**Political Science 310-01**

**Political Parties, Campaigns, & Elections**

**University of Dayton**

**Fall 2018**

*Professor:* Christopher Devine, Ph.D. *Class:* TTH 3:35-4:50, Zehler Hall 101

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***Course Description***

This is an upper-level Political Science course that focuses upon three interrelated topics: political parties, political campaigns, and elections. In particular, this course emphasizes political parties’ role in governance and elections; the strategic elements of political campaigns; and the determinants of citizens’ electoral behavior. To facilitate students’ comprehension of the course material, we will conduct an in-depth analysis of the 2018 election, with a particular focus on congressional, statewide, and local races occurring in the state of Ohio. Specifically, students will use key concepts and skills from this course to analyze campaign strategy and vote choice in one Ohio election of their choosing. This is an opportunity for students to engage in original research that draws upon the political science literature and social science 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 the political behavior of citizens and elected officials;
* Develop the conceptual knowledge and practical skills necessary to systematically analyze social science phenomena, and electoral behavior in particular;
* 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 more than* ***7*** *class sessions will fail the course*; excused absences do count toward this total. Also, excessive tardiness may be counted toward this total, at the instructor’s discretion. Students who behave in a distracting way – including sleeping or using a phone or computer when the instructor has not explicitly authorized doing so – may be asked to leave, and if so will be counted as absent.

Late Assignments: Course projects and assignments *must be submitted on time*. For any assignment submitted past the submission deadline, there will be a 10% grade penalty. An additional 10% (of all total points for the assignment) will be deducted for every subsequent 24-hour period prior to submission. Exceptions will be made only for excused absences, as documented by relevant university administrators and subject to the instructor’s approval.

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

Hershey, Marjorie Randon. 2017. *Party Politics in America*, 17th edition. New York: Routledge.

Parker, David C.W. 2015. *Battle for the Big Sky: Representation and the Politics of Place in the Race for the U.S. Senate*. Los Angeles: Sage.

**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 (0%) for the assignment in question.

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 or 229-2066.

Students with Disabilities

If you believe that 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, or stop by the OLR office in LTC 023.

**GRADING FORMULA**

Reading Responses 15%

Campaign Event Presentation 10%

Campaign Memo Research 5%

Campaign Memo 20%

Exit Polling Workshops 15%

Exit Polling 5%

Election Analysis Paper 30%

TOTAL 100%

*Grading Scale:*

A: 93%-100% A-: 90%-93% B+: 87%-90% B: 83%-87% B-: 80%-83%

C+: 77%-80% C: 73%-77% C-: 70%-73% D: 60%-70% Fail: <60%

Note: 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+).

**GRADED ASSIGNMENTS**

**Reading Responses**

You must submit **12 reading responses** over the course of the semester, on days that a *new reading assignment* is due (there are 18 such days; you will submit responses on 12 of those days, and skip responding on 6 days). When multiple readings are assigned, you may respond to one or both of the readings. However, you cannot earn credit for multiple reading responses in the same day.

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

The purpose of the reading response is twofold: 1) To demonstrate that you have read, have 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 thought** demonstrating comprehensive, substantive engagement with the day’s reading assignment, and one that is conducive to generating constructive in-class discussion;\*

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**.

\*My grading on this point is subjective. If, in my judgment, your response addresses a tangential point from the reading, or does not convey a clear and thorough understanding of its substantive content, as a whole, then I will give partial credit on that basis. There’s no strict formula I can share about how I make that judgment; I try to do so fairly, and I provide feedback to guide you toward meeting this expectation in future responses, if there is an issue.

\*\*If you directly cite material but do not include a page number, I will subtract 0.10 from your grade (out of 1.00). If you do not directly cite any material, I will subtract 0.25.

**Campaign Event Presentation**

One thing I emphasize in this course is the importance of gaining first-hand experience of campaigns and elections – rather than just reading about it in books or observing it through media sources. To that end, I require that you attend a campaign event or spend at least two hours volunteering for a candidate at some point (of your choosing) prior to Election Day. Half of your grade for this assignment (5% out of 10%) will be awarded simply for attending a qualifying event. You will earn the other half of your grade by developing and delivering a five-minute presentation (PowerPoint or Prezi) that describes your experience at this event, and your observations about it. You will deliver this presentation during the last week of classes.

Please note that you are responsible for identifying a qualifying event, and attending it during the specified time frame (between the beginning of the semester and Election Day). You must plan ahead in order to complete this assignment. If you do not attend an event, you will get a zero (0%) for this assignment.

