

Voters, Campaigns, and Elections
POLI-319
Fall-2014

Instructor: Dr. David Hill
Office: 315B Elizabeth Hall
Office Hours:
Monday: 1:30pm-3:30pm
Wednesday: 1:30pm-2:15pm
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Classroom: Flagler Hall 313
Time: TR 1:00pm-2:15pm

Course Description

Elections are one of the central mechanisms of democratic decision-making. They enable us to select leaders and to choose the policy direction of the nation either through the election of representatives or direct voting on policy questions. Because of the crucial role of elections in democracies, it is important that we as students of democracy and citizens understand the complexity of elections. To this end, this course is an in-depth examination of elections in the United States. Democratic theory, however, reminds us that an essential part of any democratic polity is its citizens (preferably engaged and active citizens.) Thus, we will also focus our analysis on the influences underlying citizens' attitudes and behavior and how these attitudes and behaviors relate to politics. Because we will be undertaking our examination within the context of a midterm election, a substantial portion of this class will be devoted to an in-depth exploration of United States congressional elections.

Course Objectives

1. Expose the student to the latest research being conducted in the subfields of elections and mass political behavior.
2. Facilitate the student's ability to research and analyze issues and phenomena related to campaigns and elections.
3. Facilitate the student's ability to objectively critique the American electoral system by identifying potential problems and proposing potential reforms.

Required Text:

Jacobson, Gary, C. 2009. *The Politics of Congressional Elections*. 7th Edition. New York: Pearson/Longman

Flanigan, William, H. and Nancy H. Zingale. 2014. *Political Behavior of the American Electorate*. 13th Edition. Washington D.C. Congressional Quarterly Press.

This course will use Blackboard as a course foundation. All readings marked with an asterisk on the syllabus can be found on the course website. You will need to have Adobe Acrobat reader to open these files. All written assignments are to be submitted through the course website. Hard copies will not be accepted.

Class Assignments

Midterm Exam:	25%
Research Paper	20%
Written Essays	20%
Final Exam	30%
Class Participation	05%

Exams

The midterm examination is tentatively scheduled for **Tuesday, October 7th** during regular class hours. The final examination is scheduled for **Wednesday, December 10 at 1:00pm**. Each exam will have two components. The format of the exams will be essay questions. The final will be comprehensive, although its main emphasis will be on the second half of the course.

Research Paper:

Using the 2006-2012 Cooperative Congressional Election Study (CCES) your research paper will be a quantitative analysis of a question related to elections in the United States. The finished project should be between 8-10 double-spaced pages and properly cited. The final due date for the project is Thursday, November 20th. You are to submit a proposal for your topic on Thursday, September 18th. I will provide further information in the coming days on this project.

Written Assignments

You will also complete two critical essays over the course of the semester that will require you to draw together several readings into a coherent paper. The length of these papers will be six to eight double-spaced pages. At the time of the assignment, I will hand a sheet detailing the specific question you are to address. The first of these papers will be prior to the midterm exam and the second will be prior to the final.

Unexcused late papers (the two critical essays and the research paper) will be sanctioned 1 letter grade each after the due date.

Class Participation

Ten percent of your final grade will be based on class participation. This portion of your grade will be determined by attendance and participation in classroom discussions. **I reserve the right to give a “reading quiz” at any point during the semester.**

I approach the classroom as an exchange of ideas between scholars. Implicit in this statement is the idea that all individuals (including myself) will come to class prepared to discuss the reading material for the day. *An exchange of ideas cannot take place with only one person participating.* In order to facilitate classroom discussion I will frequently call on students to either answer a question or to provide their thoughts concerning the readings for the day. The best way to succeed in this course is to do the assigned readings, take notes if possible, and come to class with the intention of discussing the material you have read.

Undocumented absences from examinations or quizzes will result in a score of zero.

Incompletes

No student will be given an incomplete in the course without a verifiable accident, illness, or severe family emergency. If at all possible, these situations must be discussed with the professor prior to the end of the semester, in order for an incomplete to be given.

Extra Credit

There will be no extra credit awarded to any student for any reason. Please don't ask.

