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# PSC 407: Campaigns & Elections

Sections A & C (Undergraduate): 3 credits

Sections B & D (Graduate): 4 credits

Fall 2022

Mondays, 6:00pm – 8:30pm – University Hall Building 2022

Or

Online

**Instructor:**  Matthew Geras, Assistant Professor

**Office:**  PAC 358

**Office Hours:**  Mondays: 2:30pm-5:30pm central (in person or via Zoom)

By appointment (in person or Via Zoom)

**Phone:** 217-206-7884

**Email:**  mgera2@uis.edu

## **Course Description**

This course provides a modern political science perspective on campaigns and elections in the United States. ﻿In the first half of the semester we will consider the influence of election laws and fundamental national and political conditions, such as the economy and incumbency, on electoral behavior and the outcomes of elections. The second half of the semester will be dedicated to the study of campaigning, campaign strategy, and voting in elections. Other topics covered in the course will include the role of political parties in elections and racial and gender disparities in who runs for, and is elected to, office. The goal of this course is for students to apply what they learn from class lectures, discussions, and readings to the upcoming 2022 midterm elections. Specifically, students will be required to research and monitor an ongoing congressional campaign throughout the course of the semester culminating in the production and presentation of a campaign portfolio which will summarize and analysis their assigned race.

This course is designed as a modified seminar. While each class period will begin with a lecture on that week’s topic, a substantial portion of each class will be dedicated to discussing the required readings for that week as well as important current events related to campaigns and elections. Since this is in part a seminar class, you can expect to do a lot of reading and writing on a weekly basis. Active participation in class discussions is expected of all students.

## **Course Objectives**

Upon completion of the course, students will:

* Understand how election laws and fundamental national and political conditions, such as the economy and incumbency, influence elections.
* Understand variations in who possess political ambition and runs for elected office.
* Understand the roles political parties play in US elections.
* Understand elements of campaign strategy including campaign messaging, media, advertising, and outreach efforts, and the effect these efforts have on electoral outcomes.
* Be able to critically analyze empirical research on campaigns and elections.
* Be able to use theories discussed in class to analyze historical and future elections.

**Learning Objectives**

* Students will complete the assigned readings and participate in class discussions about the readings and current events during each week of class.
* Students will construct their own discussion questions, or other talking points, on campaigns and elections or current events to demonstrate their ability to lead and contribute to class discussions.
* Students will complete several application assignments that require them to take what they have learned in class to evaluate an ongoing congressional election. These assignments will culminate in the production and presentation of a campaign portfolio.
* Students will demonstrate their knowledge of campaigns and elections by completing a final exam.

## **Course Expectations**

This is a HyFlex class meaning students can participate in person on campus, synchronously through Zoom, or asynchronously by watching recorded lectures and completing online assignments. All students will complete the same readings, the same writing assignments, and engage with the same content. The only difference between these modalities is the way in which students participate in class discussions.

For each week of class, there will be required readings, which should be completed prior to the start of class, or prior to your participation in the online discussion boards. Each class session will be split into three parts. First, there will be a lecture on that week’s topic. Second, there will be a class discussion on the required readings and any important current events related to campaigns and elections. Third, a portion of each week we will dedicated to monitoring, discussing, and analyzing the ongoing 2022 election. This will take the form of students sharing their progress on their campaign portfolio assignments, the instructor providing examples from current events, or students being given class time to work on their campaign portfolios.

On-ground and synchronous online students will attend class on Monday nights. Following each class period, I will post recorded versions of my lecture and several discussion questions to Canvas by each Tuesday morning. Asynchronous students will then have one week **(Tuesday through Monday)** to watch these lectures video(s), participate in the online discussion boards, and complete any miscellaneous assignments that were assigned that week. All students will use the same Canvas page, which means the online discussion boards will be available to everyone, but they are only required for asynchronous students who are not able to, or who prefer not to, participate in live class discussions. This course is designed based on the principles of collaborative learning and active participation.

