
Summer 2019, June 17-August 6

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Overview and Course Objectives

Students in this seminar will explore how campaigns in the US are organized and conducted, what shapes voter turnout and choice, and what factors determine election outcomes.

Upon completing the course, students will be able to:

- explain what political science research reveals about campaigns and elections in the US.
- apply the findings of this research to normative questions about the quality of campaigns and elections and proposals for reform.
- complete a major, independent research project that draws from original political science research.
- effectively communicate their research in written and oral presentations.

Required Readings

Campaigns and Elections, 3rd edition, by John Sides, Daron Shaw, Matt Grossman, and Keena Lipsitz. 2018. WW Norton. ISBN 978-0-393-64092-2 (ebook version).

Online readings. These are scholarly research articles from journals, available full-text online through the UMassD Library. Links for all online readings will be available in the myCourses site.

Requirements

Your grade is calculated by earning up to 1,000 points from the following assignments.

Research Paper – 300 points

Students will complete a research paper that involves an extensive review of the political science literature directed toward answering a specific research question. Papers should use a *minimum* of 20 scholarly sources. There will be intermediate due dates for this assignment: submitting a research question (20 points); a preliminary bibliography of ten sources (30 points); an outline of the paper (50 points); and a final draft of the paper (200 points). Due dates and full directions will be available in myCourses in the Research Paper folder.

Research Paper Presentation – 75 points

At the end of the course session, students will record a 10-15 minute oral presentation describing the research completed for the paper.

Reading Summaries – 200 points

For each textbook chapter, students need to complete a summary. These summaries will contain the following elements: 1) a basic outline of the sections, subsections and major subpoints; 2) at least three open-ended questions about the readings or related topics that you think would be interesting for the seminar discussion. Note that you need not complete summaries for the articles, only the chapters in the textbook.

Essays – 225 points

You will complete three essays of 750-900 words. They are due at three points in the semester, and you will have a choice from several essay topics. The essays are meant to give you an opportunity to reflect on the readings and class discussions. They do not require additional research.

Class Contribution – 200 points

This course is a seminar, which means it depends heavily on students discussing the readings. Though this discussion will take place online, it is still a critical part of the class. Students should expect to talk extensively about the topics we are addressing. It is also important for the discussion boards and VoiceThreads to be a place for *discussion*, not just one-sided posting of opinions. I will be looking for quality interactions among students, and those who engage constructively with their classmates will earn the most points. In general, students should aim for a minimum “1+2” rule in each discussion board: post an initial thread once and respond in others’ threads twice in each board. This is not an inflexible rule, and students will not be penalized, for example, if they post a 2+1 or a 0+4 in a particular board. But, on average across the boards, you should try to initiate and respond regularly, and you should respond more than you initiate.

Your final grade is calculated based on the total points you earn:

LETTER GRADE	TOTAL POINTS	PERCENT		LETTER GRADE	TOTAL POINTS	PERCENT
A+	970-1000	97-100		C	730-769	73-76
A	930-969	93-96		C-	700-729	70-72
A-	900-929	90-92		D+	670-699	67-69
B+	870-899	87-89		D	630-669	63-66
B	830-869	83-86		D-	600-629	60-62
B-	800-829	80-82		F	<600	<60
C+	770-799	77-79				

Policies

Late assignments for the research papers and late essays will be penalized 10 percentage points. Late summaries will have a 50 percentage point deduction.

Academic dishonesty will not be tolerated. Students who engage in academic dishonesty will fail the course. If you have any doubts or questions about whether some action constitutes academic

dishonesty, please ask me. Also, you must familiarize yourself with the UMD statement on academic ethical standards in the Student Handbook:

http://catalog.umassd.edu/content.php?catoid=12&navoid=659#Academic_Ethical_Standards

Incompletes will only be given in exceptional circumstances. A request for an incomplete must be made no more than 48 hours after the last class. You must be passing at the time of the request or sufficiently close to passing that the completion of the work after the semester will likely lead to a passing grade.

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please secure the appropriate paperwork from the Center for Access & Success. The necessary paperwork is obtained when you bring proper documentation to the Center for Access & Success Office, which is located in Pine Dale Hall, Room 7136, phone: 508-999-8711.

Schedule

The course is divided into three main sections, each with three topics (plus an introductory mini-topic). There are three readings for each topic: one chapter from the book and two articles. In addition, there is a guiding normative, or prescriptive, question for each section, which requires a consideration of empirical evidence as well as competing values and the exercise of moral judgment to answer. We will explore the normative question in a VoiceThread discussion. For each topic there is a focused descriptive question that can be answered using empirical evidence. The research articles relate specifically to the descriptive question.

