

Syllabus for: (name of class) Campaigns and Elections	
Semester & Year:	Fall 2012
Course ID and Section Number:	POLSC 30- E1576
Number of Credits/Units:	3
Day/Time:	M/W 11:40-1:05
Location:	FM 100
Instructor's Name:	Emenaker
Contact Information:	Office hours: FM 200E; M/W 1:15-2:30 & T/Th 1:15-2:00 Phone:707.476.4306 Email:ryan-emenaker@redwoods.edu
Course Description (catalog description as described in course outline): An introduction to the theory and practice of U.S. political campaigns and elections. Students will learn about the purpose, significance, and impact of campaigns and elections through exploring and participating in political campaigns. Emphasis will be placed on electoral structures and institutions; changes in process and outcomes over time; and the determinants of vote choice.	
Student Learning Outcomes (as described in course outline) : At the end of this course students should be able to: 1. Outline and explore the importance of the electoral process, voting, democracy, and citizenship in the U.S. 2. Analyze both historical and contemporary election reforms. 3. Analyze and compare the roles of money and non-governmental actors (such as media, political parties, and interest groups) on political campaigns and elections.	
Accommodations: Everyone deserves a learning environment that maximizes their strengths, therefore, students with the appropriate paperwork from the office of Disabled Student Programs and Services (DSPS) should notify me of any accommodations required. If you believe you might benefit from disability related services and may need accommodations, please see me or contact DSPS. Through DSPS students can request alternative media. No last-minute arrangements or post-test adjustments will be made. ESOL students may be allowed to utilize a bilingual dictionary on some parts of the exams-please see the instructor for more information.	
Academic Honesty: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness are expressly prohibited by the College of the Redwoods Student Code of Conduct (http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf) and will NOT be tolerated in this class. Anyone caught cheating or plagiarizing will automatically fail that component of the course and may also, at the instructor's discretion, be assigned a failing grade in the course. All students caught cheating or plagiarizing, regardless of the nature or severity of the offense, will be referred to the Vice President of Student Services and may be subject to additional college-level sanctions, which, depending, on the nature of the offense, can include suspension or expulsion from the College. http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

POLSC 30: Campaigns and Elections
Fall 2012
Course Syllabus

Instructor: Ryan Emenaker -- ryan-emenaker@redwoods.edu -- 707-476-4306

Office Hours: FM 200E; M/W 1:15-2:30 & T/Th 1:15-2:00. Please think of me as a resource. I am happy to chat about anything going on in this class, politics, or whatever is on your mind. I am also available to help you by phone and e-mail and I will attempt to make other arrangements if needed.

Course Description: An introduction to the theory and practice of U.S. political campaigns and elections. Students will learn about the purpose, significance, and impact of campaigns and elections through exploring and participating in political campaigns. Emphasis will be placed on electoral structures and institutions; changes in process and outcomes over time; and the determinants of vote choice.

Course Learning Outcomes:

At the end of this course students should be able to:

1. Outline and explore the importance of the electoral process, voting, democracy, and citizenship in the U.S.
2. Analyze both historical and contemporary election reforms.
3. Analyze and compare the roles of money and non-governmental actors (such as media, political parties, and interest groups) on political campaigns and elections.

Meeting Times/Locations: M/W 11:40-1:05 (E-1576) Forum (FM) 100. 3 Units.

Text (required): Campaigns & Elections: Rules, Reality, Strategy, Choice. John Sides et al. W.W. Norton
Newspapers, magazines, journals, and news websites

Supplemental readings are listed for all weeks. Additional readings and/or activities will be assigned and handed out in-class or posted on MyCR. The readings and handouts are intended to help broaden your understanding of classroom discussion. It is your responsibility to know what readings/activities are assigned.

Instructor Expectations Students should be aware that a considerable amount of reading, web research, and other work will be required as preparation for each class session. It is anticipated that, in order to receive a passing grade, a minimum of 2 to 4 hours will be required to prepare for each class session.

At a minimum, students are expected to:

1. Prepare carefully before class. Do the assigned reading, complete any assignments, think about the material, and bring questions and comments.
2. Expect that most of the work will be interesting and stimulating; contribute to making it so.
3. Keep abreast of current events. This includes regularly reading at least one newspaper.
4. Show up on time. Do not make other appointments during class hours.

MyCR- Be certain that you know how to use MyCR and can check your MyCR e-mail. I will be communicating to the class by e-mail and through MyCR with some frequency and will assume you check your MyCR e-mail at least every other day. MyCR will be used to, post assignments, PowerPoints and lecture notes, send out announcements, and make changes to the course outline. If you are not able to use MyCR or are not receiving messages from me do not wait to fix this problem.

Grading: Participation, Homework, & Quizzes--20% News Responses & Presentations--20%,
Responses to Guest Speakers--20% Campus Activities--20%; Final Project--20%

Assignments & Grading:

1. Class Participation & Homework is 15% of your grade and vital for success in this class. I do not accept excuses for missed participation; you either participate or you don't. You can't participate if you're not in class. Participation includes taking an active role in: class discussions, group-work, in-class written assignments, and completing all assigned readings, and other assigned homework.