## **UIS Academic Integrity Policy**

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](http://www.uis.edu/academicintegrity).

Academic dishonesty in an online learning environment may include the following scenarios:

* Having a tutor or friend complete a portion of your assignments
* Having a reviewer make extensive revisions to an assignment
* Copying work submitted by another student to a public class meeting
* Using information from online information services without proper citation
* Posting any work as your own that has been written by another author(s)

## **Academic Accommodations**

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include but are not limited to extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter, and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

## **Library Resources**

You can access library resources, databases, and helpful research guides from [Brookens Library](http://library.uis.edu/).

For in-depth help, please contact one of our librarians directly: [Full list of librarians by subject](https://libguides.uis.edu/librarians).

**The Learning Hub**

The Learning Hub provides students on campus with many services including online and face-to-face tutoring for writing, science, exercise science, academic skills, business, computer science, and math; supplemental instruction; workshops; and online resources. Any student who is enrolled at UIS is eligible for the free services. If you feel like you need extra help in the class, please use this service along with instructor help. Appointments can be made by contacting The Learning Hub at (217) 206-6503, [thehub@uis.edu](mailto:thehub@uis.edu), or in person at Brookens 460. You may also use this link to access a “Make an Appointment” form to ensure you give them all the information needed to schedule an appointment. When making an appointment, please have the following information ready:

* Course number
* Instructor
* Assignment/Paper Length
* Available Days and Times

## **Required Texts**

﻿There are no required books for this class. Instead, all course readings will be posted to Canvas. Assigned readings will include a combination of academic journal articles, news articles, book excerpts, and podcasts.

## **UIS Resources**

[University of Illinois at Springfield](http://www.uis.edu/)

[[Information Technology Services (ITS)](http://www.uis.edu/)](http://www.uis.edu/its)

[University Webmail](http://webmail.uis.edu)

[Canvas](https://go.uis.edu/canvas)

[The Career Development Center](http://www.uis.edu/career/)

## **Course Requirements**

## Complete all assigned readings, videos, and graded assignments and participate in class on a weekly basis. As a best practice, please keep a backup copy of all assignments that you submit.

## **Adhere to assignment deadlines as outlined on Canvas and the course schedule. Since all due dates are clearly established at the start of the semester, late submissions may be subject to a penalty of 2% per day with a maximum penalty of 50%. Depending on the circumstances, I may waive this penalty if an extension is requested and granted prior to the due date of an assignment.**

## ***I recognize we are all living through unprecedented times. Many of us are currently facing, or may in the future face, unexpected challenges. If you find yourself in a situation where your ability to meet course deadlines is compromised, please let me know. I will, to the best of my abilities, work with you to come up with a solution that will allow you to complete the required components of this course.***

## **Course Communication**

The best way to contact me is through email or Canvas’s messenger function, but we can also schedule Zoom meetings and telephone consultations as needed. I typically respond to emails within 24 hours Monday through Thursday and within 48 hours on weekends. You will likely receive a response from me faster than this timeline. If you do not receive a response from me within this timeframe, it is okay to assume I did not receive your original message and you can contact me again.

Office Hours:

My office hours are Mondays from 2:30pm to 5:30pm central and by appointment. During this time, I will be available both in person in PAC 358 and via Zoom. To participate in virtual office hours, see the Zoom link provided on Canvas. To set up an alternative meeting time, please send me an email with some suggested times. I encourage all students to attend office hours whenever they wish to discuss, or ask questions about, course content and assignments. Please view my office hours as time that I have set aside to answer your questions, clarify class discussions, and help you succeed in class.

### Netiquette

### In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Everyone must plan an active role in helping to facilitate and maintain a safe and comfortable learning environment where everyone should feel free to participate, ask questions, engage the course and support one another. To do this successfully, we must remain mindful and respectful of each other’s freedom of thought and speech and provide mutual respect. Everyone should feel comfortable expressing themselves and their views. There must be a clear respect for diversity of participants including respect for gender, race/ethnicity, religion, disability, age, sexual orientation, socio-economic status, as well as culture, beliefs and personal values.

