

**PS 4026 – Campaigns and Elections  
Fall 2014**

**Class Time:** MWF 9:30-10:20 am  
**Classroom:** Audubon 104  
**Professor:** Dr. Christopher Mann  
**E-mail:** cmann13@lsu.edu  
**Office Location:** Hodges 210  
**Office Hours:** Mon & Fri 1:15-3:00, W 1:30-3:00, and by appointment

**Course Description:** This course is intended to provide an overview of campaigns and elections in the United States for political science majors and non-majors with an interest in understanding elections, campaigns, and voting in the United States. We will cover the institutions governing voting, political communication, public opinion, political participation, and political behavior.

The primary course objective is for you to gain a greater understanding of campaigns and elections, American style. This necessarily includes an in-depth understanding of the when, where, why, how and to what effect candidates, media, and voters shape strategies and outcomes. Specifically, by the end of this course, you should:

- Understand the motivations and constraints of campaign strategies and actions.
- Understand the basic set up of the United States electoral system and how it influences outcomes.
- Understand the interactions among candidates, media and voters in the context of political campaigns.
- Understand the reasons why individuals choose to participate or not to participate in the American political process.
- Become sophisticated consumers of political information generally and campaign information specifically.

The material for this course will be presented in lecture, in-class activities, readings, and assignment. The readings provide an in depth look at important aspects of American politics. You are expected to complete the readings prior to class. Attendance and participation are required. You will be graded on your preparation and contributions.

My goal is to engage you in the many fascinating aspects of campaigns and elections in the United States. We cannot cover everything on this broad and important topic in lecture, discussion, and the readings, so office hours are the appropriate time to discuss additional ideas and materials that may interest you. Of course, office hours are a valuable resource if you have questions about lecture, readings, assignments, or exams.

**Office Hours:** Office hours are an opportunity for you to speak to me about material covered in class, as well as many topics that we do not have time to cover in class. You should come see me during office hours if:

- You are interested in topics related to campaigns and elections that we are not covering in class.
- You want to talk more about topics covered in class.
- You are having difficulty with any of the material from lecture or reading.
- You are having difficulty with any of the assignments or exams.
- You are interested in working on research or doing internships related to the course.

Office hours can be an important part of your education. Don't pass up the opportunity and resource!

**Contact Info:** Email is the most reliable way to reach me. Although I try to respond quickly, I do not check email constantly so expect delays of up to 12-24 hours during the week and occasionally no response between Friday afternoon and Monday morning. When sending an email message, please include your full name and the course number.

For class related communication, I will use the email address you have listed in Moodle to contact you so it is important to make sure that your email account listed with Moodle is up-to-date.

**Course Website:** All students officially registered for the course can access the course's Moodle page. The Moodle page includes a course syllabus, announcements, readings, assignments, and any other relevant course information.

**Class Decorum:** In addition to learning about campaigns and elections, you are preparing for 'real life' after graduation. As such, you are expected to comport yourself in class just as you would as a professional in the 'real world'. You are expected to be on time, pay attention, refrain from talking in class or other interruptions, or engage in other distractions (text messaging, surfing the web on your computer, etc). Failure to behave with proper decorum in class may result in grade penalties.

Eating and gum chewing are not allowed in class. You may bring water or other non-alcoholic beverages in a spill resistant container for consumption during class.

*Cell phones must be turned off and put away prior to class* (along with any other electronic device that will ring, buzz, or make other noises/flash lights/etc).

Many of you will bring strong partisan attachments to the discussion of campaigns and elections. Partisan perspectives are welcome and appropriate for many discussions, but must be expressed in an appropriate and civil manner that is respectful of classmates, candidates, and other individuals engaged in the campaign. Rhetoric is an integral part of campaigning, but there is no place in this class for the vitriol or distortions sometimes seen in campaigns. In this class, you are a scholar – not an activist.

