

CAMPAIGNS AND ELECTIONS

LOYOLA UNIVERSITY CHICAGO, FALL 2018

Professor David Doherty | ddoherty@luc.edu | Coffey Hall, 318 (3rd Floor) | Phone: 773-508-3063

Office Hours: Mondays from 12:00pm-1:30pm; Wednesdays from 4:00pm-5:30pm (or by appointment)

When you complete this course successfully, you will...

- ...know the rules that govern elections in the United States.
- ...recognize and be able to discuss common dynamics that play out in elections.
- ...understand some of the tools political scientists use to assess how candidate funding, advertising, voting rules, and other factors affect election outcomes.
- ...have learned what candidates try to do in their campaigns—what strategies they pursue and why they think they will work—as well as what systematic evidence suggests about how (and whether) their efforts affect election outcomes.
- ...have made connections between the concepts we cover and the events and strategies you observe playing out in a 2018 Senate campaign.

1 Course Requirements

READING. The primary textbook we will use is *Campaigns & Elections: Rules, Reality, Strategy, Choice (Third Edition)*, by John Sides, Daron Shaw, Matt Grossmann, and Keena Lipsitz. **Please get the correct(new) edition.** You can buy a copy or rent the book (it is available for rental on Amazon for \$15.99). This book is referred to simply as “Sides” in the reading schedule below. Additional assigned readings are drawn from scholarly journals and edited volumes and are available under the “Resources” section of the Sakai course site (<http://sakai.luc.edu/>). All readings should be completed **before** the class period for which they are assigned.

You are also expected to devote time each week to reading news stories about what is going on in the Senate race you are tracking for your Campaign Tracking Project (see below), as well as how the 2018 elections are shaping up in general.

SENATE CAMPAIGN TRACKING PROJECT. This course is intentionally scheduled during the 2018 midterm campaign season. A central goal will be for you to make connections between the material we cover in class and campaigns that are playing out in real-time throughout the country. During our first meeting you will be (randomly) assigned to focus on one competitive Senate race. You will be expected to become an expert on what’s going on in “your” race. This will involve learning about the state where your race is occurring and the candidates’ backgrounds, as well as tracking their messaging strategies and support networks.

This project will culminate in a research paper where you present a description and analysis of your race *drawing heavily on course materials*. You will develop this paper in pieces through the course of the semester and submit preliminary write-ups that lay the groundwork for four of the five sections of the paper. Successfully meeting these “checkpoint” deadlines will count for 10% of your course grade; the final paper will be worth an additional 25% of your grade. A complete description of this assignment and what is expected at each checkpoint is available on Sakai (under Resources). Checkpoint assignments and the final paper should be submitted as attachments through the Assignments section of the Sakai course site.

EXAMS. In order to succeed in this course you must become familiar with new terminology. You will also learn about what scholars identify as important forces that influence election outcomes and what evidence supports these claims. You will demonstrate some of this learning in your research paper. However, some of the material we cover in the course will not play a particularly interesting or prominent role in the particular race you are assigned. The exams provide a way to assess how effectively you have learned about the full scope of material we cover in the class.

The exam on Friday, October 26 will cover the material from the first nine weeks of the class. The final exam is on Friday, December 14 (4:15-6:15pm) and will cover all of the material from the semester. In each case, the exams will consist primarily of multiple choice and short essay questions.