## Here are some tips for discussing serious and potential sensitive topics with your peers:

## Be empathetic and remember that this environment is a safe place for making mistakes.

## Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.

## Use specific questions, examples, and research as a way of making your point.

## Online discussions, whether through Zoom or other platforms, present unique challenges. When on Zoom it is often difficult, or impossible, to read non-verbal cues and as a result, it is easy to accidently interrupt or talk over someone else. This is often unintentional and sometimes unavoidable, but I ask everyone to be mindful of this when we are in class. One trick I have found helpful in avoiding this is to remain muted until you have something to add to the conversation and then only unmute when you are speaking. Alternately, you can use the virtual raise-hand feature on Zoom to raise your hand as you would in an in-person class. I will do my best to manage these issues as they arise, but it is everyone’s responsibility to make sure our class discussions are civil so that everyone is able to participate and feels comfortable doing so.

## **Methods of Evaluation and Grading Scale**

## You will be assessed on several application assignments culminating in the production and presentation of a campaign portfolio which will summarize and analyze your assigned election, a cumulative final exam, and class participation, which includes your contribution of weekly talking points.

Final Exam 20%

### Campaign Portfolio 20%

Presentation of Campaign Portfolio 10%

Campaign Research, Misc. Assignments, & Simulations 20% (cumulative)

### Participation 20%

Talking Points 10%

| Percent Range | Letter Grade |
| --- | --- |
| 100-93 | A |
| 92-90 | A- |
| 89-87 | B+ |
| 86-83 | B |
| 82-80 | B- |
| 79-77 | C+ |
| 76-73 | C |
| 72-70 | C- |
| 69-67 | D+ |
| 66-63 | D |
| 62-60 | D- |
| 59 and below | F |

Final Exam

The cumulative final exam for this class will be worth 20% of your final grade. The final exam will mostly consist of short-answer and essay questions. The final exam will be distributed on Canvas during the final week of class and will be due on **Monday, December 5th,** which is the designated day for our class’s final exam.

Campaign Portfolio & Presentation of Campaign Portfolio

﻿The final campaign portfolio will be the culmination of your research into an ongoing congressional campaign. Additionally, each student will create a presentation for their final campaign portfolio. Asynchronous online students will prerecord their presentations and submit them to Canvas. **Depending on scheduling**, which will be finalized in the coming weeks, on-ground and synchronous student **may** have the opportunity present their presentations in class, or at an Election 2022 event, open to the college, and hosted and organized by this class, otherwise they will also prerecord their presentations and submit them to Canvas. Several class assignments throughout the course of the semester will help you to prepare your campaign portfolio, but your final portfolio must take the form of an integrated research paper with all of your sources properly cited. Your final campaign portfolio will be worth 20% of your final grade and will be due on **November 28th.** The presentation of your campaign portfolio will be worth 10% of your final grade and will be due on **November 21st**. A full point breakdown for these assignments and list of resources, which will help you with your research for these assignments, are available on Canvas, but your final campaign portfolio must contain each of the following sections:

1. Introduction

﻿Give readers a general sense of the history of this election, the history of the seat, the changes in the last redistricting, and the reason this race was thought to be competitive.

1. Voting Rules

﻿What are the rules for elections in this state, and how might they impact this election? Is there early or mail voting? Is there a voter ID law? What type(s) of primaries were held?

1. District Demographics

﻿Who lives in the district? What do they do for a living? What racial/ethnic groups are represented? What are the critical segments for each candidate? How convergent are the candidates on the sample person from this district?

1. Candidates

﻿Who are the candidates from the two major parties? Did each candidate face a contested primary election to earn their party's nomination? Are there any third-party or independent candidates?

1. Issue Base

﻿What are the major issues in play in this election? Which issues are local, which are national? What are the candidates focused on and are they focused on different things?

