

POL 341: CAMPAIGNS AND ELECTIONS
MWF 10:55 am – 12:05 pm, Colt 120
Fall 2018

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Office Hours: Monday 1:30-4 pm, Wednesdays & Thursdays 1:30-2:30 pm; and by appointment

PLNU Mission: To Teach – To Shape – To Send. Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description:

This course is designed to help you understand and analyze the American electoral process from the perspective of parties, candidates, campaign professionals, the media and voters. Through readings, documentary films, group projects and class discussions, you will become familiar with the structure of American presidential elections, the history and evolution of the political party system, recent trends in partisanship and vote choice, basic techniques of political advertising, and the role of the news media, popular culture, and social media in the electoral process.

Student Learning Outcomes:

At the end of this course, you will be able to

- Situate this year's national elections in the context of U.S. elections historically, particularly in regard to the modern period post-WW2.
- Explain the changes in partisan alignment over the past half century, and how this affects the GOTV and electoral college strategies of each party.
- Analyze the changes in media coverage of politics since the 1960s, and explain how voters find and use political information via news, entertainment, and social media.
- Predict and evaluate the success of this year's presidential and congressional campaigns.
- Be able to plan a campaign strategy for the future, including voter targeting, fundraising & campaign finance, policy message, and media strategy.
- Be able to create an original political advertisement.
- Analyze possible changes and reforms to make the American electoral system function better, and make a persuasive argument for one specific election reform.
- Write and communicate more clearly, persuasively and insightfully.

PROGRAM LEARNING OUTCOMES:

- Students will develop an appreciation of the field of politics (campaign volunteer experience and reflection).
- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (essay exam).
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (final project/presentation).

COURSE REQUIREMENTS:

There are a variety of assignments and activities required for successful completion of this course. The most basic, but most important, is attendance and participation in all class sessions. This class is a seminar and as such, its success depends heavily upon the quality of your reading, thinking and discussion. Much of what you learn in this course will be as a result of thoughtful and energetic interaction with your peers. Therefore it is in your own best interest to come to class well prepared each day. As an added incentive, attendance and participation (including possible quizzes on the readings and discussion of daily news stories on the 2018 elections) will be worth 10% of your final grade in this course. If there are extenuating circumstances that arise during the semester (such as a serious extended illness), please let the instructor know as soon as possible. Obstacles that can be overcome early on may be impossible to address after the fact, and it is your responsibility to be in class and to complete all assignments on time.

Components of your grade include:

Midterm exam one	20%
Midterm exam two	20%
Attendance, participation and quizzes	10%
Campaign volunteer work & analysis essay (minimum 12 hours)	15%
Electoral research project & presentation	35%

**The Electoral Research Project grade will include not only the final paper due in December, but also the annotated bibliography due in October, draft presented formally to class in final two weeks of semester, and required written & oral responses to two other students’ projects during those final two weeks of the course. You should treat this project as a formal scholarly research process, and you will be given the opportunity to submit a proposal and present this work next spring at the Western Political Science Association meeting in San Diego (April 18-20, 2019) and the Colt Undergraduate Research Conference in April in our History and Political Science Department.

Please note the exam and due dates listed on this syllabus. Please see the instructor ahead of time if you have a problem meeting any of these deadlines, as no make-up exams will be given. Late papers will be docked 10% for each calendar day beyond the deadline.

Grading Scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

STYLE GUIDELINES

In political science, the most common form of citations is the **"author-date" format** from the **Chicago Manual of Style**. Please use this style in any work for this class. Examples can be found at: http://www.chicagomanualofstyle.org/tools_citationguide.html. Because of the changing standards of English usage, language that refers appropriately to all persons (inclusive of gender) should be used whenever possible. Some simple guidelines include replacing "man" or "mankind" with "humanity," "humankind," "persons," or "people." "He," "him" and "his"--when not referring to an actual male person -- can be replaced with "he or she," "him or her," or "hers or his," or the singular "they," "them," and "their" is also grammatically appropriate. Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson" or "member of Congress," etc. As it is becoming more prevalent and more considerate to refer to persons by the gender pronouns they prefer, when possible, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person.

IN-CLASS EXPECTATIONS

While coming to this class will hopefully be an enjoyable experience, it is not like attending a movie, viewing a sporting event, or watching television; your respectful behavior and engaged attention is expected at all times. Class time is precious. It is our opportunity to interact, discuss, and create knowledge together. It is not a passive experience, but one that you should be ready to participate actively in.

In this spirit, here are a few basic expectations to make the most of our class time together: Please be on time to class each day. Cell phones should be turned off during class time, and no electronic devices

(including laptop computers and iPads) may be used to surf the web, check email, text, network on social media, play games, or engage in other multi-tasking activities during class; this is distracting to your classmates and the instructor. Because of this, and because of research showing the greater value of taking notes by hand rather than using a computer (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), **I am asking students NOT to use laptops during class at all.** Please see me privately if there are extenuating circumstances that you feel might necessitate using a computer during class and we can discuss possible limited adjustments to this policy.

Please do not leave the room (for a drink, to use the restroom, etc.) unless it is absolutely necessary. No one is allowed to leave the classroom for ANY reason whatsoever during exam periods. My expectation is that we will all strive to treat one another with respect, kindness and professionalism, which includes listening carefully and responding thoughtfully and with grace to the thoughts and opinions of our colleagues. All of these behaviors will lead to a more fruitful learning environment for all of us.