**Laptop Policy:** A wide range of research has found that use of a laptop in class will, on average, reduce understanding of the course material and result in lower grades. The negative impact on learning and grades affects those who sit around someone using a laptop, as well as the user. In fact, some studies indicate that the negative effect is worse for people sitting near a laptop user than for students directly using the laptop. However, I am aware that some students have strong preferences to use their laptop for taking notes. Therefore, *students using laptops to take notes will sit in the designated area in the back of the classroom*. If I find that you are using your laptop for non-course related activities, you will need to turn it off or leave the class.

The articles below are just a few of the studies about this question:

- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education, 62*, 24-31.
- Rosen, L. D., Mark Carrier, L., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior, 29*(3), 948-958.
- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education, 50*(3), 906-914.

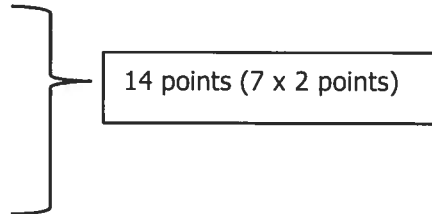
**Accessibility Resources:** Reasonable accommodations will be provided for students who have a documented disability. Please contact me by e-mail or during office hours during the first two weeks of school if you will be arranging alternative accommodations.

**Class Cancellation:** In the event a class is canceled (due to natural disaster, instructor illness, etc.) you are still responsible for having done the work assigned on this syllabus by its assigned date. You will be notified of changes in the syllabus and/or any make-up classes.

**Late Submission of Assignments:** I am generally willing to consider reasonable extensions for assignments, if the extension is discussed with me well in advance. I am generally unwilling to give last minute extensions, except due to genuinely unanticipated events (illness, accidents, and other emergencies). Late assignments without permission in advance will either not be accepted or will incur a grade penalty unless they are due to documented serious illness or a family emergency. Start assignments early and protect yourself against computer failures. Retain an electronic version of your work.

**Grading:** The class will be graded based upon attendance/participation, campaign profile assignments, three exams, Media Effects Lab participation, and a final project related to all of the material covered during the semester.

Exam #1	13 points
Exam #2	20 points
Exam #3	32 points
Campaign Profile Assignments	
#1 Candidate Bios	2 points
#2 Election Rules	2 points
#3 Message Box & SWOT	2 points
#4 Polling	2 points
#5 Campaign Ads	2 points
#6 Online campaign	2 points
#7 Voter Mobilization	2 points
Election Day Assignment	8 points
Attendance/Participation	10 points
Media Effects Lab Participation	3 points



*Extra Credit available:*

Additional participation in Media Effects Lab	Up to 3 points
Parish poll-worker on Election Day	5 points (per election)

*Grading scale:*

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	0-59.99

*Grade changes:* I do make mistakes, so I am willing to review an assignment, exam, or final project grade you believe to be incorrect. However, a request to review a grade means that I will fully reconsider the grade assigned. Therefore, the assigned grade may go *up* or *down* based on my review (note: past grade reviews have resulted in changes *up* and *down*). You may be asked to explain your reasoning for a higher grade in writing before I will review any assignment.

**Media Effects Lab Participation**

This course draws on the type of research conducted here at LSU and part of the course is learning to be a careful consumer of this research. As in all things, there is no substitute for firsthand experience. Therefore, you will have the opportunity to receive course credit worth up to three point for your final grade by participating in ongoing research in the Media Effects Lab [MEL], or by completing an alternate assignment in lieu of a research participation opportunity (<https://lsu-manship.sona-systems.com>). Please note that to earn each point for your final grade, you must either earn one MEL points or complete alternate assignments associated with studies by the due dates given—late participation or assignments will not be available. Students may earn up to 3 extra credit points for your final grade by accumulating additional MEL credit (1 MEL credits = 1 extra credit point).

**Exams**

This course has three exams, and all three will be take-home exams. Take-home exams are open-book and open-notes, but closed-mouth. You may **not** work with classmates, roommates, friends, or family members on the exam. The take-home exams are part of your learning experience, as well as an evaluation tool.

