. We will read competing theories which attempt to explain why partisanship has increased among the U.S. public and consider the extent to which both partisanship and the parties themselves are asymmetric. Further, we will engage with the (re)emerging sub-field focused on intra-party factions, considering how internal party divisions relate to inter-party trends, including but not limited to the role of the Tea Party in the Republican Party and Democratic Socialists in the Democratic Party. Everyone is welcome to participate in this class as this course has no prerequisites, though a general interest in U.S. politics is expected. If you don't like politics, this class probably isn't for you.

This course fulfills one class requirement for the *Politics B Institutions, Actors and Processes* or *Politics C Political Fields and Policy Research* modules in the MA North American Studies program, and the *(CE) Political Systems* or *(SP) Political Systems* modules in the MA Political Science program. This course can be taken for active participation or full credit.

Course Objectives and Learning Goals

This course will provide you with an advanced-level understanding of political parties in the context of the U.S. political system. We will focus on a set of academic works that frequently speak to each other, meaning that by the end of this course you will understand the divergent positions of notable authors in this field. Throughout the semester, we will engage in the study of parties and analyze different conceptions of partisanship in the U.S., with some time dedicated to discussing the broader implications of what we learn. This course strives to spark interest and curiosity in the topic by considering the role of political parties in relation to events we observe both historically and in the news today. The course has been designed to deeply engage students in the topic within political science but considering implications beyond the discipline.

Following the successful completion of this course, you will be able to:

- Define what political parties are and what they do.
- Understand U.S. political parties in a comparative perspective and why they are often considered 'exceptional'.
- Connect theories about what political parties are to current trends.
- Understand how parties engage with other actors in the U.S. political system.
- Understand how partisanship is shaped by questions of identity and ideology.
- Make normative arguments about the role of partisanship in the modern U.S. democracy.
- Understand how intra-party dynamics impact parties.

Communication

For short questions, email is the best way to contact me. I endeavor to respond to all emails within twenty-four hours Monday to Friday, I will respond to most emails considerably quicker than this. If I haven't responded within twenty-four hours, please feel free to email again.

For everything else please come to office hours. Office hours are a chance for you to get help on term papers, go over material covered in class, talk about connections between class material and other ideas, and so on. They are generally student-led but I can help you formulate questions and point you in the direction of additional material for your term papers based on my sense of your strengths and interests. I really encourage you to take advantage of this time.

I also encourage students to take advantage of my office hours to ask questions or discuss issues related to the course, the discipline of political science, or academia more generally. If you have any comments about or problems with the course itself, I encourage you to share them in my office hours. You are not required to schedule an appointment to come to my regularly scheduled office hours—feel free to just drop by! If you cannot make the regular office hours, please contact me via email and we can schedule a meeting at an alternative time either in-person or via Webex.

COVID-19 Regulations

We are still living in a global pandemic and so must continue to take precautions, below is the university policy of who may attend in-person classes. I will therefore need to maintain a record of everyone's 3G

status throughout the semester. We will begin this process in the first session but please **bring evidence of your 3G status to each class** as I will make this obligatory for every session in an attempt to ensure everyone's safety.

Vaccinated and recovered individuals, as well as those presenting a negative Covid-19 test may participate in in-person courses. 3G status will be checked on a random basis. Course instructors and participants can agree to make the check obligatory for participation at the start of each course. The acceptable proofs of 3G status are:

- a) A record of complete immunization by a vaccine approved by the EU; or
- b) Evidence of a negative SARS-CoV-2 antigen (no more than 24 hours old) or PCR test (no more than 48 hours old); or
- c) Proof of recovery from Covid-19 through the presentation of a positive PCR test more than 28 days old, but no older than 6 months.

Vaccination certificates for vaccines not approved in the EU (e.g., *Sputnik* or *Sinovac*) are not sufficient for in-person participation. Students who have received vaccines not approved in the EU are therefore required to have a same-day negative test result. Tests for students with non-EU approved vaccines remain free of charge. An assessment of the German vaccination commission (*Stiko*) will be published shortly as to whether these vaccinations will be considered equivalent to approved vaccines, or whether a booster vaccination (e.g., with *Johnson & Johnson*) will be recommended.