1. Campaign Finance

﻿What is the history of giving and spending for each candidate? Where are they getting material support? Who are the biggest donors to each candidate?

1. Campaign Publicity & Advertising

﻿Provide examples of campaign ads and explain their purpose in the campaign. Did the candidates have a debate? How did that work out for them?

1. Polling

﻿Report on any polls that were conducted for the race. Explain the interactions between the poll numbers and each candidate's campaign strategy. Consider, did anyone benefit from a debate or campaign event?

1. Discussion & Conclusion

﻿Bring together each of the above elements and explain how they interact to shape the election and each candidate's campaign. What do you think were the most important events of the campaign? Did one candidate outspend the other, and did it make a difference? Etc. Then summarize the outcome of the race to end your portfolio.

1. Reflection

﻿After you explained the outcome of the election you have been tracking, reflect on this outcome as well as what assignment has taught you about campaigns and elections. Were you surprised by the election result? Why or why not? What political science theories/concepts helped to analysis this race? What has this experience taught you?

1. References

Provide a list of all the sources you used to compile this portfolio. You must also cite your sources of information within the portfolio where appropriate. You can use whichever citation style you prefer, but you must be consistent.

Campaign Research, Misc. Assignments, & Simulations

﻿Throughout the semester, you will have several short assignments. Some of these assignments will help you to prepare your final campaign portfolio and others will be related to class discussions. Together these assignments will make up 20% of your final grade. More information on these assignments will be provided throughout the semester when they become relative, but a general description of several of these assignments can be seen below. Please note assignments may be altered or added depending on the flow of the course.

1. District Selection Assignment

﻿The class will be provided a list of House and/or Senate elections that are expected to be competitive this election cycle. Each student will submit a ranked listed of at least 3 districts/states that they would like to analyze over the course of the semester. This will be the district/state featured in your final campaign portfolio.

1. Campaign Portfolio Update

﻿Starting in week 3 of the semester, we will take the first 15-20 minutes of class to discuss the progress you are making on your research for your campaign portfolio. Each student, or group of students, will be expected to update the class on the progress of your research at least once throughout the semester. This is not meant to be a formal presentation; instead, you should view is as a time to share your research, any interesting updates in your election, etc. with the rest of the class. For this assignment, everyone will be expected to provided an update on the online discussion board dedicated to the campaign portfolio project in addition to any discussion that takes place in class or on the online discussion boards.

1. Political Ambition Assignment

﻿In week 6 we will discussion political ambition, with a particular emphasize on political ambition among younger generations. For this assignment, you will briefly interview two of your friends, people not in this class, about their interests in politics and whether they have ever considered someday running for political office. We will use these mini surveys to better inform our discussion of political ambition and to discuss the merits and ethics of survey research in political science.

1. Campaign Event Attendance

﻿At least once during the semester you will be expected to attend a local campaign event and write a summary of your experience. Among other things, this might entail watching a debate, speech, or town hall event or volunteering for a campaign. In your summary briefly describe the event you attended and then use what you have learned in class to analyze what you believe the goal of the event was and whether you believe the campaign event was successful in working towards this goal. Attendance of virtual events is acceptable for this assignment.

1. Graduate Project **(For MA Students Only; Due 12/5)**

Graduate Students will write a 4-6-page paper using a theory discussed in class to analyze current events. More instructions for the Graduate Project and a grading rubric can be found on Canvas. Even though this assignment is not formally due until final’s week, graduate students can complete this assignment at any point throughout the semester. In fact, I encourage you to plan when you will complete this assignment around your other course work, both for this class and your other classes. The Graduate Project will count for 10% of graduate students’ final grade (50% of the Misc. Assignments section on Canvas).

Participation

Since this is in part a seminar class, students are expected to actively participate in class on a weekly basis.