The first exam will cover material up to that point in the course. The second mid-term exam will cover material from the first exam to the second exam. The third exam will cover material from the second exam to the end of the course. The exams are not cumulative, but you will need to understand prior material to answer questions on later exams.

The later exams are worth more points because they cover more material. This is designed for you to learn what I expect on exams. Just so you aren't surprised, the later exams will also be longer in proportion to the number of points for the exam. Please plan your time accordingly.

You will have an adequate time to complete each exam between when it is handed out and when it is due. Since you have adequate time to complete the exam, you should proofread your exam. Typos, bad grammar, and lack of clarity will be penalized.

You have time and the full resources of course materials, the library, and the web to answer the exam questions. Any assistance from or collaboration with others on the exam will result in serious penalties, including failure of the exam, failure of the course, and other penalties through the LSU disciplinary process.

Exams must be turned in via Moodle no later than the start of class on the day they are due.

#### *Exam Due Dates*

Exam 1 – Monday, September 22

Exam 2 – Monday, October 20

Exam 3 – December 9 (by 9:30am – end of scheduled final exam period)

Note: The first two dates are subject to change at my discretion, with advance notice, based on how we proceed through planned material. The dates may be postponed, but will not be made earlier.

Finally, there is no in-person final exam for this course. The last exam will be turned in via Moodle on (or before) the scheduled time. Since this is a take-home exam that will be handed out on the last day of class, the due date will not be rescheduled.

**Exam Make-up Policy:** No make-up exams will be given during the terms except for extraordinary situations. If you have a valid reason (documented illness or major family circumstances) for turning in an exam late, arrangements may be made on a case-by-case basis. If you are going to be late, you must contact me BY E-MAIL prior to the exam or as soon as you are aware that you will miss the exam due date to avoid receiving a zero for the exam.

#### **Campaign Profile Assignment**

Campaign profile assignment requires you to profile one of the many competitive campaigns from the 2014 General Election. We will have a "draft" for you to select the race you wish to profile. Draft order will randomly assigned by me in class using Excel. A list of competitive races will be provided on Moodle in advance. You may choose to a race not on my suggested list, but you will have to demonstrate that it is competitive and interesting enough for these assignments.

The race selected for the campaign profile assignment will also be the subject of questions on the exams. You will be asked to draw on the race you are profiling to provide examples and/or apply critical thinking about concepts. Therefore, you should pay attention to the race beyond the specifics of the assignments.

We will have 7 assignments during the semester, although none during weeks with an exam. You will upload the profile assignments on Moodle no later than the start of class on the due date (the night before is a good idea so you don't forget). These assignments shall be 2 to 4 pages (double spaced).

In each class, I may select students to provide brief oral reports on the race they are profiling. Your grade will be based on the summaries and in-class reports.

You will be profiling the race, not a particular candidate in the race. Your work is expected to be a non-partisan/bi-partisan case study of the campaign and both candidates. All candidates do smart things and stupid things. All candidates have good luck and bad luck. Your work should reflect this reality.

## **Election Day Assignment**

With Election Day 2014 occurring in the middle of the semester, you have the opportunity to experience the campaign and election first-hand – and as more than a voter. Your assignment is to participate in Election Day as a campaign volunteer or poll-worker for a minimum of 5 hours – although my hope is that you will embrace a full day experience. You will write a brief summary of your experience and we will discuss it in the class following Election Day.

You will submit a brief written and photographic journal of your experience on Election Day. In the journal, you will record your observations and experiences throughout the time at the polls to document your experience. We will also discuss your experience in the class after Election Day.

You may work for any candidate, party, ballot measure committee, or civic organization engaged in campaign or voter mobilization work, or you may sign up to work for the East Baton Rouge Parish Clerk of the Court as an election commissioner (or do so in any other parish). Note serving as an election commissioner receives extra credit *in addition to* the normal credit.

If you have other classes on Election Day, please let me know so that we can make arrangements with your other professors to miss class. If missing other classes or other obligations does not allow you to complete the assignment for 5 hours between open and close of polls on Election Day, please see me about arrangements to complete the assignment prior to Election Day during the early voting period and/or run-up to Election Day.

