

POL 3041: CAMPAIGNS AND ELECTIONS (4 units)
MWF 11 am – 12:05 pm
Fall 2020

Dr. Linda Beail

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Office Hours: Mondays on Zoom during normal class time 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, podcasts, speakers, group projects and class discussions, you will become familiar with the structure of American presidential elections, the history and evolution of campaigning & voting, recent trends in partisanship and vote choice, basic techniques of political advertising, and the role of media and popular culture in the electoral process.

COURSE 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 with regard to the modern period post-WW2.
- Explain the changes in partisan alignment over the past half century, and how this affects the get-out-the-vote 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 and social media.
- Reflect on how campaigns and elections are evolving from firsthand experience, and appreciate the constraints and opportunities facing campaign professionals, political strategists, candidates and journalists as they do their work.
- Predict and evaluate the success of this year's presidential and congressional campaigns.
- 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 experiences/speakers and reflection).

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (essay exams).
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (final project/presentation).

COURSE REQUIREMENTS:

Exam one	15%
Exam two	15%
Quizzes & participation (small group & individual assignments)	20%
Campaign volunteer work/speakers/reflection (minimum 4 hours volunteering, 5 speakers)	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 Colt Undergraduate Research Conference in April in our History and Political Science Department.

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%

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online

course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course.

PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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 for citations in any work for this class.

Please remember that the names of political parties are proper nouns and thus always capitalized (Democratic Party and Democrats, Republican Party and Republicans – NOT democrats and republicans).

Language is always evolving. Due to 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. Also note that in 2020, major publication style guides have begun capitalizing Black when used as an adjective for racial/ethnic identity (similar to Asian, Latinx or Native American, for example) and there is debate over whether White is also a proper noun/adjective.

CLASS EXPECTATIONS

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. Despite the fact that this is an unusual semester, and our time together will be "virtual," I hope it will be lively, valuable, energizing and irreplaceable. In this spirit, I'd ask for your respectful behavior and engaged attention at all times during our Zoom classes.

The American electorate is polarized and partisan conflict is at a high pitch all around us. I know there will be differences of opinion in the class as we move through this election season. Please keep in mind that we're not here to debate each other's vote choice, nor to doubt the intelligence and good faith of our colleagues who have a different perspective. My aim is for each of you to learn a tremendous amount of context, political history, scholarly research, and current political praxis in order to better understand, analyze, and explain how & why we have the processes and outcomes that we do in American elections. You will have a richer experience of the course and its material if you do not treat it as a "team sport," simply rooting for your partisans to win; but attempt to understand why candidates, parties and voters of all different persuasions act & think the way they do, and the socio-political forces that have shaped us with different attitudes and experiences. This is not to dampen your political enthusiasm as we get into the thick of campaign season – many of you study politics because you are passionate about issues, candidates and values, and will spend your careers pursuing those things! Just remember that this course is not a place to debate which party or ideology is "right" or "wrong," but a place to learn more about the evolution and function of our democratic system, and how to make it best represent and respond to us. Each and every one of you have valuable insights, experiences, perspectives and questions to share. I don't want any of you to feel silenced – or to dominate the conversation – but to collaborate in gaining knowledge and insight. There is much to learn by wrestling with ideas, but not from attacking or belittling one another on a personal level. 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 edition with 2018 election update (2019), W.W. Norton.

Articles and podcasts as assigned.

The New York Times, *The Washington Post* or other media of national record for 2020 election coverage – I highly recommend the \$1 per week *New York Times* student subscription for following daily election news throughout the semester.

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

COURSE OUTLINE (subject to revision as the semester – and campaign – unfold! See Canvas modules for specific readings and assignments each week):

WEEK ONE, August 17-21: Why do we have elections? How do they work?

Sides, Shaw, Grossman and Lipsitz chapter 1

Jill Lepore, “Rock, Paper, Scissors: How We Used To Vote,” *New Yorker*, October 13, 2008

Sides, Shaw, Grossmann and Lipsitz pp. 259-263 on national party nominating conventions

WEEK TWO, August 24-28: Evolution of the American Electoral System from past to present

Sides, Shaw, Grossmann and Lipsitz chapter 3 and chapter 2 (pp. 18-40)

WEEK THREE, August 31- September 4: Rules, Representation and Access

Sides, Shaw, Grossman and Lipsitz chapter 2 (pp. 41-50)

Readings on the VRA, voter ID laws and voting by mail TBA

WEEK FOUR, September 7- 11: Who Votes? Turnout and participation

Sides, Shaw, Grossmann and Lipsitz chapter 12

Asma Khalid, [“On the Sidelines of Democracy: Exploring Why So Many Americans Don’t Vote,”](#) read or listen

WEEK FIVE, September 14-18: Campaign Finance

Sides, Shaw, Grossmann and Lipsitz chapter 4 and chapter 7 (pp. 194-207)

Data at [Open Secrets](#) website

WEEK SIX, September 21-25: Strategic Campaign Decisions -- Who Runs, When and How?

Sides, Shaw, Grossmann and Lipsitz chapter 5

Frontline documentary online, [The Persuaders](#) (clip)

****EXAM ONE – Monday September 28th****

WEEK SEVEN, September 28-October 2: Presidential Elections

Sides, Shaw, Grossmann and Lipsitz chapter 9

WEEK EIGHT, October 5-9: Congressional, State and Local Elections

Sides, Shaw, Grossmann and Lipsitz chapter 10 and chapter 11

Research Project Topics Due Monday October 12

WEEK NINE, October 12-16: Political Advertising and News Media

Sides, Shaw, Grossmann and Lipsitz chapter 8

WEEK TEN, October 19-23: Vote Choice -- How do voters decide?

Sides, Shaw, Grossmann and Lipsitz chapter 13

Research Project Annotated Bibliography Due Monday October 26

WEEK ELEVEN, October 26-30: Voting Behavior -- Religion, Race and Gender Gaps

Readings TBA

WEEK TWELVE, November 2-6: Election Day Tuesday November 3

Debrief elections

****EXAM TWO – Monday November 9****

WEEK THIRTEEN, November 9-13: Evaluating democracy – electoral health & reforms

Sides, Shaw, Grossmann and Lipsitz chapter 14

WEEK FOURTEEN, November 16-20: Research Project Presentations

WEEK FIFTEEN, November 23-27: Research Project Revisions/Confer with Dr.

Beail/Thanksgiving

****TURN IN FINAL DRAFTS OF ELECTORAL RESEARCH PROJECTS BY NOON, FRIDAY DECEMBER 4****