Academic Integrity

As members of an academic community, we are jointly responsible for maintaining intellectual and academic honesty. I expect that all work submitted for this course is your own, that contributions from others are clearly acknowledged, and that unauthorized assistance on exams or papers has been neither given nor received. Stetson's honor pledge applies to all work done in this course. To indicate your commitment to academic integrity, I ask that you write the word "PLEDGED" with your initials or signature on each classroom test and quiz as well as major essays.

As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgement of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material. By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System.

Special Needs

If you anticipate barriers related to the format or requirements of this course, and if you determine that disability-related accommodations are necessary, please register with the Academic Resources Center (822-7127; www.stetson.edu/arc). You and the ARC staff can plan how best to coordinate your accommodations. You may notify me of your eligibility for reasonable accommodations, but are not required to do so.

Please take advantage of my office hours. They are strictly for the purpose of helping you understand the material presented in the class. If you can't meet me during office hours I will be glad to set up an appointment so we can meet at a time when both of our schedules allow it. You can also contact me anytime through e-mail to ask a question or to set up an appointment if you have a problem meeting during my scheduled hours.

Technology

The use of cell phones for any purpose is prohibited. Please put your phone away prior to the start of class. If you are seen using your phone (texting, email, internet, etc.) you will be asked to leave the classroom for the remainder of the class. Please keep your phone put away. If you would like to use a laptop to take notes you may certainly do that. If you do choose to use a laptop, then you must sit in the front row. If you are seen using your laptop for anything other

than classroom purposes you will be asked to leave the classroom for the remainder of class and prohibited from bringing your computer to class for the remainder of the semester.

Course Outline

- I. Introduction (August 21-26)
 - Jacobson, Chapter 1 and 2 (pages 17-22)
 - Flanigan and Zingale, Ch. 1.
- II. We're Different. Or Are We? American Elections in Comparative Perspective (August 28)
 - Powell* 1 and 2
 - Norris*
- III. The Effects (or non-effects) of Redistricting (Sept 2-Sept 4)
 - Jacobson Ch. 2 (pages 5-16)
 - Carson et al*
 - Hayes and Mckee*
 - Fogette, et. al.*
- V. Who on Earth Would Do This? Candidates in Midterm Elections (September 9-11)
 - Jacobson, Ch. 3 (pages 23-40)
 - Maestas, et. al*
 - Fox and Lawless*
 - Branton*
- VI. Money It's a Hit. Don't Give Me That Do Goody Good Bull... (September 18-23)
 - Jacobson Ch 3(pages 45-55) and Chapter 4 (pages 63-87)
 - Kihong and Gross*
 - La Raja and Schaffner*
- VII. The Xs and Os: Campaign Strategy (September 25-October 2)
 - Jacobson Ch. 4 (pages 87-105)
 - Sides et. al.
 - Lau and Pomper*
 - Walter*

Midterm Exam: Tuesday, October 7

- VIII. She Said What? The Role of the Media in Campaigns (October 14-21)
 - Flannigan and Zingale, Chapter 7
 - Miller*
 - Dilliplane*
 - Druckman et.al.*
- XII. Eenie, Meenie, Miney, Moe: Vote Choice (October 23-38)
 - Jacobson Ch. 5
 - Flanigan and Zingale, Ch. 8
- XI. Looking into the Crystal Ball: Forecasting Election Outcomes (October 30)
 - Jacobson Ch. 6 (159-161)

- PS. Symposium on Forecasting Elections
- XIII. Making Sense of the Outcome: Interpreting Election Outcomes (November 4-11)
Jacobson Chs. 6 and 7
Campbell*
Garand and Lichtl*
Goldstein, et. al.*
- IX. Because My Daddy Was: Party Identification (November 13-18)
Flanigan and Zingale, Chs. 3-5
Dinas*
Gerber et. al.*
Smidt*
- X. Why Should I? Electoral Participation (November 20-25)
Flannigan and Zingale, Ch. 2
Hill*
Campbell*
Hanmer*
Burden etal*
Collins et al*
- XIV. Us versus Them: A Polarized Electorate? (December 2-December 4)
Druckman et.al.*
Saunders and Abramowitz*
Thornton*
Weinschenk*