QUIZZES. I will occasionally administer brief—1 to 3 multiple choice question—quizzes at the beginning of class meetings. You will receive 60% for simply being present to complete the quiz and additional points based on your performance on the quiz (e.g., 20% for each correct answer on a 2 question quiz). Quizzes are an incentive for you to keep up with the readings (and show up to class). Questions will only cover basic, core ideas from the readings—you should not need to “study” for them so long as you keep up with the reading. Two other important points:

1. Quizzes occur at the beginning of class. You must be on time. You cannot make up these quizzes;
2. I understand that occasionally “something comes up” that leads students to miss a day of class or be unable to complete the reading prior to class. I account for this when calculating your grade for this portion of the course: *I will drop your lowest quiz score and average only the remaining scores.*

2 Grading Policy

GRADING RUBRIC AND SCALE:

<u>Components of Your Course Grade</u>	<u>Letter Grade Ranges</u>
Paper Checkpoints x 4: 2.5%/each	A = 93.00% or higher C+ = 77.00 - 79.99%
Midterm Exam: 25%	A- = 90.00 - 92.99% C = 73.00 - 76.99%
Final Exam: 30%	B+ = 87.00 - 89.99% C- = 70.00 - 72.99%
Final Paper: 25%	B = 83.00 - 86.99% D+ = 67.00 - 69.99%
Quizzes: 10%	B- = 80.00 - 82.99% D = 60.00 - 66.99%

The scoring rubric above and the thresholds for various letter grades are non-negotiable. I will not change your numeric grade to “bump you up” to the next letter grade. For example, if your final score in the class is 86.8, your letter grade for the class will be a B, not a B+ just because you are *so close*.

IF YOU HAVE A QUESTION OR CONCERN ABOUT YOUR GRADE ON AN ASSIGNMENT OR EXAM you must contact me within 7 days of receiving the grade. For example, if an exam is returned to you at the end of a Monday class, you have until the end of the following Monday class to contact me. The end of the semester is not an acceptable time to raise concerns about your grade on the midterm.

MISSED CLASSES/LATE ASSIGNMENTS: The only excusable reasons for missing a class or exam or submitting an assignment late are serious illnesses and family emergencies. In either case you must both 1) notify me of your situation in a timely manner and 2) provide appropriate documentation. Because the nature of these situations varies, I do not have a hard and fast policy about what constitutes a “timely manner.” However, given the wide availability of internet access, in virtually all cases I expect you to contact me *before* the absence or missed assignment.

In all situations I require documentation of your reason for missing class or an assignment. This requirement extends to situations where there is a death in the family. If you would prefer not to discuss your situation with me directly you can communicate with your academic advisor and ask them to contact me to confirm that documentation has been provided. In fact, I strongly encourage you to discuss events like this with your academic advisor as they have consequences for all of your classes—not just this one.

Papers (including “checkpoint” assignments) handed in late without documentation will be penalized by 10 points (out of 100)—the equivalent of a full letter grade—for each day they are late.

EXTRA CREDIT: There is one extra credit opportunity this semester. This year’s annual Hartigan Lecture (November 14 at 4pm) will focus on elections. If you attend the lecture I will drop your two lowest quiz scores, rather than only the lowest. If you cannot attend the lecture and would like an alternative extra credit opportunity I will provide one. However, you must let me know you are interested *before* the lecture.

OFFICE HOURS/GETTING HELP: My regularly scheduled office hours are Mondays from 12:00pm-1:30pm and Wednesdays from 4:00pm-5:30pm. If you need to schedule another meeting time, email me.

3 Additional Policies and Notes

TECHNOLOGY IN THE CLASSROOM: I do not permit the use of laptops or phones during class. Studies consistently show find that students who use laptops during class meetings interfere with their own learning, as well as the learning of those around them. If there is an emergency that necessitates using your phone during class, please step out of the classroom to make your call (call me old-fashioned, but I don’t think texting, Facebook, SnapChat, etc. are appropriate means of communicating in an emergency).

STUDENTS WITH DISABILITIES: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

ACADEMIC DISHONESTY will not be tolerated. All assignments will be automatically run through Turnitin.com (an extremely effective plagiarism detection tool). Incidents of plagiarism or cheating on an exam (by copying from another student, use of a “cheat sheet,” or other means) will result in a grade of F (zero) on the assignment or exam in question. The behavior will be reported to the chair of your major department and to the Dean of the College of Arts and Sciences. Note that records of academic misconduct may be transmitted to medical school, law schools, and other organizations who have a legitimate reason to inquire.

