

**Political Science 310-02**  
**Political Parties, Campaigns, & Elections**  
**University of Dayton**  
**Fall 2016**

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*Class:* MWF 2:30-3:20 PM, St. Joseph 231  
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***Course Description***

This is an upper-level Political Science course designed to facilitate in-depth analysis of political parties, campaigns, and elections. Particular areas of focus include: the role of political parties in organizing political institutions, at the elite level, and political behavior, among citizens in general; the institutional design and substantive implications of electoral processes, including those pertaining to party nomination contests and general elections; the determinants of electoral performance, including elite campaign strategies and patterns of political behavior and attitudes among the mass public. Our analysis of these topics emphasizes the value and practice of social science research, particularly regarding the use of quantitative research methods.

***Learning Outcomes***

The goals for this course reflect the substantive and methodological emphases described above. In particular, students are expected to:

- Analyze and evaluate the role of political parties and electoral processes in structuring participation in, and substantive outcomes of, the United States' system of representative government;
- Develop the conceptual knowledge and practical skills necessary to systematically analyze the determinants of mass political behavior and attitudes, in relation to the conduct of political campaigns and their electoral outcomes;
- Apply substantive content and first-hand interaction with the electoral process to better understand current events and the impact of American government on individuals' lives, including the student's;
- Cultivate the student's capacity for civic engagement;
- Develop the student's writing, analytical, and critical thinking skills.

***Course Expectations***

Class Participation & Attendance: Students are expected to attend class regularly, attentively, and on time. Students who are absent from 10 or more class sessions will fail the course; excused absences do count toward this total. Also, excessive tardiness may be counted toward this total. Students who behave in a distracting way – including sleeping or using a phone or computer – may be asked to leave, and if so will be counted as absent.

Late Assignments: Written assignments will be penalized by 10% of the total points available for each 24-hour period that they are submitted past the deadline, beginning immediately after the deadline has passed. Exceptions will be made only for excused absences, as documented by the relevant university administrators and with the instructor's approval.

***Course Texts (required):***

Hershey, Marjorie Randon. 2015. *Party Politics in America*, 16<sup>th</sup> edition. New York: Pearson.

Sides, John, and Lynn Vavreck. 2013. *The Gamble: Choice and Change in the 2012 Presidential Election*. Princeton: Princeton University Press.

### ***Writing Guidelines***

Papers must be submitted in Microsoft Word format and include each of the following:

1. a one-line heading including only your name;
2. double-spacing throughout the text;
3. twelve-point, Times New Roman font at all times;
4. one-inch margins on all sides.
5. a Works Cited page listing all sources referenced within the paper.

APA formatting is preferred for all written assignments, but I am open to other formats provided that you get my approval in advance. For more on APA, see: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Be advised that you must carefully proofread and edit your written work before submitting it. I will subtract points for poor editing and/or failure to follow the specified formatting guidelines.

### ***Grade Calculation***

Class participation	5%
Reading responses	15%
Paper #1: Film reflection	10%
Paper #2: Election analysis	20%
Exit Polling Project	
Workshops	10%
Exit polling	5%
Paper #3	25%
<u>Presentation: Campaign event</u>	<u>10%</u>
TOTAL	100%

### ***Grading Scale***

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

\*If your final course grade falls within 0.25% of the next highest letter grade, I will round it up (e.g. 86.75% = B+, 89.75 = A-, etc.).

## ***Honor Pledge, University Resources, and Policies***

### University of Dayton Honor Pledge

I understand that as a student at the University of the Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations by the guidelines given to me by my instructors;
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own;
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.

Students are expected to abide by the University of Dayton Honor Pledge.

### Cheating and Plagiarism

Cheating and plagiarism will not be tolerated. Any student suspected of either cheating or plagiarism will be referred to appropriate administrative proceedings at the University of Dayton. Additionally, the student will receive a zero for the assignment.

### Learning Support and Writing Resources

A wide range of support and resources are available to UD students and I strongly encourage students to avail themselves of these opportunities. The LTC's Office of Learning Resources (OLR) is a learning resource for all students and it offers a wide variety of services to assist you in achieving academic success at the university, including study skills classes and workshops, tutoring and consultations, disability screenings, and a website with many resources (<http://learningsupport.udayton.edu>). Please contact OLR at 937-229-2066 or visit their office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could be a more effective learner.