### **Required Reading:**

**You are required to do the reading for prior to each class.** They will make the material covered in lecture much clearer and easier to follow. The lecture will also provide context and explanation of the readings. In addition to the assigned readings on the syllabus, you are expected to read news about the 2014 campaign/election from journalistic sources and/or a bi-partisan set of blogs.

You need to read about the election in a journalistic news publication that covers national politics on a regular basis. This may be your hometown newspaper or a national/regional newspaper (for example, *The Advocate*, *Times-Picayune*, *Washington Post*, *Wall Street Journal*, *New York Times*, *Los Angeles Times*, *Chicago Tribune*, *Houston Chronicle*, *Dallas Morning News*, *Atlanta Journal-Constitution*, etc). I recommend Politico.com for reasonably non-partisan journalistic type coverage of the election at the national level. Several places provide poll results and commentary on these results, including RealClearPolitics.com, Nate Silver's [fivethirtyeight.com/politics](http://fivethirtyeight.com/politics), and the Huffington Post's Pollster ([elections.huffingtonpost.com/pollster](http://elections.huffingtonpost.com/pollster)).

There are countless blogs about politics on both sides of the aisle. Among the most high profile are HuffingtonPost.com and Talking Points Memo [tpm.com] (liberal/Democratic) and DrudgeReport.com (conservative/Republican). If you want to know what political scientists think about the election (and lots of other topics in the news), the best single source is the Washington Post's "Monkey Cage" blog ([www.washingtonpost.com/blogs/monkey-cage](http://www.washingtonpost.com/blogs/monkey-cage)). The New York Times' Upshot ([www.nytimes.com/upshot](http://www.nytimes.com/upshot)) also features the work of political and other social scientists, as well as journalists. Virtually every state has one or more (mostly) non-partisan blog about state and local politics. You should follow the appropriate state blog(s) for your campaign profile assignment.

### **Readings are posted on the Moodle site or from books available at the bookstore:**

1. Stephen K. Medvic, *Campaigns and Elections: Players and Processes*, 2<sup>nd</sup> Edition, 2013
2. James A. Thurber & Candice J. Nelson (editors), *Campaigns and Elections American Style*, Fourth Edition, 2014

*Note: A few readings are from older editions of Thurber & Nelson's "Campaigns and Elections American Style". These readings will be posted on Moodle as pdfs.*

***The instructor reserves the right to make changes to the schedule and syllabus. Changes will be announced via Moodle and the new syllabus will be posted on Moodle.***

<b>Reading For:</b>	<b>Topic</b>	<b>Readings</b>	
8/27	<b>Introduction - Why Have Elections? Why So Many? Do Campaigns Matter?</b>	Anthony King, "Running Scared", <i>Atlantic Magazine</i> ( <a href="http://www.theatlantic.com/issues/97jan/scared/scared.htm">http://www.theatlantic.com/issues/97jan/scared/scared.htm</a> )	Candice Nelson "C Chapter 14 , C & E Edition
9/3-9/8	<b>The Electoral System: Rules &amp; Outcomes</b>	Medvic, Chapter 1, 2 & Chapter 3 (pp61-67 only)	Chris Sautter, "Ele Rock and Roll", <i>Ch Style</i> , 4th Edition
		Thad Hall & Kathleen Moore, "Election Administration: Setting the Rules of the Game", Chapter 1, <i>New Directions in Campaigns &amp; Elections</i>	Paul Gronke, Paul, and Peter Miller. 2 Voting." <i>Annual Re Volume 11: 437-4!</i>
		Candice Nelson, "Changes in Election Laws", Chapter 6 of "Grant Park: The Democratization of Presidential Elections, 1968-2008"	
9/10	<b>Redistricting</b>	Gary Moncrief - Congressional Redistricting: How the Process Works	
9/12-9/17	<b>The Players: Candidates, Campaign Organizations, Parties, and Interest Groups</b>	Medvic, Chapter 4, 5 & 6	
9/19-10/1	<b>How Campaigns Think about Strategy</b>	Medvic, Chapter 9	Joel C. Bradshaw, and Why: Designir and Message", C & Edition (Moodle)
		David Winston, "Creating a Winning Campaign Strategy", Chapter 2, <i>C &amp; E American Style</i> , 4th Edition	Blinder - Georgia I Campaign Plan, Nc Is Published - NYT