If you fail to attend class it is your responsibility to find out what you missed from one of your classmates. If you miss a handout most are on posted on MyCR, for those that are not you might ask a classmate if you may copy theirs. I encourage everyone to exchange contact information with at least two other students for these purposes.

2. News Responses & Presentations are 5 written responses with short oral presentations on campaign issues in the news. You are expected to follow the news closely. When you find an article of particular interest clip it out or photocopy. Write a short 2 to 4 paragraph response to the piece that reflects upon the article; make note of how well it does/does not cover some of the themes and topics we are learning in this course. You should refer back to one or more of the assigned course readings when doing your response. You will turn in the clipping and your response.

When you receive these responses back, with my feedback, hang onto them to turn-in as part of your final project for the semester.

You will also make a very short in-class presentation (1 to 2 minutes) to inform your classmates on the title of the news article, the publication where you found the piece, and a quick summation of why the article is or is not helpful for informing the public about campaigns and elections.

3. Responses to Guest Speakers- We will have several guest speakers throughout the semester. You will be assigned readings that relate to the speaker's background and the topics they will cover. Additionally you will do some internet research on each speaker so you are informed about the speaker's expertise and perspective. For 2 of the presentations you are to write a response to be turned-in with-in a week of the presentation. Please do not attempt to summarize the entire presentation. Instead, you are to pick a direct quote, theme, or idea from the presentation 1) write 1-2 paragraphs summarizing the presenter's intended meaning for the theme, quote, or idea; 2) write 1-2 paragraphs describing your reactions to the quote or theme. *I do not simply want to know what the presenter said; I want to know what YOU think about what they said.*

When you receive these responses back, with my feedback, hang onto them to turn-in as part of your final project for the semester.

4. Campus Activities- During the semester this class will engage in some public activities to teach the campus community about elections. You will be expected to participate in all of these activities but you will only need to take a central role in one of them. You will write up a 2-3 page response for the activity you played a central role. This response should describe: (1) what specific role you played; (2) what you learned; (3) what benefit this activity had for the campus community; and (4) what actions you could have taken to make the activity better. Turn this in with-in one week of the activity.

When you receive this response back, with my feedback, hang onto them to turn-in as part of your final project for the semester.

5. Final Project will require you to compile all your submitted responses from the semester. As part of this project you will: (1) include an introduction that discusses what you learned during the semester; (2) respond to my feedback for each written response from the semester; (3) end with your critiques of the current electoral and campaign processes. A more detailed description of this project will be handed out during week 13 of the semester.

GRADING SCALE:

A = >93% - 100%

A- = >90% - 93%

B+	= >86% - 90%	C	= >70% - 75%
B	= >83% - 86%	D	= 61% - 70%
B-	= >80% - 83%	F	= <61%
C+	= >75% - 80%		

An “incomplete” grade will not be given except under extraordinary circumstances.

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ESOL students may be allowed to utilize a bilingual dictionary on some parts of the exams-please see the instructor for more information.

Classroom Etiquette: Everyone should come to class prepared to be actively involved (i.e. listening, taking notes, asking questions, providing comments, discussing readings, etc.). If you arrive late please enter as quietly as possible. No side-conversations, eating meals, sleeping, using cellular phones, etc. For further information please view College of the Redwoods Student Code of Conduct.

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Course Outline, Readings, and Due Dates Subject to Change at Instructors Discretion

(Changes will be announced in class and/or on MyCR)

POLSC 30: Campaigns and Elections
Course Outline & Reading Schedule

FOUNDATIONS OF US POLITICAL THOUGHT

Week #1 (8/27) **Class Discussion:** Introduction to Course. Why have Elections? Why Electoral Systems Matter.

- Readings:**
- 1) Course Syllabus & Outline. *Read thoroughly!*
 - 2) "More than Elections," Eric Bjornlund
 - 3) "Ingredients of a Resilient Democracy," Valerie Bunce
 - 4) "Why are Some Countries Rich and Others Poor?" Planet Money Blog
 - 5) Article II, Section 1 US Constitution.
 - 6) Electoral College Research Assignment Due 8/29

(8/29) **Class Discussion:** How the Electoral College works? Other Elections and Electoral Systems.

- Readings:**
- 1) "What are Voting Systems and Why are They Important?" Douglas Amy
 - 2) "Primary Elections," Encyclopedia Britannica
 - 3) "Presidential Nominations,"
 - 4) "Political Conventions: No More Dead Doves..." National Journal
 - 5) "A Closer Look at Political Parties in 2012" PEW Research
 - 6) Rules, Reality Text Ch. 1 Introduction
 - 7) Bring in 2 News Articles about the Conventions Due 9/5

Week #2 (9/5) **Class Discussion:** National Conventions, Primaries, Nominations & Political Parties.