The Write Place is a free service available to all UD students that offers peer-to-peer writing support on any writing assignment and at any stage of the writing process. Students can drop-in to the Write Place without making an appointment. It is located in Roesch Library Room 502. Contact Christina Klimo, Write Place Coordinator, if you have any questions at [klimochm@notes.udayton.edu](mailto:klimochm@notes.udayton.edu) or 229-2066.

### Students with Disabilities

If you feel you need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Formal disability-related accommodations are determined through the Learning Teaching Center's Office of Learning Resources (OLR). It is very important that you be registered with OLR and notify me of your eligibility for reasonable accommodations with a signed SLS Self-Identification Form. We can then plan how best to coordinate your accommodations. For more information, please contact OLR at 937-229-2066, by email at [disability.services@udayton.edu](mailto:disability.services@udayton.edu), or stop by the OLR office in LTC 023.

## ***Graded Assignments***

### **In-Class Participation:**

Students will earn one point for making a substantive contribution to a class session, and two points for making multiple substantive contributions. At the end of the semester, I will calculate participation grades as the percentage of classes in which a student made a substantive contribution. Bonus points will be awarded to students averaging more than one contribution per class.

### **Reading Responses:**

Students will submit 22 reading responses over the course of the semester. A reading response may be submitted only on a day that a *new reading* is assigned. Since there are 29 scheduled reading assignments, you may skip submitting a reading response seven (7) times. On days that multiple readings are assigned, your response may address one or both of the readings.

Reading responses must be typed or neatly hand-written, and at least one paragraph in length. You will submit them to the instructor at the beginning of class, in hard copy format.

The purpose of the reading response is twofold: 1) To demonstrate that you have read, comprehended, and can thoughtfully apply the assigned reading material; 2) To contribute relevant thoughts or questions that can be used to meaningfully inform classroom discussion. Specifically, each reading response must:

1. **raise an insightful and well-informed question or point** demonstrating substantive engagement with the day's reading assignment, and conducive to generating useful points of discussion during class meetings;
2. **include a relevant in-text citation** (e.g. quote, fact, or argument – with page number) from the day's reading, to support or amplify the substance of your response;
3. **be well-written and properly edited.**

Reading responses that meet each of these criteria will earn a grade of 1.0. Failing to meet one of these criteria will earn a grade of 0.75; failing to meet two criteria will earn a grade of 0.50; failing to meet all three criteria will earn a grade of 0.25; failing to submit a response will earn a grade of zero.

### **Paper #1: Film Reflection**

To cap off our discussion of campaign strategy, we will spend two days in class watching a documentary on the 2004 presidential election, titled "So Goes the Nation." After watching the film, you will write a two-page paper reflecting upon the content of this film, in relation to our preceding course material (including readings and lectures). There are many themes from the course material that you could draw upon in your reflection, and it is impossible to cover them all thoroughly in the space allotted. Therefore, you should choose one or two major themes and develop this/these in your paper.

Specifically, you must identify key events, statements, or lessons from the film and explain how they illustrate or reflect upon major concepts or themes from the course material. For instance, you could focus on the concept of microtargeting and relate its use in the 2004 election (film) to the definition provided in the Hershey text, in order to more fully explain how microtargeting works; or you could draw upon the Liasson and Bump readings, and the associated lecture material, to analyze how the use of microtargeting has advanced since 2004. From there, you might comment on the strategic and normative implications of microtargeting in modern campaigns; in other words, reflect upon why and how what you've learned about this concept matters. This is just one example; again, there are many themes you can choose from here.

In addition to the writing guidelines specified on page 2 of this syllabus, I require that you provide at least two (2) citations from our reading material in this paper. Also, submit your paper via the Isidore dropbox.