10/6-10/15	<b>How Voters Decide: Image, Shortcuts, and "Low" Rationality</b>	Samuel L. Popkin <i>The Reasoning Voter: Communication and Persuasion in Presidential Campaigns</i> , Prologue, Chapter 1 & 10	John Zaller, "Informed Opinion", <i>American</i>
10/17-10/24	<b>Polling and Targeting</b>	Glen Bolger, "The Use of Survey Research in Campaigns", Chapter 3, <i>C &amp; E American Style, 4th Edition</i>	Alicia Kolar Prevorsek, "Fieldwork in Politics", Chapter 9, <i>C &amp; E American</i>
		Robert Blaemire, "The Evolution of Microtargeting", Chapter 10, <i>C &amp; E American Style, 4th Edition</i>	Inside the Cave - t
		Sasha Issenberg, "How President Obama's campaign used big data to target voters" MIT Technology Review (Moodle)	
10/27-11/3	<b>Campaign Advertising</b>	Jay Bryant, "Paid Media Advertising: Political Communication from the Stone Age to the Present", <i>C &amp; E American Style, 2nd Edition</i>	Leonard Steinhorn, "Advertising in a Market Society", <i>American Style, 2nd Edition</i>
		Bryce Corrigan & Ted Brader, "Campaign Advertising: Reassessing the Impact of Campaign Ads on Political Behavior", Chapter 5, <i>New Directions in Campaigns &amp; Elections</i>	

11/10- 11/17	<b>Old &amp; New Media</b>	Medvic, Chapter 7	Dotty Lunch, "How 2012 Election: The Chapter 7, <i>C &amp; E</i> Edition
		Alan Rosenblatt, "Dimensions of Campaigns in the Age of Digital Networks", Chapter 8, <i>C &amp; E American Style</i> , 4th Edition	Broockman, David "Do online advertis candidates' name favorability? Eviden field experiments." (2014): 263-289.
		Matthew MacWilliams and Edward Erikson and Nicole Berns - Can Facebook Predict Who Wins the Senate in 2014_ - POLITICO Magazine	Candice Nelson, "T Chapter 5 of "Grar Democratization of 1968-2008"
		Mathew Hindman, "Closing the Frontier"	John Zaller, "Monic Contribution to Pol Political Science
11/19- 11/26	<b>Voter Turnout &amp; Mobilization</b>	Medvic, Chapter 8	Donald Green & Al <i>Vote (2<sup>nd</sup> edition)</i> , @ LSU Library]
		Bachilla, Leighley & Nagler, "Voter Turnout in the 2012 Election", Chapter 11, <i>C &amp; E American Style</i> , 4th Edition	Christopher Mann "Voter Mobilization Turnout and Votin Paper Ballot Reque <i>Marketing</i>
		Ryan Enos & Anthony Fowler - "The Effects of Large-Scale Campaigns on Voter Turnout: Evidence from 400 Million Voter Contact"	Sasha Issenberg - Avoid Going Down New Republic



12/1-  
12/5

**Money in Politics**

Medvic, Chapter 3 (pp68-85)

David Magelby, "C  
Adapting to a Cha  
Environment", *Cha  
Campaigns & Elec*

Norman Cummings & Grace Cummings,  
"Strategy and Tactics for Campaign  
Fundraising", in *C & E American Style*, 2<sup>nd</sup>  
Edition

R. Sam Garrett, "M  
Policy: Campaign f  
*Citizens United*", *C  
Style*, 4th Edition

*McConnell v. Federal Election Commission*  
(2003)

*Citizens United v. .  
Commission* (2009

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## Advice For Being Successful in Class