If you have questions or are unsure about whether you meet the 3G status, please contact me in advance of class via email. Please **do not attend class if you do not have 3G status**.

Course Requirements

Attendance, participation, and preparedness are important to your success in this course (and, I find, in life generally). Therefore, it is expected that you will come to each class prepared, having read, and thought about the course material, and ready to engage in discussion. You should be prepared to discuss the topic and make thoughtful arguments from multiple points of view, including the authors' and your own. Essentially, **you are expected to have something to say about the readings**.

Students can choose to take this class for active participation (pass/fail) or full credit (graded), the requirements for each are as follows. Students taking the class for full credit will also complete requirements for active participation.

Active Participation

All students should come to each class able to contribute something to our discussion **having actively read the texts each week**. For each text you should be able to articulate the following prior to the week's class.

- What problem or gap is this work addressing?
- What is the research question? What are the dependent and independent variables? What method(s) does the author use to answer the research question?

- What is the theoretical argument? What is the empirical finding?
- How does this text relate to other readings in our class?

I encourage you to bring not only your ideas about but also your struggles with the readings to class. If something in a reading doesn't make sense to you then I encourage you to raise this during class so we can investigate together. If you don't understand something, there are likely many other students in the class who are also struggling on the same point!

All students will select **one week where they serve on the discussion panel** of two or three students. The role of the discussion panel is to advance our understanding of the assigned texts during our in-class sessions. Though I expect everyone to do the reading every week, students should prepare particularly thoroughly for their discussion panel week. Students in the discussion panel will be expected to provide further clarification, commentary, and explanations of the texts. In addition, the discussion panel should expect to be called on to answer questions. When class discussions are lively, the additional workloads on discussants should be minimal, providing an incentive for everyone to participate actively throughout the semester. Discussants may wish to meet outside of class during their discussion week to further their understanding of their texts. If discussion panels have areas of their texts that they would like us to focus on, they should let me know prior to class. If discussion panels wish to meet with me outside of our regularly scheduled class, either online or in-person, I am very willing to do that. Discussion panels do not need to give a presentation of the readings but should come prepared with a detailed knowledge of all the texts in their week. Please **indicate your preferred week to be a discussant by Wednesday 27th October 2021** using the following link: <https://simpleassign.com/poll/-Mliev9L-WxvTpQR2IO6> (we will assign discussants for the second week during our first class). If you do not indicate a preference by class on 27th October 2021, I will assign you to a discussion panel. A full list of discussion panels will be uploaded to Blackboard on 28th October.

Finally, all students will **write a proposal for a conference paper** that meets the requirements set out in this (real) [call for papers](#). **Please email me** (do not initially send to the conference organizers) **a submission** relating to our class that would be suitable for this forthcoming conference **by Sunday November 21st**. Those of you taking the class for active participation only will not write the paper, only the proposal. For those of you taking the class for full credit (see below) it likely makes sense to write a proposal for your anticipated term paper, but this can change later. If you are interested in presenting your term paper at this conference, please indicate that in your email and I will provide feedback to enable you to submit to organizers by the conference deadline of 30th November.

Full Credit

All requirements for active participation plus **a final term paper** (5,000 words or more), term papers can be submitted **either individually or co-authored with one of your fellow students**. You can decide whether to take the class for full credit later in the semester, but **a one-page synopsis is due by January 31st for each paper**. Synopses should include a research question, clarification of dependent and independent variables, method, and an indication of data to be used (data do not need to be collected by this point). Synopses will be reviewed, with feedback including comments and suggestions provided prior to the last session of class. I will assume you are taking this class for active participation only if a synopsis is not handed in by this date. **Final papers are due on March 31st**, and late papers will not be accepted without agreement prior to this date. Papers will be graded, and feedback provided by the

end of April 2022. **Both the synopsis and end-term paper should be sent to me via email in .docx format¹** to enable the annotation of both documents and result in you receiving detailed feedback for both.

Term papers should be submitted using a consistent and recognized citation style of your choosing. You must cite all sources of information, quotations or ideas which are not your own. Do not copy and paste text from the internet into your papers and attempt to pass it off as your own writing. You may not turn in a paper that someone else has written or that you have bought or downloaded.