For complete instructions, please see the assignment posted to our Isidore page.

**Campaign Memo**

Early in the semester, you will select an election in Ohio to study for the purposes of various course assignments/projects. For this assignment, you will write an 8-10 page report, or “campaign memo,” to the campaign manager for one of the candidates in that race. In doing so, you will play the role of a campaign consultant who has been hired to provide an overview of the race and to make a specific, practical strategic recommendation on the basis of that analysis. Your analysis will provide detailed, well-informed responses to questions about who the candidates are; their major strengths and weaknesses; the partisan environment in the candidate’s state/district, and the nation as a whole; and the current state of the race.

Also, we will perform a series of research assignments – in class or for homework – to prepare for this paper. These assignments will count toward your “Campaign Memo Research” grade.

You may complete this project individually, or working in groups with other students who have chosen to study the same election.

For complete instructions, please see the assignment posted to our Isidore page.

**Exit Polling Project**

This project has three components. First, you will propose a hypothesis regarding the 2018 election (specifically, the race that you have chosen to study), and – in a series of class workshops – we will develop a survey capable of testing each student’s hypothesis. Second, you will administer this survey as an “exit poll,” at a voting precinct in the Dayton area to which I will assign you, on Election Day (November 6). Third, you will analyze the exit polling data to determine whether your hypothesis was accurate, and integrate this information into your final (“Election Analysis”) paper. I will teach you how to conduct this analysis, in SPSS, during class workshops conducted toward the end of the semester.

**Election Analysis**

For your final project in this course – and in lieu of a final exam – you will write a 12-page paper analyzing the outcome of the election that you have chosen to study for this semester. Specifically, you will write this paper as if you are the Executive Director of a state party, responding to a request from the state’s Party Chair to analyze campaign strategies and their effect on the election’s outcome. Your analysis will provide detailed, well-informed responses to questions about who the candidates were; the campaign strategies that they used; the outcome of the election; the determinants of that outcome; and whether campaigns matter.

You may complete this project individually, or working in groups with other students who have chosen to study the same election.

For complete instructions, please see the assignment posted to our Isidore page.

**Perspective on Grading**

I welcome students to discuss grades with me at any point in the semester, if concerns arise. Often, this helps a student to understand the basis for his/her grade, or to clarify something that I misunderstood when first evaluating the work.

However, let me be clear about my expectations for such conversations: It is not acceptable for a student to come to me with a general objection, such as “I thought I did better on this paper” or “I need an A.” I grade your performance on assignments. I do not grade your *expected* performance, or you as a *person*.  Your grade on each assignment will be broken into parts. After grading each part, I simply calculate the sum total to derive your overall grade on the assignment. The same applies to your course grade: I grade each assignment, and then sum them (in accordance with the weighting formula detailed in this syllabus) to determine your final grade. This is a *mathematical* process, not a discretionary one.

Therefore, if you want to talk with me about the possibility of changing a grade, you need to be able to tell me which specific part of that grade might be in error, and why.  If you cannot tell me which part you think I got wrong/misunderstood and why, you are not ready to discuss your grade.

Finally, I do not “fix” grades.  I do not offer extra assignments at the end of the semester to help you reach the grade that you wanted; if I did so, I would have to extend the same opportunity to the entire class.  We will talk a lot about measurement in this course, and I view your grade as a measure of your learning.  If I add in other elements to your grade that do not measure actual *learning*, such as your desired GPA or your graduate school ambitions, I have corrupted the measurement (and acted unethically).  Please know that I will not do so, and you shouldn’t ask for that.

**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.

Please use the [APSA Style Manual](https://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf) (similar to Chicago Style, but not the same).

**COURSE SCHEDULE**

Assigned readings must be completed prior to class on the first date under which they are listed below. Readings come from the required texts (“Hershey” & “Parker), or may be accessed via hyperlink (web) or on our course page (Isidore).

