

# POLS 3312: Campaigns & Elections Fall 2018

## Section 1

Department of Social Sciences  
Texas A&M University Corpus Christi

### 1 Instructor Information

Shane A. Gleason, PhD  
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Office: Bay Hall 339  
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Office Hours: Mondays: 10:15am-11:30am  
                  Tuesdays: 1:00pm-4:00pm  
                  Wednesdays: 10:15am-11:30am  
                                  and by appointment  
Class Location: O'Connor 258  
Course Time: 9:00 to 9:50 MWF

### 2 Course Description and Purpose

This course explores perhaps one of the most fundamental aspects of government in a democracy, elections and the campaigns that lead up to them. While it is easy to conceptualize an election as debates, rallies, and “I voted today” stickers, the reality is that there is a great deal of complexity bubbling just under the surface. This includes the role other actors play, such as interest groups and the media. It also extends to the institutional context of the race at hand, which can range from a high profile presidential election to a sleepy state supreme court retention election. Finally, elections are dynamic; the 2008 election was among the first to use Twitter while non-traditional candidates, such as women, are increasingly on the ballot. All of these factors and more come together to tell a dynamic story of how campaigns and elections work in the American context.

In our exploration of campaigns and elections, we will focus on the underlying theoretical constructs scholars have identified, along with contemporary examples from recent elections. In doing so, we will draw upon our textbook, academic journal articles, as well as podcasts and TED Talks. The goal here is that we will hit concepts from multiple angles to give you the most complete understanding possible.

A key component of this class are your critical reading, writing, and organizational skills. Toward that end, we will analyze the journal articles closely in order to help build your critical thinking skills (It’s hard at first, but trust me you’ll get there). Additionally, the emphasis in the exams is applying what we have covered in class to broader contexts. Since writing is a critical skill that is important regardless of your major or eventual career, you will produce a synthesis paper that dives into one of the topics on the syllabus you find particularly interesting. Since this can be a daunting process, feedback and direction will be provided throughout the semester.

## Student Learning Outcomes

On completion of this course students will be able to:

1. Recall basic facts related to American campaigns & elections.
2. Demonstrate understanding of key concepts relating to interest groups, political parties, and the media in campaigns and elections.
3. Explain why individuals run for political office and the dynamics of electoral campaigns
4. Explain why individuals participate in politics and campaigns.
5. Develop your writing skills through applied writing exercises.

## 3 Course Format

This course is heavily readings based, from both the text book and supplemental materials available on Blackboard. While the class is technically lecture based, I find class is more fun when we have a discussion rather than me talking for fifty minutes. Please come prepared to discuss the readings and with any questions you might have. Some class periods will be more discussion based than others, I will let you know which days those will be in advance.

## 4 Requirements

### Text

There is one required book which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule.

The book is available at the campus bookstore, for both purchase and rental. However, you can purchase or rent the book for a substantially lower rate online. To this end, I provide the ISBN for the book in the syllabus and will place all of the first week's readings on Blackboard to allow for shipping time. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place the book on reserve at the library.

1. Sides, John, Daron Shaw, Matt Grossman, and Keena Lipsitz. 2015. *Campaigns and Elections*. 2<sup>nd</sup> Edition. W.W. Norton & Company: New York.  
**ISBN: 978-0393938524**

### Assessment

This course is worth 100 points which are broken up over several different items. It is your responsibility to keep track of your grade over the course of the semester

- Participation: 10 points
- Synthesis Paper Assignment: 30 points
- Case Study Integration Paper: 10 points