Civility Policy

In accordance with the philosophy of an institution for higher learning, the classroom should be a place where diverse ideas can be explored with respect to promote learning and growth. We each come from a variety of backgrounds and bring with us different experiences to the classroom. Regardless of whether we share similar opinions and beliefs, I expect us to remain respectful of each other as we explore ideas. I encourage and expect you to express yourself with reason, clarity, courtesy, and compassion. This ensures that we may be comfortable learning and growing without fear of judgment, ridicule, or intimidation. I welcome each of you as worthy contributors in the classroom. **Student conduct that disrupts the learning process will not be tolerated.** Similarly, if any student feels unsafe or discriminated against during in the class, please contact me immediately. While academic discourse should be intellectually challenging, it should never be discriminatory, and **it is my responsibility to ensure everyone feels safe and able to participate in the class.**

In the same spirit, we should adopt inclusive language both in our discussions and written work. In line with recent style guide changes from the Associated Press, *The New York Times*, *The Washington Post*, and others, students should capitalize “Black” when describing this group in their written work. “White” should also have a capital letter, in line with recommendations of the National Association of Black Journalists, except when it is an adjective (white nationalism etc.). Similarly, we should use terms that acknowledge the humanity of people we are discussing, recognizing that individuals are not defined by their conditions or circumstances; for example, “enslaved people,” not “slaves.” Gender neutral terms should be used both in discussions and written work, so “member of Congress” not “congressman.” **Racist, sexist, homophobic, or any other offensive terms will not be tolerated in the classroom, regardless of the context in which they are used.** More generally, we should reflect upon our positionality as researchers in our contributions. If students have specific feedback on any of these points that they wish to discuss I welcome these conversations either directly or as part of our wider class discussions.

Attendance & Consideration

These have been incredibly hard times for everybody. This is going to be truer for some of us than for others. There will undoubtedly be some of you whose personal situations make it more challenging to be as invested in this course as you would like to be. If you can attend class, I strongly encourage you to do so, especially given that we have now had three semesters without any in-person learning. At the same time, please do not attend class if you feel unwell or cannot for whatever reason be here in-person. If you know beforehand that you can't make a class, it's great to let me know via email. Though I will be very accommodating, I do expect those who are able to show up and be active participants in

¹ If you prefer to work in \LaTeX please discuss with me prior to submission.

the sessions to do so. **Your well-being is the top priority, if you need anything** at all during the semester, please **let me know**. I can't be helpful if I don't know that there is a problem.

Prior Knowledge & Resources

Though there are no formal prerequisites for this course, this is an MA level course in U.S. political parties meaning some familiarity with the U.S. political system and political science as a discipline is expected. In addition, this is not a methods class, meaning we will not engage in the process of *how* to produce academic work in political science. I appreciate some students may have backgrounds in other disciplines or be less familiar with the U.S. political system and so have the following recommendations for students with concerns in any of these areas. **These resources are all free of charge to access:**

- [American Government](#) is an open-source textbook which I recommend consulting if you are worried about your current level of knowledge about the U.S. political system.
- If you have questions about the research process and writing academic papers, I recommend Leanne C. Powner's *Empirical Research and Writing: A Political Science Student's Practical Guide* which is [available to download as an eBook from the university library](#). The book provides a detailed walkthrough each step in the research process and serves as an excellent guide for writing a research paper.
- Many of the texts we will read in this class use regression analysis, a basic familiarity with regression and statistical reasoning will help you read these papers. For an introduction to the subject, I recommend the YouTube series by [zedstatistics](#) on regression. For a more in-depth understanding of statistical analysis and econometrics, I recommend Scott Cunningham's *Causal Inference: The Mixtape*, available for [free online](#).
- If you are unsure about language and style for your term paper please refer to the most recent [APSA Style Manual for Political Science](#) from page 10 onwards.
- Citation management: I strongly recommend downloading and installing citation management software at the start of the course to manage the readings and your notes as this will make citation for your term paper much easier. Multiple free resources are available, I recommend [Zotero](#), but [citavi](#) and [Mendeley](#) are popular alternatives. You should also install the browser plug-in with your chosen citation management tool for ease of adding resources to your library. **I promise this will make your life easier.**

I am more than happy to meet during office hours to discuss any of the above, but I recommend these resources as the initial place to look in the respective areas.