DISCLAIMER: The schedule, policies, and assignments described in this document are subject to change in the event of extenuating circumstances.

4 Class Schedule and Reading Assignments

The readings listed here should be completed prior to the class meeting for which they are assigned. Quizzes will focus on the reading(s) for the day. If you are on campus you should be able to access most of the articles listed here by clicking on the article title in this document. All readings (apart from online news articles which you can access by clicking on their title here or by using Google) are also available under Resources → Readings on the Sakai course site. *If you have any trouble accessing a reading it is your responsibility to contact me for help in a timely manner (e.g., not 5 minutes before class starts).*

WEEK 1: AUGUST 27 - AUGUST 31: Introduction

Monday *No additional reading*

Wednesday Sides, Chapter 1

Friday NO CLASS - APSA ANNUAL MEETING

WEEK 2: SEPTEMBER 3 - SEPTEMBER 7: The Structure of Elections I

Monday NO CLASS - LABOR DAY

Wednesday Sides, John, Michael Tesler, and Lynn Vavreck. 2016. "The Electoral Landscape of 2016." *The ANNALS of the American Academy of Political and Social Science* 667: 50-71. *NOTE: Figure 2 in this article was not printed correctly. The corrected figure is posted to Sakai.*

Wasserman, David. "Why Even a Blue Wave Could Have Limited Gains." *New York Times*, August 20, 2018

Friday Sides, Chapter 2

WEEK 3: SEPTEMBER 10 - SEPTEMBER 14: The Structure of Elections II; History of American Campaigns

Monday *No additional reading*

Wednesday Lawless, Jennifer L. and Richard L. Fox. Lawless. 2008. "Why Are Women Still Not Running for Public Office?" *Brookings Institute: Issues in Governance Studies* May.

Friday Sides, Chapter 3

CHECKPOINT 1 DUE

WEEK 4: SEPTEMBER 17 - SEPTEMBER 21: Campaign Spending

Monday Sides, Chapter 4

Wednesday Jacobson, Gary. 2006. "Measuring Campaign Spending Effects in U.S. House Elections." In *Capturing Campaign Effects*, ed. Henry E. Brady and Richard Johnston. Ann Arbor: University of Michigan Press, 199-220. (Read 199-204). SAKAI.

Friday Jacobson, Gary. 2006. "Measuring Campaign Spending Effects in U.S. House Elections." In *Capturing Campaign Effects*, ed. Henry E. Brady and Richard Johnston. Ann Arbor: University of Michigan Press, 199-220. (Read pp. 205-220). SAKAI.

CHECKPOINT 2 DUE

WEEK 5: SEPTEMBER 24 - SEPTEMBER 28: Candidate Positioning and Communication I

Monday Sides, Chapter 5

Wednesday *No additional reading*

Friday Bartels, Larry M. 2016. "Failure to Converge: Presidential Candidates, Core Partisans, and the Missing Middle in American Electoral Politics." *The ANNALS of the American Academy of Political and Social Science* 667: 143-165.

WEEK 6: OCTOBER 1 - OCTOBER 5: Candidate Positioning and Communication II

Monday Bartels, Larry M. 2016. "Failure to Converge: Presidential Candidates, Core Partisans, and the Missing Middle in American Electoral Politics." *The ANNALS of the American Academy of Political and Social Science* 667: 143-165.

Wednesday Oliver, J. Eric and Wendy M. Rahn. 2016. "Rise of the *Trumpenvolk*: Populism in the 2016 Election." *The ANNALS of the American Academy of Political and Social Science* 667: 189-206.