Course Texts:

Sides, Shaw, Grossman and Lipsitz, *Campaigns and Elections*, 3rd ed. (2018), W.W. Norton.

Matthew Streb, *Rethinking American Electoral Democracy*, 3rd ed. (2016), Routledge.

Liliana Mason, *Uncivil Agreement: How Politics Became Our Identity*, 2018, University of Chicago Press.

Articles as assigned (online at our course Canvas site). For help in accessing our course site, please see <https://community.canvaslms.com/community/answers/guides>.

The New York Times, *The Washington Post* or other media of national record for 2018 election coverage

Highly recommended: other election news sources such as FiveThirtyEight (website and podcast), NPR Politics, Politico, the Monkey Cage blog, Pew and Gallup public opinion sites, etc.

Course Outline (subject to revision as the semester – and campaign – unfold!):

August 28: Introduction

August 29: Evolution of American Electoral System: Past and Present

Sides, Shaw, Grossman and Lipsitz chapter 1

Jill Lepore, "Rock, Paper, Scissors: How We Used To Vote," *The New Yorker*, October 13, 2008 at http://www.newyorker.com/reporting/2008/10/13/081013fa_fact_lepore

August 31: Sides, Shaw, Grossmann and Lipsitz chapter 3

September 3: LABOR DAY HOLIDAY – no class meeting

September 5: Rules of the Game: American Electoral Process

Sides, Shaw, Grossman and Lipsitz chapter 2

September 7: Access to Free and Fair Elections: Voting Rights Act and Voter ID Laws

Readings on current court challenges TBA

September 10: Redistricting and Gerrymandering: Counting One Person, One Vote

Streb chapter 7

September 12: Funding Elections: Campaign Finance

Sides, Shaw, Grossmann and Lipsitz chapter 4

Data at <http://www.opensecrets.org/>

September 14: Reforming Campaign Cash?

Streb chapter 10

September 17: Political Parties

Sides, Shaw, Grossmann and Lipsitz chapter 6

September 19: Strategic Campaign Decisions

Sides, Shaw, Grossmann and Lipsitz chapter 5

September 21 – September 24: Political Advertising and News Media

Sides, Shaw, Grossmann and Lipsitz chapter 8

Frontline documentary online, *The Persuaders* at

<https://www.pbs.org/wgbh/frontline/film/showspersuaders/>

September 26: Congressional Campaigns and Elections

Sides, Shaw, Grossmann and Lipsitz chapter 10

September 28: *Can Mr. Smith Get to Washington?* (documentary in class)

October 1: MIDTERM EXAM ONE

October 3: Who Votes? Turnout and participation

Sides, Shaw, Grossmann and Lipsitz chapter 12

October 5: Documentary in class: *So Goes the Nation* (2006)

****Research Project Topics Due to Dr. Beail on Canvas by 10:45 am today****

October 8: Streb chapter 2

October 10: Vote Choice: How do voters decide?

Sides, Shaw, Grossmann and Lipsitz chapter 13

October 12: Retrospective & Prospective Voting: Partisanship and Candidates

Excerpts on Canvas from *Continuity and Change*, Aldrich and Abramson

October 15: Voter Coalitions: Race and Gender Gaps

Readings on Canvas

October 17: Voter Coalitions: Religion and Politics

Readings on Canvas – Pew Data

October 19: Fall Break – No Class Meeting

October 22: Political Identities & Polarization: Contemporary Partisanship and Electoral Behavior

Liliana Mason, *Uncivil Agreement* chapter 1-3

October 24: Mason chapters 4-6

****Research Project Annotated Bibliography Due to on Canvas by 10:45 am today****

- October 26:** Mason chapters 7-8
- October 29:** **State and local elections**
Sides, Shaw, Grossmann and Lipsitz chapter 11
- October 31:** Streb chapter 3-4
- November 2:** **MIDTERM EXAM TWO**
- November 5:** **Looking ahead to 2020: Presidential Nominating Process**
Sides, Shaw, Grossmann and Lipsitz chapter 9 (pp. 248-263)
- November 7:** Streb chapter 8
- November 9:** **Presidential Elections**
Sides, Shaw, Grossmann and Lipsitz chapter 9 (pp. 263-285)
- November 12:** Streb chapter 9
- November 14:** **The Mechanisms of Voting**
Streb chapters 5-6
- November 16:** *Uncounted* documentary in class
Campaign Volunteering Analyses due on Canvas no later than 5pm Friday Nov. 16
- November 19:** **How healthy are our democratic elections?**
Sides, Shaw, Grossmann and Lipsitz chapter 14
Streb chapter 11
- November 21-23:** **Thanksgiving Break – No Class Meetings**
- November 26:** **Research Project Work Day/Confer with Dr. Beail**
- November 28:** **Presentations and Respondents 1-3**
- November 30:** **Presentations and Respondents 4-6**
- December 3:** **Presentations and Respondents 7-9**
- December 5:** **Presentations and Respondents 10-12**
- December 7:** **Research Project Revision/Confer with Dr. Beail**
- ***FINAL CUMULATIVE EXPERIENCE and TURN IN FINAL DRAFTS OF ELECTORAL RESEARCH PROJECTS – MONDAY DECEMBER 10, 10:30 am-1 pm *****