*On-Ground Students*

Students enrolled in the on-ground sections of this class (A & B) will attend class in person. They will earn participation credit by attending class, participating in class discussions, and asking questions. They can use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates. If they need to miss class or cannot attend class in person due to sickness, quarantine, etc., they can participate in class synchronously through Zoom or asynchronously by watching the recorded lectures and participating in the online discussion board. However, since you signed up for the on-ground section of this class, I encourage you to participate in person or synchronously through Zoom when possible.

*Synchronous Online Students*

Online students who want to participate in the on-ground class synchronously can do so through Zoom. The classroom is set up so that you will be able to see my lecture slides and a broad view of the classroom. Synchronous participation through Zoom is entirely optional, but in any week that you participate in class via Zoom, you are not required to participate in the online discussion board. Like on-ground students, synchronous students will earn participation credit by attending class, participating in class discussions, and asking questions. They can also use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates.

*Asynchronous Online Students*

Online students who cannot, or do not wish to, participate in class synchronously will earn participation credit by watching recorded lectures and using the online discussion boards. By each Tuesday morning, beginning August 23rd, I will post a recorded version of my lectures for that week and open a discussion board containing 5-8 discussion questions, many of which will be drawn from your Talking Points, for that week of class. Asynchronous students should watch my lecture(s) and then participation in the online discussion board by 11:59pm the following Monday. See my comments below about how I will be assessing participation, but as is the case with traditional in-person class participation, asynchronous online students are not required to answer/discuss all of the discussion questions in a given week. However, they are expected to read every post on a weekly basis much like they would listen to their classmates’ questions/comment in a traditional class.

*Assessing Participation*

Each week you will receive a participation score ranging from 0 to 4 regardless of your method of participation. A score of 0 indicates no participation and a score of 4 indicates outstanding participation. Your final participation grade will constitute 20% of your final grade and will be calculated by averaging your 14 highest participation scores. This means your lowest score will be dropped. Please note when I assess participation, I will consider the quality of your participation in addition to the quantity of your participation. In this sense, I am not simply counting the number of discussion board posts, questions, or comments you contributed to the class discussion. Instead, I will consider the content and quality of your participation. At the end of each week of class, I should be able to tell that you have completed the assigned readings and that you are able to discuss the reading’s main findings and the material covered in my lectures in a critical manner. On Canvas you can find rubrics for how I will be evaluating participation. There is one rubric for asynchronous participation through the online discussion boards and a second rubric for in-person and synchronous participation. However, you will notice, the same metrics will be used to evaluate either form of participation. Failure to either attend class or participate in the asynchronous discussion board will result in a 0 for the week. Overall, participation is one of the most important elements of this class, but I have designed the course such that everyone can determine the best way to participate according to their individual schedule.

Talking Points

To help facilitate class discussions, each week, starting on August 28th, you will submit 1 talking point pertaining to the readings for that week. Talking points should be the most interesting questions, thoughts, arguments, or comments you have about the week's material. Talking points should not be restatements of discussions from previous weeks of class. They should be submitted in the form of a sentence or short paragraph. To receive credit for your talking points, you must submit them to **Canvas by 11:59 pm each Sunday night**. Please note you are submitting talking points for the readings that will be due, and which we will be discussing, in the upcoming week. For example, by August 28th you will submit talking points pertaining to rules, regulations, and redistricting and by September 11th you will submit talking points pertaining to incumbency and the nationalization of elections. Due to time constraints and the number of students in class, we will not cover all of the talking points that have been submitted every week. However, submitting your talking points by the deadline, provided they are relatively fresh ideas not already addressed in discussions from previous weeks, is sufficient to receive credit, regardless of whether your talking points are used in class that week. Talking points will constitute 10% of your final grade and each of your talking points will be evaluated according to the following scale:

**0 points** = no talking point was submitted

**1 point** = talking point is unlikely to generate discussion because it is either off topic, a statement of fact, or an opinion/critique of a reading that is not fully explained or justified

**2 points** = talking point is likely to generate discussion

## **Course Calendar**

Below is the course calendar with assigned readings and the due dates of major assignments. Please note this schedule and the assigned readings are subject to change.