- Quizzes: 10 points
  - Exams: 40 points
1. **Participation (10 points)**— Class is more fun when it is not just me talking and I will accordingly call on students to provide summaries of the readings. If you have a question or an insight, please share it. I assure you, if a concept is unclear to you there are at least two or three others in class that feel the same way. I am aware, however, that not everyone is an outgoing person that enjoys talking. To this end, I consider active listening to be participation.
  2. **Synthesis Paper Project (30 points)**— Instead of a research paper, you will produce a synthesis paper that overviews the scholarly literature in one area of campaigns and elections. For instance, you might be really interested in judicial elections or what motivates people to vote. Since this is such a big project, it will be broken up into several smaller assignments. I will provide you feedback at each step along the way, which will help guide you as you move forward. More details are provided in the Synthesis Paper Project handout on Blackboard.
  3. **Case Study Integration Paper (10 points)**— Almost all of our readings from the textbook are followed up by scholarly journal articles, podcasts, or TED Talks. In a 4-5 page paper, you should discuss how the case studies integrate with the broader overall readings. You will sign up for this assignment at the start of the semester. Further details are provided in the Case Study Integration Paper handout on Blackboard.
  4. **Quizzes (10 points)**— Periodically throughout the semester I will administer unannounced quizzes. These quizzes will be given at the start of class and will consist of multiple choice, true or false, fill in the blank, and/or short answer items. They can cover anything previously discussed in class or anything from that day's readings. Quizzes will be passed out at exactly 9:00AM and no quizzes will be passed out after 9:02AM, so it is important to arrive to class on time. There will be a total of seven quizzes; I will take your top five quizzes over the course of the semester to compile your total quiz score (with each worth 2% of your final grade). Quizzes cannot be made up, therefore it is imperative you attend class regularly, read for class, and are on time for class.
  5. **Exams (40 points)**—There are two exams, each is worth 20 points, which is to say two letters grades each. Exams will consist of short identification terms and essays. The first exam will be due Saturday October 20 (turned in via Blackboard). The second exam will be due during the scheduled final exam time. One week before the exam day, I will release the exam on Blackboard. It will contain a number of essay questions and identification terms. By the due date, you must submit one completed essay question and five completed ID terms. You should note that if you are unable to take the exam at the scheduled time, the make-up exam will be a separate research paper.

### Assessment Scale

A: 90-100	B: 80-89.9	C: 70-79.9	D: 60-69.9	F: <59.9
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## Disclaimer

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive. Some examples include the history of race and voting, political violence, and identity politics. These topics are included because we cannot adequately study American government without covering them. My personal policy is to remain neutral (I'm a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic.

## 5 Course Policies

### Contacting the Instructor

I am happy to help you either via e-mail, office telephone, or in-person during office hours. Of course, if office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message. Telephone calls will be returned as soon as possible, though e-mail is usually quicker. Please note, the phone number listed is my office phone; it cannot receive text messages.

### Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper.

Papers are due in hard copy at the beginning of the class on the date indicated in the schedule. I will not accept e-mail copies or papers placed under my door. Please do not be afraid to print multiple rough drafts and revise them before turning them in. I am happy to look at drafts and help you with crafting your final paper. I do not accept excuses about dogs, computers, or traffic. Be responsible.

### Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited

to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: [http://judicialaffairs.tamucc.edu/assets/procedure\\_academicmisconductcases.pdf](http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf)

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university's policy on academic dishonesty, please see the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note "plagiarism" includes intentionally, knowingly, or carelessly presenting the work of another as one's own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

## Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this with me the beginning of the semester to work out an appropriate strategy in advance.

## Academic Advising (for students with a majors in the College of Liberal Arts)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

## Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. **November 9, 2018** is the last day to drop a class with an automatic grade of “W” this term.

## Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules\\_procedures/assets/13.02.99.C0.03\\_student\\_grade\\_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, <http://cla.tamucc.edu/about/student-resources.html>.

## Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

## Classroom Courtesies

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell

phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

### Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

### Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

## 6 *Tentative* Course Schedule

A few notes about reading the course schedule:

- "*Sides et al*" refers to the required Sides et al book.
- "(B)" means that reading can be found on Blackboard.

- “(VIDEO)” means that reading is either a TED Talk or other video.
- “(AUDIO)” means that reading is a podcast.

## Introduction to the Course

Monday August 27– Introduction to the Course

- *No readings*

Wednesday August 29– A Broad Overview of Campaigns & Elections

- Sides et al: Chapter 1

Friday August 31– Thinking Like a Scientist

- Green, Amelia Hoover. 2013. “How to Read Political Science: A Guide in Four Steps.”  
(B)

Monday September 3– **NO CLASS: LABOR DAY**

- *Enjoy your day!*

## Who Gets to Participate in Elections?

Wednesday September 5– The Election Process & Its Consequences

- Sides et al: Chapter 2

Friday September 7– Voting Rights Throughout History

- Constitutional. 2017. “Race.” *The Washington Post* (AUDIO)  
- Epstein, Lee and Thomas G. Walker. 2016. “Voting Rights” in: *Constitutional Law for a Changing America: Rights, Liberties, and Justice*. Washington: Congressional Quarterly Press. (B)

Monday September 10– Who Gets Represented?