Friday Freedman, Paul, Michael Franz and Kenneth Goldstein. 2004. "Campaign Advertising and Democratic Citizenship." *American Journal of Political Science* 48: 723-741. (Read pp. 723-727)

WEEK 7: OCTOBER 8 - OCTOBER 12: Advertising

Monday NO CLASS - Mid-Semester Break

Wednesday Freedman, Paul, Michael Franz and Kenneth Goldstein. 2004. "Campaign Advertising and Democratic Citizenship." *American Journal of Political Science* 48: 723-741. (Review 723-727; read pp. 727-741)

Friday Doherty, David and E. Scott Adler. 2014. "The Persuasive Effects of Partisan Campaign Mailers." *Political Research Quarterly* 67: 562-573.

CHECKPOINT 3 DUE

WEEK 8: OCTOBER 15 - OCTOBER 19: Political Parties

Monday Sides, Chapter 6

Wednesday Hans Hassell. 2015. "Party Control of Party Primaries: Party Influence in Nominations for the U.S. Senate." *Journal of Politics* 78: 75-87.

Friday Daniel M. Butler and Eleanor Neff Powell. 2014. "Understanding the Party Brand: Experimental Evidence on the Role of Valence." *Journal of Politics* 76: 492-505.

WEEK 9: OCTOBER 22 - OCTOBER 26: Interest Groups and Media

Monday Sides, Chapter 7

Wednesday Sides, Chapter 8

Friday **MIDTERM EXAM**

WEEK 10: OCTOBER 29 - NOVEMBER 2: Presidential and Congressional Elections

Monday Sides, Chapter 9

Wednesday Abramowitz, Alan I. 2008. "Forecasting the 2008 Presidential Election with the Time-for-Change Model." *PS: Political Science & Politics* 26: 691-695.

Friday Sides, Chapter 10

CHECKPOINT 4 DUE

WEEK 11: NOVEMBER 5 - NOVEMBER 9: Congressional and Local Elections

Monday *No Additional Reading*

Wednesday *2018 Election: What Happened?; No Additional Reading*

Friday Sides, Chapter 11

Epstein, Reid J. "Democrats Take a Page From GOP: Target the State Houses." *Wall Street Journal*, May 24, 2018

WEEK 12: NOVEMBER 12 - NOVEMBER 16: Turnout I

Monday Sides, Chapter 12

Parlapiano, Alicia and Adam Pearce. "For Every 10 U.S. Adults, Six Vote and Four Don't. What Separates Them?" *New York Times*, September 13, 2016.

Wednesday *Hartigan Lecture: 3pm in McCormick Lounge (Coffey Hall)*

Friday Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102: 33-48.

WEEK 13: NOVEMBER 19 - NOVEMBER 23: Catch Up/Groups

Monday Burden, Barry C., David T. Canon, Kenneth R. Mayer, and Donald P. Moynihan. 2014. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform." *American Journal of Political Science* 58: 95-109

Wednesday NO CLASS -

Friday Thanksgiving Break

WEEK 14: NOVEMBER 26 - NOVEMBER 30: Voter Choices

Monday Sides, Chapter 13

Wednesday Macdonald, Stuart E., George Rabinowitz, and Holly Brasher. 2003. "Policy Issues and Electoral Democracy." In *Electoral Democracy* eds. Michael B. MacKuen and George Rabinowitz. Ann Arbor: University of Michigan Press, 172-199. SAKAI.

Friday Cohen, Marty, Mary C. McGrath, Peter Aronow and John Zaller. 2016. "Ideologically Extreme Candidates in U.S. Presidential Elections, 1948-2012." *The ANNALS of the American Academy of Political and Social Science* 667: 126-142.

WEEK 15: DECEMBER 3 - DECEMBER 7: Does the System Work?

Monday Sides, Chapter 14

Wednesday Jacobson, Gary C. 2016. "Polarization, Gridlock, and Presidential Campaign Politics in 2016." *The ANNALS of the American Academy of Political and Social Science* 667: 226-246.

Friday *No Additional Reading*

SENATE TRACKING PAPER DUE

FINAL EXAM - Friday, December 14 (4:15-6:15pm)