**Monday, August 22, 2022: Introductions & Class Overview**

*Asynchronous: 8/23 - 8/29*

Readings:

* Long, Abby. “10 Things to Know About Reading a Regression Table – EGAP.” <https://egap.org/resource/10-things-to-know-about-reading-a-regression-table/> (January 5, 2022).
  + Several of our readings throughout the semester will be academic journal articles which contain original empirical research. This article provides a brief overview on how to read and interpret regression tables. Please refer to it throughout the semester as needed.

**Monday, August 29, 2022: Election Fundamentals 1: Rules, Regulations, & Redistricting**

*Asynchronous: 8/30 - 9/12*

Readings:

* Mann, Thomas E. 2006. “Polarizing the House of Representatives: How Much Does Gerrymandering Matter?” In *Red and Blue Nation? Characteristics and Causes of America’s Polarized Politics*, eds. Pietro S. Nivola and David W. Brady. Washington, D.C.: The Brookings Institution.
* Kanthak, Kristin, and Eric Loepp. 2018. “Strategic Candidate Entry: Primary Type and Candidate Divergence.” In *Routledge Handbook of Primary Elections*, ed. Robert G. Boatright. New York: Routledge, 147–57.
* Highton, Benjamin. 2017. “Voter Identification Laws and Turnout in the United States.” *Annual Review of Political Science* 20(1): 149–67.

**Monday, September 5, 2022: Labor Day (No Class)**

**Monday, September 12, 2022: Election Fundamentals 2: Incumbency & Nationalization**

*Asynchronous: 9/13 - 9/19*

Readings:

* Jacobson, Gary C. 2015. “It’s Nothing Personal: The Decline of the Incumbency Advantage in US House Elections.” *Journal of Politics* 77(3): 861–73.
* Grossmann, Matt (Host), Daniel J. Hopkins, and Kerri Malita. “Does Nationalized Media Mean the Death of Local Politics?” <https://www.niskanencenter.org/does-nationalized-media-mean-the-death-of-local-politics/>. (Podcast- listen of read the transcript)
* Prokop, Andrew. 2022. “The Presidential Penalty.” *Vox*. <https://www.vox.com/22899204/midterm-elections-president-biden-thermostatic-opinion> (June 13, 2022).

**Monday, September 19, 2022: Election Fundamentals 3: The Economy & Money**

*Asynchronous: 9/20 - 9/26*

Readings:

* Kurtzleben, Danielle. 2016. “How Donald Trump Could Benefit in November From A Bad Economy.” *NPR*. <https://www.npr.org/2016/06/06/480927524/how-donald-trump-could-benefit-in-november-from-a-bad-economy>.
* Vavreck, Lynn. 2009. *The Message Matters: The Economy and Presidential Campaigns*. Princeton University Press. (Chapter 3: Context Matters: A Campaign Typology)
* Dwyre, Diana. 2020. “The Origin and Evolution of Super PACs: A Darwinian Examination of a Campaign Finance Species.” *Society* 57(5): 511–19.

**Monday, September 26, 2022: Political Ambition: Who Runs for Office & Why**

*Asynchronous: 9/27 - 10/3*

Readings:

* 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): 642–59.
* Holman, Mirya R., and Monica C. Schneider. 2018. “Gender, Race, and Political Ambition: How Intersectionality and Frames Influence Interest in Political Office.” *Politics, Groups, and Identities* 6(2): 264–80.
* Shames, Shauna. 2017. “Millennials Are Unsatisfied with American Politics, but They’re Still Not Willing to Run for Office.” <https://www.theatlantic.com/politics/archive/2017/01/millennials-running-for-office-shauna-shames/514493/>.