- More Perfect. 2017. “Who’s Gerry and Why is He So Bad at Drawing Maps?” *WNYC Studios* (AUDIO)  
- Epstein, Lee and Thomas G. Walker. 2016. “Political Representation” in: *Constitutional Law for a Changing America: Rights, Liberties, and Justice*. Washington: Congressional Quarterly Press. (B)

## Continuity & Change

Wednesday September 12– A Brief History of Political Campaigns

- Sides et al: Chapter 3

Friday September 14– The Changing Nature of Campaigns

- Chang, Victoria. 2010. “Obama and the Power of Social Media and Technology.” *The European Business Review*. 16-21. **(B)**
- Gunn, Enil. 2017. “Twitter as Arena for the Authentic Outsider: Exploring the Social Media Campaigns of Trump and Clinton in the 2016 U.S. Presidential Election.” *European Journal of Communication*. 32(1): 50-61. **(B)**

Monday September 17– Paying for Campaigns: Then & Now

- Sides et al: Chapter 4

Wednesday September 19– Library Research Tutorial

- *No readings*
- *Class meets in Bell Library 216A*

## The Actors in the Campaign

Friday September 21– The Campaign Staff

- Sides et al: Chapter 5

Monday September 24– Meet the Strategists & Staffers

- Al Letson Reveals. 2017. “Roger Stone.” *Center for Investigative Reporting*. **(AUDIO)**
- Green, Joshua. 2008. “The Front-Runner’s Fall.” *The Atlantic*. 64-74. **(B)**

Wednesday September 26– Political Parties

- Sides et al: Chapter 6

Friday September 28– Just How Powerful are Party Cues?

- Huckfeldt, Robert and John Sprague. 1992. “Political Parties and Electoral Mobilization: Political Structure, Social Structure, and the Party Canvass.” *American Political Science Review*. 86(1):70-86. **(B)**

Monday October 1– I Dislike All the Choices!: Third Party Candidates

- Abramson, Paul R., John H. Aldrich, Phil Paolino, and David W. Rohde. 1995. “Third-Party and Independent Candidates in American Politics: Wallace, Anderson, and Perot.” *Political Science Quarterly*. 110(3):349-367. **(B)**
- New Hampshire Public Radio. “The Two-Party System.” *Civics 101*. **(AUDIO)**

Wednesday October 3– Interest Groups

- Sides et al: Chapter 7

Friday October 5– Can Interest Groups Shape Elections?

- Anzia, Sarah F. 2011. “Election Timing and the Electoral Influence of Interest Groups.” *Journal of Politics*. 73(2):412-427. **(B)**

## The Media

Monday October 8– The Media

- Sides et al: Chapter 8

Wednesday October 10– Is Money Speech in a Campaign?

- More Perfect. 2017. “Citizens United.” *WNYC Studios*. **(AUDIO)**
- Epstein, Lee and Thomas G. Walker. 2016. “Regulations of Election Campaigns” in: *Constitutional Law for a Changing America: Rights, Liberties, and Justice*. Washington: Congressional Quarterly Press. **(B)**

Friday October 12– Media and Money

- Bailard, Catie Snow. 2016. “Corporate Ownership and News Bias Revisited: Newspaper Coverage of the Supreme Court’s *Citizen’s United* Decision.” *Political Communication*. 33(4):583-604. **(B)**

Monday October 15– The Rise of Fake News

- Lazer, David M. J. et al. 2018. “The Science of Fake News.” *Science*. 359:1094-1096. **(B)**
- Reveal. 2017. “A Slice of Fake News.” *Center for Investigative Reporting*. **(AUDIO)**

Wednesday October 17– What Our Media Choices Say About Us

- Pariser, Eli. 2011. “Beware Online ‘Filter Bubbles’” *TED Talks*. **(VIDEO)**
- Shellenbarger, Sue. 2016. “Most Students Don’t Know When News is Fake, Stanford Study Finds.” *Wall Street Journal*. **(B)**

Friday October 19– Thinking Critically About Money & Politics

- Lessig, Lawrence. 2013. “We the People, and the Republic We Must Reclaim.” *TED Talk*. (**VIDEO**)
- New Hampshire Public Radio. 2018. “Super PACs.” *Civics 101*. (**AUDIO**)  
Super PACs Civics 101