Most of you will know instinctively much or all of what is below. However, experience has taught me that there are one or two people every semester who miss an important point or two. Therefore, in order to answer (or better yet avoid) as many questions as possible in advance:

- The time to begin caring about your grade is at the beginning of the semester, not the night before an exam or, even worse, the week before the final.
- It is really important to come to class. Lectures expand on the readings, they do not simply repeat it. Occasionally, someone will say that in her/his other classes, the instructor repeats what is in the text, and studying at home has always allowed her to pass before. This is not that sort of class!
- All the material is important: I wouldn't ask you to read something I thought was trivial, or bother to prepare lectures I didn't think were important. Please don't ask what you should study, since the answer will be all of these things. The color schemes on the Powerpoints are more than adequate guidance for studying.
- If you use a laptop for your notes, be sure to back up everything. Laptops have an intensely upsetting habit of crashing, often right before exams.
- It is wise to read over your notes after class, and fill in blanks while the material is still fresh in your mind. Things that one thinks one will remember become dimmer in one's mind as time passes.
- Try to study for exams ahead of time. That way, if something doesn't make sense, you have plenty of time to ask for an explanation. Don't be afraid to ask questions
- Exam questions test how well you have absorbed and integrated the information presented in readings and in class, as well as your analytic skills. Do not assume that you can get by with simply giving your opinion on a question, without incorporating what you (should) have learned from the readings and lectures.
- Exam questions require you to understand the material, not merely to memorize it. You will need to make connections between different parts of lectures and reading. Answers will require thought, not simply regurgitation of flash cards.
- Some questions have more than one part; be sure you have answered all of them
- Re-read your answers before turning in the exam. Be sure that you have answered the question actually asked in its entirety. It is also helpful to correct any errors in spelling and grammar.
- Occasionally, an emergency occurs and you will be unable to come to class. Since, by definition, no one plans on an emergency, think ahead. Find a classmate or two, preferably people with neat handwriting and orderly thought processes, to borrow notes from if the need should arise. Exchange telephone numbers and email addresses. In the event you miss class due to an emergency, I will be happy to answer questions during office hours about things that are unclear from the notes you receive – just as I am happy to answer questions about things that are unclear when you attend class. However, I will not summarize or repeat the lecture for you.

## **Tips for Writing Successful Essays**

by: Professor John Lapinski (University of Pennsylvania)

You will probably forget most of the facts you learn in college. You can obtain one enduring skill, however, the ability to express arguments coherently in writing. The purpose of writing is effective communication. Here is a set of tips for organizing and writing your paper:

1. Your paper should be argumentative, not narrative, in form.
  - a. You can assume that the reader is familiar with the class lectures and readings. Do not summarize the readings or others' arguments. A paragraph stating the particular arguments of others that you consider directly relevant to your argument may be, under some circumstances, useful.
  - b.
  - c. Outline your argument before you start.
2. The introductory paragraph
  - a. Have an introduction that succinctly states the problem and your position.
  - b. Do not be afraid to use phrasing such as, "In this paper, I argue that..." It may not be pretty, but it will communicate your intent and provide the reader with a roadmap of what to expect. A well-written paper does not surprise the reader in the middle or end.
  - c. Do not waste space in the introductory paragraph stating the long, distinguished history of a problem. In a 5-6 page paper, the introduction should be no more than half a page.
3. Individual paragraphs contain kernels of your argument. Make sure they are not too long.
  - a. When you have finished writing your first draft, you should be able to justify each paragraph as essential to your argument.
  - b. If you decide a paragraph exists simply to prove that you've done the reading or to show how clever you are, delete it.
4. Counterarguments (VERY IMPORTANT)
  - a. You should seriously consider counterarguments. If you argue in favor of X, you should address the argument in favor of Y, and vice versa. If you argue that X is the best choice, show why it is better than Y.
  - b. If you can't think of any counterarguments, your argument is probably trivial.
5. Conclusion
  - a. Your conclusion should restate what you have just argued, and perhaps its implications.
  - b. There should be no new "surprise" arguments in the concluding paragraph.