**Monday, October 3, 2022: Role of Political Parties 1: Candidate Recruitment**

*Asynchronous: 10/4 - 10/10*

Readings:

* Doherty, David, Conor M. Dowling, and Michael G. Miller. 2022. *Small Power: How Local Parties Shape Elections*. Oxford University Press. (Chapter 4: Chairs & Candidates: Recruiting and Supporting)
* Broockman, David E., Nicholas Carnes, Melody Crowder-Meyer, and Christopher Skovron. 2021. “Why Local Party Leaders Don’t Support Nominating Centrists.” *British Journal of Political Science* 51(2): 724–49.
* Crowder-Meyer, Melody. 2013. “Gendered Recruitment without Trying: How Local Party Recruiters Affect Women’s Representation.” *Politics & Gender* 9(04): 390–413.

**Monday, October 10, 2022: Role of Political Parties 2: Primary Election Outcomes**

*Asynchronous: 10/11 - 10/17*

Readings:

* Cohen, Marty, David Karol, Hans Noel, and John Zaller. 2008. *The Party Decides: Presidential Nominations Before and After Reform*. The University of Chicago Press. (Chapter 7: The Invisible Primary: Theory and Evidence)
* Grossmann, Matt (host), Hans J. G. Hassell, and Robert G. Boatright. 2018. “Congressional Primaries: How the Parties Fight Insurgents.” <https://www.niskanencenter.org/episode-9-congressional-primaries-parties-fight-insurgents/>. (Podcast: listen or read the transcript)
* Jewitt, Caitlin E., and Sarah A. Treul. 2014. “Competitive Primaries and Party Division in Congressional Elections.” *Electoral Studies* 35: 140–49.

**Monday, October 17, 2022: Issues & Campaign Strategy**

*Asynchronous: 10/18 - 10/24*

Readings:

* Hillygus, D. Sunshine, and Todd Shields. 2008. *The Persuadable Voter: Wedge Issues in Presidential Campaigns*. Princeton: Princeton University Press. (Chapter 2: The Reciprocal Campaign)
* Read at least one of the following two articles on issues in the 2016 and 2020 elections:
  + Sides, John, Michael Tesler, and Lynn Vavreck. 2017. “The 2016 US Election: How Trump Lost and Won.” *Journal of Democracy* 28(2): 34–44.
  + Clarke, Harold, Marianne C. Stewart, and Karl Ho. 2021. “Did Covid-19 Kill Trump Politically? The Pandemic and Voting in the 2020 Presidential Election.” *Social Science Quarterly* 102(5): 2194–2209.
* Wade, Magic. 2022. “Violent Crime, Public Safety, and the 2022 Illinois Governor’s Race.” *CPAA Journal*: 5–6.

**Monday, October 24, 2022: Campaign Advertising**

*Asynchronous: 10/25 - 10/31*

Readings:

* Dunaway, Johanna L., Kathleen Searles, Erika Franklin Fowler, and Travis N. Ridout. 2018. “23. Political Advertising.” In *Mediated Communication*, ed. Philip Napoli. Boston, Berlin: De Gruyter Mouton, 431–54.
* Lau, Richard R., and Ivy Brown Rovner. 2009. “Negative Campaigning.” *Annual Review of Political Science* 12: 285–306.
* Yildrim, Pinar, Maria Petrova, and Ananya Sen. 2020. “Social Media and Electoral Dynamics: Reversing Incumbency Advantage in the US.” *The Globe Post*. <https://theglobepost.com/2020/07/24/social-media-politicians/>.