## **Paper #2: Election Analysis**

In this 4-page paper, you will analyze and interpret the results of the 2016 presidential election. Your analysis must answer the following questions:

1. Why, or how, did Hillary Clinton/Donald Trump win the election? Here you may focus upon...
  - a. The candidates' performance among members of different parties and/or social/demographic groups;
  - b. The candidates' performance in the Electoral College, including key battleground states;
  - c. The candidates' campaign strategies, including campaign messaging, advertising, and/or ground game, etc.;
  - d. The significance of key events, including the conventions, debates, vice presidential selection, major gaffes, and/or other irregular/unanticipated events;
  - e. The significance of fundamentals, including the economy, partisanship, and/or attitudes toward President Obama.
2. What are the implications of these election results for future presidential campaigns or the future of the two major parties? Here you may focus upon...
  - a. The viability of the Democratic and/or Republican Party, including specific points of strength and weakness, heading into future elections;
  - b. The likelihood, and expected dynamics, of partisan realignment;
  - c. The stability or instability of the two-party system, reflecting specifically upon the performance of minor party candidates in this election;
  - d. The effectiveness or ineffectiveness of specific campaign strategies, and how these examples may influence future campaigns;
  - e. The process for selecting presidential (vice presidential) candidates, and how the parties (presidential candidates) may improve upon this process in the future.

You do not – indeed, cannot – thoroughly cover each of these topics in your paper. Rather, you should choose one topic (or possibly two, if you can wrap them into one unified point of analysis) for each part, and be sure that the first topic clearly relates to the second so that your paper is thematically cohesive. Also, I am open to additional topics not listed here; if you have an idea, please discuss it with me in advance.

Your paper must include at least three (3) citations from our course readings, which may help to provide definitions, context, or evidence for your arguments. Also, you must cite at least one (1) source of evidence for statistical analysis to support your arguments – for instance, national- or state-level exit polls, national- or state-level polling from during the campaign, spending on campaign advertisements, economic data, etc. Be sure to clearly explain how this evidence directly informs a specific point that you are making in your paper.

## **Campaign Event Presentation**

To get first-hand campaign experience, you will attend a campaign event or spend at least two hours volunteering for a candidate in this year's election (outside of scheduled class time). You are free to choose any campaign – presidential, congressional, local, etc. – and your choice of a campaign is not contingent upon, nor should it be interpreted as expressing, support for that campaign in the election.

Afterward, you will prepare a ten-minute presentation (in PowerPoint or Prezi) to deliver in class on December 5, 7, or 9. Half of your grade (5% of the final course grade) will be based upon the quality of your presentation – specifically, in terms of the clarity and thoroughness with which you address the required topics, and the professionalism and sophistication evident in your preparation and delivery of the presentation. The other half of your grade (5% of the final course grade) will be awarded for verifying participation in the event; if you were there, and participated to the extent required, you will earn full credit for this portion of the grade.

Detailed instructions for this assignment, including the required content for the presentation, are available on the Isidore course page.

**Exit Polling Project:**

This the most significant project for the course, and it is designed to give you first-hand experience in campaigns and elections – as a witness to the electoral process, and a sophisticated analyst of it. The project will consist of three parts.

First, during a series of in-class workshops, each student will propose a hypothesis regarding the 2016 election, and we will work as a class to design an original survey capable of testing each hypothesis. Then, on Election Day, November 8, each student will administer the survey at a polling precinct in the Dayton area.

Second, near the end of the semester, I will lead a series of in-class data analysis workshops in which we learn to code and then statistically analyze the data from our exit poll.

Third, each student will write a 4-page final paper explaining his/her hypothesis, how s/he tested it using the exit poll data, and whether the results of that analysis indicate that the hypothesis is accurate. Finally, the student will reflect upon the significance of these results, in terms of its implications for the study of parties, campaigns, and elections.

Detailed instructions for this assignment are provided on the Isidore course page.

## ***Course Schedule***

Assigned readings must be completed prior to class on the first date under which they are listed below. Most reading assignments are from the required course textbooks, denoted as “Hershey” or “Sides & Vavreck.” Other reading assignments are available online. If marked “(Isidore)”, you must download the reading from our Isidore course page (<http://isidore.udayton.edu>). If marked “(web)”, you may access the reading by clicking the associated hyperlink below or via the Isidore course page.