Course Structure

Below is our schedule for the semester, depending on our progress through the course we may choose to expand or reduce certain sections. In such a scenario I will inform you of any changes sufficiently in advance.

Each week we have one ninety-minute session, though I will bring some content and a framework within which to discuss ideas, these sessions are seminars rather than lectures so the ideas we will be

discussing will be yours rather than mine. I am keen to hear your thoughts on the texts we will read with my role being to facilitate these discussions.

Each week has three or four mandatory readings, weeks that have four mandatory readings usually have at least one piece that is very short. For articles in major journals, I expect you to locate the resources yourself, for texts that may be harder to find I have included a hyperlink, one reading is a book chapter that I will share as a PDF via Blackboard. In the first session we will have a brief conversation about how to find readings online. If you are unable to locate a text, please ask your fellow students first but then feel free to email me.

Wednesday 20th October 2021 — Introduction: What will we do in this class?

In our first session together, we will discuss the structure for the class, and undertake some initial tasks to get us thinking about political parties and partisanship. I understand that this first class serves as an opportunity for students to decide whether they would like to take this course and so will be structured accordingly with no mandatory reading, if you have a chance the below piece is a short introduction to some of the themes we will discuss during the semester.

Masket, Seth and Hans Noel. 2021. "Five Myths About Political Parties." *The Washington Post*. www.washingtonpost.com/outlook/five-myths/five-myths-about-political-parties/2021/04/08/72320d70-97f9-11eb-b28d-bfa7bb5cb2a5_story.html

Wednesday 27th October 2021 — What are Political Parties?

Bawn, Kathleen et al. 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics*. 10(3): 571-597.
 Lipset, Seymour. 2000. "The Indispensability of Political Parties." *Journal of Democracy*. 11(1): 48-55.
 Crowder-Meyer, Melody, Shana Kushner Gadarian and Jessica Trounstein. 2020. "Voting Can Be Hard, Information Helps." *Urban Affairs Review*. 56(1):124–153.

Wednesday 3rd November 2021 — U.S. Political Parties and Democracy: Is There a Problem?

Stokes, Susan. 1999. "Political Parties and Democracy." *Annual Review of Political Science*. 2(1): 243-267.
 Azari, Julia R. 2016. "Weak Parties and Strong Partisanship are a Bad Combination." *Vox*, <https://www.vox.com/mischiefs-of-faction/2016/11/3/13512362/weak-parties-strong-partisanship-bad-combination>
 Bartels, Larry. 2020. "Ethnic Antagonism Erodes Republicans' Commitment to Democracy." *Proceedings of the National Academy of Science of the United States of America*. <https://www.pnas.org/content/117/37/22752>.

Wednesday 10th November 2021 — Parties and Representation (I): Theory

- Urbinati, Nadia. 2006. "Political Representation as a Democratic Process." *Redescriptions: Political Thought, Conceptual History and Feminist Theory*. 10(1): 18-40.
- Muirhead, Russell and Nancy L. Rosenblum. 2020. "The Political Theory of Parties and Partisanship: Catching Up." *Annual Review of Political Science*. 23: 95-110.
- Disch, Lisa. 2012. "Democratic Representation and the Constituency Paradox." *Perspectives on Politics*. 10(3): 599-616.

Wednesday 17th November 2021 — Parties and Representation (II): Practice

- Hutchings, Vincent L. and Nicholas A. Valentino. 2004. "The Centrality of Race in American Politics." *Annual Review of Political Science*. 7(1): 383-408.
- Campbell, David E. and Christina Wolbrecht. 2006. "See Jane Run: Women Politicians as Role Models for Adolescents." *The Journal of Politics*. 68(2): 233-247.
- Rigby, Elizabeth and Gerald C. Wright. 2012. "Political Parties and Representation of the Poor in the American States." *American Journal of Political Science*. 57(3): 552-565.
- Lopez, Mark et al. 2016. "Latinos and the Political Parties." in *Democrats Maintain Edge as Party 'More Concerned' for Latinos, but Views Similar to 2012*. Pew Research Center. www.pewresearch.org/hispanic/2016/10/11/latinos-and-the-political-parties.