## Presidential Elections

Monday October 22– Presidential Campaigns

- Sides et al: Chapter 9

Wednesday October 24– The Changing Presidential Campaign

- Rhodes, Jesse H. and Zachary Albert. 2017. “The Transformation of Partisan Rhetoric in American Presidential Campaigns, 1952-2012.” *Party Politics*. 23(5):566-577. (**B**)
- Kreiss, Daniel. 2016. “Seizing the Moment: The Presidential Campaigns’ Use of Twitter During the 2012 Electoral Cycle.” *New Media & Society*. 18(8):1473-1490. (**B**)

Friday October 26– The Atypical 2016 Election

- Silver, Nate. “The Real Story of 2016.” *FiveThirtyEight*. (**B**)
- Silver, Nate. “Donald Trump Had a Superior Electoral College Strategy.” *FiveThirtyEight*. (**B**)

## State & Local Elections

Monday October 29– State & Local Elections

- Sides et al: Chapter 11
- Planet Money. 2018. “REDMAP.” *National Public Radio*. (**AUDIO**)

Wednesday October 31– State Judicial Elections

- Kritzer, Herbert M. 2015. “Judicial Elections: Then and Now.” in *Justices on the Ballot: Continuity and Change in State Supreme Court Elections*. Cambridge University Press: New York. (**B**)

Friday November 2– Judicial Elections Considered

- O’Connor, Sandra Day. 2012. “Retired U.S. Supreme Court Justice Sandra Day O’Connor’s Speech.” *National Council of State Legislatures*. (**VIDEO**)
- Bonneau, Chris W. 2018. “The Case for Partisan Judicial Elections.” *The Federalist*. 4-8. (**B**)

## Candidate Recruitment & Home Style

Monday November 5– Who Runs?

- Fox, Richard L. and Jennifer L. Lawless. 2005. “To Run or Not to Run for Office: Explaining Nascent Political Ambition.” *American Journal of Political Science*. 49(3):642-659. (B)
- Hennig, Brett. 2017. “What if We Replaced Politicians with Randomly Selected People?” *TED Talks* (VIDEO)

Wednesday November 7– 2018 Election Recap

- No readings, but follow the election returns and review news.google.com before class

Friday November 9– Congressional Campaigns

- Sides et al: Chapter 10

Monday November 12– How Members of Congress Campaign

- Fenno, Richard F. 1978. “Home Style: Presentation of Self.” in: *Home Style: House Members in Their Districts*. Boston: Little, Brown, & Company (B)

Wednesday November 14– How Members of Congress Campaign II

- Fenno, Richard F. 1978. “Home Style: Presentation of Self. II” in: *Home Style: House Members in Their Districts*. Boston: Little, Brown, & Company (B)

Friday November 16– Changing Campaign Style

- Fenno, Richard F. 1978. “Constituency Careers and Stylistic Changes” in: *Home Style: House Members in Their Districts*. Boston: Little, Brown, & Company (B)

Monday November 19– How Does the Candidate Campaign?

- Jones, Jennifer J. 2016. “Talk Like a Man: The Linguistic Styles of Hillary Clinton, 1992-2013.” *Perspectives on Politics*. 14(3):625-642. (B)

Wednesday November 21 – **READING DAY: NO CLASS**

- *No readings*

Friday November 23 – **THANKSGIVING BREAK: NO CLASS**

- *Enjoy your day!*

## Voter Participation

Monday November 26– Voter Participation

- Sides et al: Chapter 12

Wednesday November 28– Who Participates?

- Verba, Sidney, Kay Lehman Schlozman, and Henry Brady. 1995. “Resources for Politics: Civic Skills.” in: *Voice and Equality*. Cambridge, MA: Harvard University Press. (B)

## Voter Choice & Identity Politics

Friday November 30– Voter Choice

- Sides et al: Chapter 13

Monday December 3– What’s the Value in a Candidate That Looks Like Us?

- Gay, Claudine. 2001. “The Effect of Black Congressional Representation on Political Participation.” *American Political Science Review*. 95(3):589-602. (B)

Wednesday December 5– What’s the Value in a Candidate That Looks Like Us II?

- Teele, Dawn Langan, Joshua Kalla, and Frances Rosenbluth. 2018. “The Ties That Double Bind: Social Roles and Women’s Underrepresentation in Politics.” *American Political Science Review*. 112(3):525-541. (B)

**FINAL EXAM: DUE VIA BLACKBOARD BY 10:30AM  
ON MONDAY DECEMBER 10**