The course materials are organized into section folders. In each section there is a discussion board for the normative question. Also in the section folders are learning modules for each topic, which contain all the relevant materials and assignments. Inside each learning module you'll find:

- my introduction to the topic
- links to the articles
- a dropbox for your chapter summary
- a discussion board related to the articles and the descriptive question

There are designated windows of time when the class should be focused on each of the topics. Generally, online classes permit some flexibility in how quickly students progress through the course, but a seminar format, with its emphasis on discussion, requires that everyone more or less keep pace together. Within this time window, there are specific due dates for the chapter summaries and initial posts in each discussion board should begin as soon as the time window for that topic starts. At the end of each section, there is also a due date for the essay.

The research paper also has a number of intermediate deadlines at which point some preliminary work must be completed. There is a content area in the course site that contains all of the information about the research paper and dropboxes for all the assignments. Links for these assignments are also placed in the section folders that we will be working in at the time they're due.

Topic and Dates	Readings, Focus Questions, and Due Dates
Intro: Studying Elections June 17-18	C&E Chapter 1 – Introduction (<i>Summary due June 19</i>) Watch course video “How to Read Research Articles”
Section 1 – The Nature of Campaigns June 19-July 3 Normative Question: What kinds of regulations should be in place for campaign finance? What should be reformed or changed?	
Campaign Finance June 19-24	C&E Chapter 4 – Financing Campaigns (<i>Summary due June 21</i>) Jacobson “Effects of Campaign Spending” Erikson and Palfrey “Campaign Spending and Incumbency” Does money help candidates get elected?
Campaign Organization and Strategy June 25-June 28	C&E Chapter 5 – Modern Campaign Strategies (<i>Summary due June 25</i>) Maisel and Stone “Determinants of Candidate Emergence” Fox and Lawless “Gender, Recruitment, and Political Ambition” Who runs for office and why do they decide to run?
<i>Research Question due June 28</i>	
Media and Campaign Advertising June 29-July 3	C&E Chapter 8 – Media (<i>Summary due June 29</i>) Shaw “Effect of TV Ads” Lau et al. “The Effects of Negative Campaigns” Living Room videos What effects does negative advertising have? Does it help candidates gain votes?
<i>Essay 1 due July 3</i>	
Section 2 – The Nature of Elections July 4-July 21 Normative Question: What reforms should be implemented to improve the way candidates are nominated?	
Presidential Nominations and Elections July 4-July 9	C&E Chapter 9 – Presidential Campaigns (<i>Summary due July 4</i>) Norrander “End Game in Presidential Nominations” Holbrook “Campaigns and Presidential Elections” Do presidential campaigns make a difference, or are election outcomes shaped predominantly by context and conditions?

<p>Congressional Elections July 10-July 15</p>	<p>C&E Chapter 10 – Congressional Campaigns (<i>Summary due July 10</i>) Cox and Katz “Why Did Incumbency Advantage Grow?” Abramowitz et al. “Incumbency, Redistricting, and the Decline of Competition”</p> <p>Why do incumbents have such an advantage?</p>
	<p><i>Preliminary Bibliography due July 15</i></p>
<p>State and Local Elections July 16-July 21</p>	<p>C&E Chapter 11 – State and Local Campaigns (<i>Summary due July 16</i>) Hogan “Challenger Emergence, Incumbent Success, and Electoral Accountability” Carsey and Wright “Gubernatorial and Senatorial Elections”</p> <p>What shapes state election outcomes?</p>
	<p><i>Essay 2 due July 21</i></p>
<p style="text-align: center;">Section 3 – The Voters July 22-August 6</p> <p style="text-align: center;">Normative Question: What should be done to improve the quality of the democratic process? How might turnout be increased? How could we make voters better informed? Is there a way to make government more responsive to voters?</p>	
<p>Turnout July 22-July 25</p>	<p>C&E Chapter 12 – Voter Participation (<i>Summary due July 22</i>) Powell “Turnout in Comparative Perspective” Bergan et al “Grassroots Mobilization and Voter Turnout”</p> <p>What shapes voter turnout?</p>
<p>Vote Choice July 26-July 31</p>	<p>C&E Chapter 13 – Voter Choice (<i>Summary due July 26</i>) Carmines and Stimson “Two Faces of Issue Voting” Redlawsk “Motivated Reasoning”</p> <p>How sophisticated is the typical voter about the vote choice?</p>
	<p><i>Research Paper Outline due July 31</i></p>
<p>Election Effects – Linkages and Mandates August 1-August 6</p>	<p>C&E Chapter 14 – Democracy in Action or a Broken System? (<i>Summary due August 1</i>) Grossback et al. “Electoral Mandates” Gilens and Page “Testing Theories of American Politics”</p> <p>Do elections create a linkage between the public and what government does?</p>
	<p><i>Research Paper Presentation due August 2</i> <i>Essay 3 due August 6</i> <i>Research Paper due August 6</i></p>