***** Sunday 21st November 2021 — Conference Paper Proposals Due *****

Wednesday 24th November 2021 — Political Parties in Congress

- Thomsen, Danielle M. 2017. "Joining Patterns Across Party Factions in the US Congress." *The Forum*. 15(4) 741-751.
- Krehbiel, Keith. 1999. "Paradoxes of Parties in Congress." *Legislative Studies Quarterly*. 24(1): 31-64
- Lebo, Matthew J., Adam J. McGlynn and Gregory Koger. 2007. "Strategic Party Government: Party Influence in Congress, 1788-2000." *American Journal of Political Science*. 51(3): 464-481.

Wednesday 1st December 2021 — Political Parties and the Presidency

- Milkis, Sidney M. and Jesse H. Rhodes. 2010. "The President, Party Politics, and Constitutional Development." in L. Sandy Maisel, Jeffrey M. Berry and George C. Edwards III (eds.) *The Oxford Handbook of American Political Parties and Interest Groups*. <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199542628.001.0001/oxfordhb-9780199542628-e-20>
- Espinoza, Michael. 2021. "Donald Trump's Impact on the Republican Party." *Policy Studies*. 0(0): 1-17
- Azari, Julia R., Lara M. Brown and Zim G. Nwokora. 2013. "Introduction: A Rock and a Hard Place: Between a Party and the People." in Julia R. Azari, Lara M. Brown and Zim G. Nwokora (eds.) *The Presidential Leadership Dilemma: Between the Constitution and a Political Party*. SUNY Press. <http://ndl.ethernet.edu.et/bitstream/123456789/56463/1/Julia%20R.%20Azari.pdf#page=14>

Wednesday 8th December 2021 — Party Competition in Elections

- Downs, Anthony. 1957. "An Economic Theory of Political Action in a Democracy." *The Journal of Political Economy*. 65(2): 135-150.
- Stokes, Donald E. 1963. "Spatial Models of Party Competition." *The American Political Science Review*. 57(2): 368-377.
- Stephens-Dougan, LaFleur. 2021. "The Persistence of Racial Cues and Appeals in American Elections." *The Annual Review of Political Science*. 24: 301-320.
- Wasserman, David and Ally Flinn. 2021. "Introducing the 2021 Cook Political Report Partisan Voter Index." *The Cook Political Report*. <https://cookpolitical.com/analysis/national/pvi/introducing-2021-cook-political-report-partisan-voter-index>

Wednesday 15th December 2021 — The Role of Party Activists

- Carmines, Edward G. and James A. Stimson. 1981. "Issue Evolution, Population Replacement, and Normal Partisan Change." *The American Political Science Review*. 75(1), 107-118.
- Layman, Geoffrey C. et al. 2010. "Activists and Conflict Extension in American Party Politics." *The American Political Science Review*. 104(2), 324-346.
- Birkhead, Nathaniel A. and Marjorie Randon Hershey. 2017. "Assessing the Ideological Extremism of American Party Activists." *Party Politics*. 25(4):495-506

Wednesday 5th January 2022 — Redistricting and Gerrymandering

- Rabinowitz, Olga and Kate Pierce. 2017. "'Partisan' Gerrymandering Is Still About Race." *ProPublica*. www.propublica.org/article/partisan-gerrymandering-is-still-about-race.
- King, Gary, John Bruce, and Andrew Gelman. 1995. "Racial Fairness in Legislative Redistricting" in Paul E. Peterson (ed.). *Classifying by Race*. Princeton University Press. 85-110. <https://gking.harvard.edu/files/gking/files/racial.pdf>.
- Hayes, Danny and Seth C. McKee. 2012. "The Intersection of Redistricting, Race, and Participation." *American Journal of Political Science*. 56(1), 115-130.

Wednesday 12th January 2022 — Is the American Public Partisan?

- Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." *Critical Review*. 18(1), 1-74.
- Fiorina, Morris P. and Samuel J. Abrams. 2008. "Political Polarization in the American Public." *The Annual Review of Political Science*. 11(1), 563-588.
- Treier, Shawn and D. Sunshine Hillygus. 2009. "The Nature of Political Ideology in the Contemporary Electorate." *Public Opinion Quarterly*. 73(4): 679-703

Wednesday 19th January 2022 — Partisanship as Ideology

- Abramowitz, Alan I. and Kyle L. Saunders. 1998. "Ideological Realignment in the U.S. Electorate." *The Journal of Politics*. 60(3): 634-652.
- Webster, Steven W. and Alan I. Abramowitz. 2017. "The Ideological Foundations of Affective Polarization in the U.S. Electorate" *American Politics Research*. 45(4): 621-647.
- Gries, Peter H. 2017. "Does Ideology Matter?" *Social Science Quarterly*. 98(1): 132-143.
- Jefferson, Hakeem. 2020. "The Curious Case of Black Conservatives: Construct Validity and the 7-point Liberal-Conservative Scale." *SSRN Reports*. <https://ssrn.com/abstract=3602209>

Wednesday 26th January 2022 — Partisanship as (White) Social Identity

- Mason, Lilliana. 2018. "Ideologues without Issues: The Polarizing Consequences of Ideological Identities." *Public Opinion Quarterly*. 82(1). 866-887.
- Jardina, Ashley. 2020. "In-Group Love and Out-Group Hate: White Racial Attitudes in Contemporary U.S. Elections." *Political Behavior*.
- Iyengar, Shanto, Gaurav Sood and Yphtach Lelkes. 2012. "Affect, Not Ideology." *Public Opinion Quarterly*. 76(3): 405-431.
- Jefferson, Hakeem and Koji Takahashi. 2021. "How the Politics of White Liberals and White Conservatives are Shaped by Whiteness." *FiveThirtyEight*. www.fivethirtyeight.com/features/how-the-politics-of-white-liberals-and-white-conservatives-are-shaped-by-whiteness/

***** Monday 31st January 2022 — Synopses for Term Papers Due *****

Wednesday 2nd February 2022 — Asymmetric Parties, Asymmetric Politics?

- Grossman, Matt and David A. Hopkins. 2015. "Ideological Republicans and Group Interest Democrats: The Asymmetry of American Party Politics." *Perspectives on Politics*. 13(1): 119-139.
- Noel, Hans. 2015. "Democrats are as Ideological as Republicans. And Republicans are as Group-Centric as Democrats." *Mischiefs of Faction*. <http://mischiefsoffaction.blogspot.com/2015/03/democrats-are-as-ideological-as.html>.
- Lupton, Robert N., William M. Myers and Judd R. Thornton. 2017. "Party Animals: Asymmetric Ideological Constraint among Democratic and Republican Party Activists." *Political Research Quarterly*. 70(4): 889-904.
- Barnes, Tiffany D. and Erin C. Cassese. 2017. "American Party Women: A Look at the Gender Gap within Parties." *Political Research Quarterly*. 70(1): 127-141.

Wednesday 9th February 2022 — Intra-Party Factions

- Masket, Seth. 2020. "Chapter 5: The Persistence of Faction." in *Learning from Loss: The Democrats, 2016-2020*. Cambridge University Press. 157-185. [\[PDF provided on Blackboard\]](#)
- Williamson, Vanessa, Theda Skocpol, and John Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics*. 9(1): 25-43.
- Clarke, Andrew J. 2020. "Party Sub-Brands and American Party Factions." *American Journal of Political Science*. 64(3), 452-470.
- Blum, Rachel M. and Christopher S. Parker. 2019. "Trump-ing Foreign Affairs: Status Threat and Foreign Policy Preferences on the Right." *Perspectives on Politics*. 17(3): 737-755.

Wednesday 16th February 2022 — Parties, Partisanship, and the Media

- Prior, Markus. 2013. "Media and Political Polarization" *Annual Review of Political Science*. 16(1): 101-127.
- Guess, Andrew et al. 2021. "The Consequences of Online Partisan Media." *Proceedings of the National Academy of Sciences of the United States of America*. 118(14).
- Peacock, Cynthia et al. 2021. "Hyperpartisan News Use: Relationships with Partisanship and Cognitive and Affective Involvement." *Mass Communication and Society*. 24(2): 210-232.

***** Thursday 31st March 2022 — Term Papers Due *****