**Monday, October 31, 2022: Media Coverage**

*Asynchronous: 11/1 - 11/7*

Readings:

* Alter, Isaac. 2019. “Avoiding the Horse Race: A Resource Guide for Ethical Election Coverage.” *Center for Journalism Ethics*. <https://ethics.journalism.wisc.edu/2019/04/17/avoiding-the-horse-race-a-resource-guide-for-ethical-election-coverage/>.
* Sutton, Kelsey (author), and Thomas E. Patterson (researcher of featured work). 2016. “Harvard Study: General Election Media Coverage ‘overwhelmingly Negative’ in Tone.” *POLITICO*. <https://www.politico.com/blogs/on-media/2016/12/report-general-election-coverage-overwhelmingly-negative-in-tone-232307>.
* Hengstler, Gary (author), and Amanda L. Wintersieck (researcher of featured work). 2017. “Fake News Becomes A Real Story.” *Our Tennessee*. <https://our.tennessee.edu/2017/fake-news-becomes-real-story/>.
* Belser, Kimberly (author), Tom Rudolph, and Emily Van Duyn (researchers of featured work). 2020. “Did the Presidential Debates Matter?” *College of Liberal Arts & Sciences at Illinois*. <https://las.illinois.edu/news/2020-10-26/did-presidential-debates-matter>.
* Bauer, Nichole M., and Tatum Taylor. 2022. “Selling Them Short? Differences in News Coverage of Female and Male Candidate Qualifications.” *Political Research Quarterly*: Online First.

**Monday, November 7, 2022: Voter Mobilization & Turnout**

*Asynchronous: 11/9 - 11/14 (Election Day: 11/8)*

Readings:

* Green, Donald P., and Alan S. Gerber. 2019. *Get Out the Vote: How to Increase Voter Turnout*. 4th ed. Brookings Institution Press. (Chapter 12: What Works, What Doesn’t, and What’s Next?)
* Costa, Mia, Brian F. Schaffner, and Alicia Prevost. 2018. “Walking the Walk? Experiments on the Effect of Pledging to Vote on Youth Turnout.” *PLOS ONE* 13(5): e0197066.
* Schaffner, Brian F., and Bernard L. Fraga. 2019. “Tell Me More: Why Minority Voting Turnout Matters | Tufts Now.” <https://now.tufts.edu/2019/03/20/tell-me-more-why-minority-voting-turnout-matters>. (Podcast- listen or read the transcript)

**Monday, November 14, 2022: Vote Choice**

*Asynchronous: 11/15 - 11/21*

Readings:

* Jacobson, Gary C. 2021. “Driven to Extremes: Donald Trump’s Extraordinary Impact on the 2020 Elections.” *Presidential Studies Quarterly* 51(3): 492–521.
* Igielnik, Ruth, Scott Keeter, Hannah Hartig, and Calvin Jordan. 2021. *Behind Biden’s 2020 Victory*. Pew Research Center. <https://www.pewresearch.org/politics/2021/06/30/behind-bidens-2020-victory/>.
* Benjamin, Andrea, and Alexis Miller. 2019. “Picking Winners: How Political Organizations Influence Local Elections.” *Urban Affairs* 55(3): 643–74.

**Monday, November 21, 2022: Reserved for Event Reflecting on the 2022 Midterm Elections**

*Asynchronous: 11/22 - 11/28*

Readings:

* None

Assignments:

* Presentation of Campaign Portfolio Due

**Monday, November 28, 2022: Do Campaigns Matter? & Electoral Reforms**

*Asynchronous: 11/29 – 12/5*

Readings:

* Jacobson, Gary C. 2015. “How Do Campaigns Matter?” *Annual Review of Political Science* 18: 31–47.
* Stahl, Jeremy. 2020. “This Team Thinks They Can Fix the Electoral College by 2024.” *Slate Magazine*. <https://slate.com/news-and-politics/2020/12/electoral-college-trump-popular-vote-compact.html>.
* Swasey, Benjamin. 2021. “Map: See Which States Have Restricted Voter Access, And Which States Have Expanded It.” *NPR*. <https://www.npr.org/2021/08/13/1026588142/map-see-which-states-have-restricted-voter-access-and-which-states-have-expanded>.
* Add article on federal elections reform if passed

Assignments:

* Campaign Portfolio Due

**Final Exam: Monday, December 5th**

Assignments:

* Graduate Project Due
* Final Exam will be posted to Canvas during the final week of class and will be due by 11:59pm on Monday, December 5th.