### Introduction

August 24 (Wed.) – Syllabus

August 26 (Fri.) – MacGillis, “The great Republican Party crackup” ([web](#))

### Political Science

August 29 (Mon.) – Issenberg (Isidore)

August 31 (Wed.) – Sides & Vavreck, Ch. 1 (pp. 1-10) & Ch. 2 (pp. 11-31)

September 2 (Fri.) – Silver, “How I acted like a pundit and screwed up on Donald Trump” ([web](#))

September 5 (Mon.) – No class (Labor Day)

### Political Parties

September 7 (Wed.) – Hershey, Ch. 1 (pp. 4-14, 24-26) and Cohen et al. (Isidore)

September 9 (Fri.) – Guest Speaker: Scott Milburn

September 12 (Mon.) – Hershey, Ch. 7 (pp. 130-154)

September 14 (Wed.) – Hershey, Ch.5 (pp. 92-108)

September 16 (Fri.) – Hershey, Ch. 6 (pp. 109-126)

### Party Nominations

September 19 (Mon.) – Hershey, Ch. 10 (pp. 196-207) and Putnam, “Everything you need to know about how the presidential primary works” ([web](#))

September 21 (Wed.) – Sides & Vavreck, Ch. 3 (pp. 32-63)

September 23 (Fri.) – Sides & Vavreck, Ch. 4 (pp. 64-96)

### General Election

September 26 (Mon.) – Hershey, Ch. 10 (pp. 207-214) and Sides & Vavreck, Ch. 6 (pp. 143-148)

September 28 (Wed.) – Sides & Vavreck, Ch. 6 (pp. 155-164)

September 30 (Fri.) – Sides & Vavreck, Ch. 5 (pp. 131-138) and Kopko & Devine, “Will Tim Kaine deliver Virginia (and Catholics)? Don’t count on it.” ([web](#))

### Campaign Strategy

October 3 (Mon.) – Sides & Vavreck, Ch. 5 (pp. 115-131, 138-140)

October 5 (Wed.) – Hershey, Ch. 11 (pp. 216-234)

October 7 (Fri.) – No class (Mid-Term Break)

October 10 (Mon.) – Liasson, “Coming soon to your TV: Campaign ads targeted at you” ([web](#)) and Bump, “This is how campaigns try to get as much information about you as they can” ([web](#))

October 12 (Wed.) & October 14 (Fri.) – Sides & Vavreck, Ch. 6 (pp. 167-173) and Wihbey & Ordway, “Negative political ads and voter effects: Research roundup” ([web](#))

October 17 (Mon.) & October 19 – Film: “So Goes the Nation”

October 21 (Fri.) – Guest Speaker: Governor Bob Taft

*\*Film reflection paper due Friday, October 21 @ 9:00 AM\**

### Minor Parties

October 24 (Mon.) – Hershey, Ch. 2 (pp. 27-46) and Skuldt, “Could a third-party candidate win the U.S. presidency. That’s very unlikely.” ([web](#))  
October 26 (Wed.) – American Values Survey, “In search of Libertarians” ([web](#))

### Exit Polling Project

October 28 (Fri.) – Asher, pp. 173-178, 117-129 (Isidore)  
October 31 (Mon.) – Asher pp. 65-77, 81-85 (Isidore)  
November 2 (Wed.) – Survey Design Workshop (no reading)  
November 4 (Fri.) – Exit Polling Workshop (no reading)

### Election Analysis

November 7 (Mon.) – Class discussion  
November 9 (Wed.) – Class discussion  
November 11 (Fri.) – Sides & Vavreck, Ch. 7 (pp. 174-202)  
November 14 (Mon.) – Sides & Vavreck, Ch. 7 (pp. 202-225)  
November 16 (Wed.) – Sides & Vavreck, Ch. 8 (pp. 226-242)  
November 18 (Fri.) – Malone, “The end of a Republican party” ([web](#))

*\*Election Analysis Paper due Sunday, November 20 @ 11:59 PM\**

November 21 (Mon.) – Class discussion  
November 23 (Wed.) & November 25 (Fri.) – No class (Thanksgiving Break)

### Exit Poll Analysis

November 28 (Mon.) – No reading.  
November 30 (Wed.) – Sigelman, “Helping hands for George Stephanopoulos” ([web](#))  
December 2 (Fri.) – No reading.

### Campaign Event Presentations

December 5 (Mon.), December 7 (Wed.), December 9 (Fri.) – No reading.

*\*Presentations due Monday, December 5 @ 2:00 PM\**

*\*Final paper due Monday, December 12 @ 4:20 PM\**

*\*Disclaimer: This course schedule is subject to change at the instructor’s discretion, including the addition, subtraction, or replacement of reading assignments listed above. I will notify you of any changes in class and/or via e-mail, and post an updated version of the syllabus to Isidore if any such changes are made.*

It is your responsibility to be familiar with the content of this course schedule, and the syllabus in its entirety, and to complete all assignments in accordance with the instructions provided.