**Introduction**

August 23 (Thu.) Syllabus

*Election 2018*

August 28 (Tue.) Midterm Elections, 2018

*Linge, “CBS News Pollster Reveals Why ‘Blue Wave’ is Unlikely” (*[*web*](https://nypost.com/2018/08/18/cbs-news-pollster-reveals-why-blue-wave-is-unlikely/)*)*

*Yglesias, “The Media Ignored the Policy Stakes in 2016 – Don’t Make the Same Mistake Again in the Midterms” (*[*web*](https://www.vox.com/2018/5/22/17377384/midterm-elections-2018-policy-stakes)*)*

August 30 (Thu.) Ohio Elections, 2018

*Green, “The Progressive Populist Who Wants to Help Democrats Win Back the Rust Belt” (*[*web*](https://www.bloomberg.com/news/features/2018-07-09/richard-cordray-wants-to-help-democrats-win-back-the-rust-belt)*)*

*Scott, “Ohio’s Very High-Stakes, Under-the-Radar Senate Race, Explained” (*[*web*](https://www.vox.com/policy-and-politics/2018/1/26/16883454/sherrod-brown-2018-ohio-senate-race-jim-renacci-explained)*)*

*Campaign Context*

September 4 (Tue.) The Constituency

 *Parker, Chapter 1 (pp. 6-9)*

 *Parker, Chapter 2 (pp. 13-34)*

September 6 (Thu.) The Candidates

 *Parker, Chapter 3 (pp. 39-55)*

 *Parker, Chapter 4 (pp. 59-77)*

September 11 (Tue.) Campaign Memo Workshop I

 *Homework Assignment TBA*

September 13 (Thu.) Special Topic: Gubernatorial Debate Questions

 *Homework Assignment TBA*

**Political Parties**

September 18 (Tue.) Political Parties?

 *Hershey, Chapter 1 (pp. 4-21, 25-28)*

 *Hershey, Chapter 5 (pp. 102-119)*

September 20 (Thu.) Party Coalitions

 *Hershey, Chapter 7 (pp. 148-173)*

 *Ahler, “The Group Theory of Parties” (*[*web*](https://www.degruyter.com/downloadpdf/j/for.2018.16.issue-1/for-2018-0002/for-2018-0002.pdf)*)*

September 25 (Tue.) Party Interests

 *Hershey, Chapter 1 (pp. 21-25)*

*Grossman & Hopkins, “Ideological Republicans and Group Interest Democrats” (*[*web*](http://matthewg.org/ideologicalrepublicans.pdf)*)*

September 27 (Thu.) Party Identification

 *Hershey, Chapter 6 (pp. 126-143)*

 *Bowler & Segura, “Party Identification and Two-Party Vote Among Minority Citizens” (Isidore)*

October 2 (Tue.) Campaign Memo Workshop II

 *Homework Assignment TBA*

***\*Campaign Memo due Tuesday, October 2 @ 11:55 PM\****

October 4 (Thu.) No class (Midterm Break)

**Campaigns & Elections**

*Do Campaigns Matter?*

October 9 (Tue.) Part I

 *Sides & Vavreck, “The Winning Hand” (Isidore)*

 *Parker, Chapter 1 (pp. 1-6)*

October 11 (Thu.) Part II

 *Issenberg, “The Victory Lab” (Isidore)*

*Campaign Strategy*

October 16 (Tue.) Overview

 *Hershey, Chapter 11 (pp. 248-269)*

 *Parker, Chapter 6 (pp. 113-122)*

October 18 (Thu.) Money

 *Hershey, Chapter 12 (pp. 273-300)*

 *Parker, Chapter 6 (pp. 122-134)*

October 23 (Tue.) Ads

 *Sides & Vavreck, “The Ad Blitz” (Isidore)*

**Exit Polling**

October 25 (Thu.) Survey Administration

 *Asher, Part I (Isidore)*

October 30 (Tue.) Survey Design

 *Asher, Part II (Isidore)*

November 1 (Thu.) Exit Polling Tutorial

 *No reading.*

November 6 (Tue.) Election Day!

 *Conduct Exit Polling*

November 8 (Thu.) Election Day/Exit Polling Debrief

 *No reading.*

**Election Analysis**

*Interpreting Elections*

November 13 (Tue.) Part I

 *Parker, Chapter 7 (pp. 141-163)*

 *Parker, Chapter 8 (pp. 169-199)*

November 15 (Thu.) Part II

 *Parker, Chapter 9 (pp. 207-234)*

 *Parker, Chapter 10 (pp. 239-246)*

November 20 (Tue.) Part III

 *TBA*

November 22 (Thu.) No class (Thanksgiving Break)

*Data Analysis*

November 27 (Tue.) Tutorial I

November 29 (Thu.) Tutorial II

***\*Campaign Event Presentations due Monday, December 3 @ 11:55 PM (Isidore)\****

**Campaign Event Presentations**

December 4 (Tue.) Presentations I

December 6 (Thu.) Presentations II

***\*Election Analysis Paper due Wednesday, December 12 @ 4:20 PM (Isidore)\****

\*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.