- Readings:**
- 1) Rules, Reality Ch. 2 The American Electoral Process
 - 2) "Can Obama Lose" National Journal
 - 3) "Seven Ways 2012 won't be anything like 2008 for Team Obama," New Republic
 - 4) "Path to 270" Center for American Progress.
 - 4) Identifying Swing States Assignment Due 9/10

Week #3 (9/10) **Class Discussion:** **Swing State Group Presentations.** The American Electoral Process.

- Readings:**
- 1) Election Administration: Setting the Rules of the Game Ch. 1 New Directions
 - 2) Humboldt County Elections Project
 - 3) "Obama 2008 Gains Key to Presidential Battleground," NY Times
 - 4) "Obama, Romney and the Pathways to 270," Real Clear Politics
 - 4) Research Speaker Assignment.
 - 5) Pick a Senate and House Campaign to Follow Due 9/19.

(9/12) **Class Discussion:** **Guest Speaker: Carolyn Crnich Humboldt County Registrar of Voters**

- Readings:**
- 1) Rules, Reality Ch. 8 Presidential Campaigns
 - 2) "A President by Popular Vote," LA Times Editorial

Week #4 (9/17) **Class Discussion:** **Constitution Day!** Campus Presentation on Electoral College.

- Readings:**
- 1) Rules, Reality Ch. 6 Political Parties and Interest Groups
 - 2) "Who Runs for Office," Boston Review.
 - 3) "So You Want to Run for Office"
 - 4) "Why do People Choose Political Loyalties over Facts?" NPR News

(9/19) **Class Discussion:** Political Parties and Interest Groups. Running for Office

- Readings:**
- 1) "Party Strains to Be Heard Now That Its Voice Isn't Nader's," NY Times
 - 2) "Can Activist win by losing?"
 - 3) "Third Parties in Amer. Politics: Rich History, Many Roles"
 - 4) "Green Party Pick Gives Dems Brunt of Criticisms," NPR News.
 - 5) "The Green Party Makes Its Case As A Left-Leaning Alternative To Obama,"
 - 6) Research Speaker Assignment.
 - 7) Pick a ballot initiative campaign to follow Due 9/26.

<u>Week #5</u> (9/24)	Class Discussion: Guest Speaker: Jill Stein, Green Party Presidential Nominee
	Readings: 1) Rules, Reality Ch. 9 Congressional Campaigns 2) "2012 Brings Bevy of Bumbling Candidates" POLITICO. 3) "Competition of Congressional Elections-A Thing of the Past?" 4) "Congressional Elections" US State Department 5) "Hating Incumbency and Incumbents Too," NY Times 6) "Earmarks Could Help Candidates in Midterms," PEW Research. 7) Virgil Goode's presidential campaign submits signatures," Washington Post
(9/26)	Class Discussion: Congressional Campaigns
	Readings: 1) Rules, Reality Ch. 7 Media 2) "How Microsoft and Yahoo are Selling Politicians Access to You," 3) "Campaigns Bliz 9 Swing Sates in Battle of Ads," NY Times 4) "The Facebooker who friended Obama" NY Times July 7, 2008.
<u>Week #6</u> (10/1)	Class Discussion: Media and Campaigns
	Readings: 1) "Gary Johnson gets 19% in Nationwide Poll" 2) "The Truth About Push Polls," 3) "Are Poll Sampling Complaints Legit?" Real Clear Politics 4) "Include all Candidates in Presidential Debates"
(10/3)	Class Discussion: Election Polling and Campaign Updates
	Readings: 1) First Presidential Debate Tonight 2) Rules, Reality Ch. 5 Modern Campaign Strategies 3) "Political Consultants Rake it in" Huffington Post. 4) "10 Questions for Obama Campaign Manager," NY Times
<u>Week #7</u> (10/8)	Class Discussion: Campaign Consultants and Strategy
	Readings: 1) Humboldt League of Women Voters, Smart Voter and CA Secretary of State 2) Smart Voter, NCSL.org 3) Rules, Reality Ch. 10 State and Local Campaigns 4) Research State and Local Elections Assignment
(10/10)	Class Discussion: State and Local Campaigns
	Readings: 1) Vice-Presidential Debate Tonight 2) California's New Electoral Reforms: How did they Work?" PPIC
<u>Week #8</u> (10/15)	Class Discussion: State and Local Campaigns
	Readings: 1) Presidential Debate Oct. 16. 2) "How to Expand the Voter Rolls" NY Times 3) "The Right to Vote" Reclaim Democracy 4) Voting in early America 5) Winning the Vote: A History of Voting Rights
(10/17)	Class Discussion: Who Votes and Why. Struggle to Expand the Franchise.
	Readings: 1) "Who Votes, Who Doesn't and Why?" 2) "Who Votes, Who Doesn't and What Can Be Done?" 3) "Voter Trends," FairVote 4) "Where Have all the Voters Gone," Thomas Patterson
<u>Week #9</u> (10/22)	Class Discussion: Voter Registration Drive Activity. Last Day to Register.
	Readings: 1) Last Presidential Debate Tonight 2) Rules, Reality Ch. 11 Voter Participation 3) America goes to the Polls '08 & '10. Nonprofit Voter Engagement Network

(10/24) **Class Discussion:** Voter Participation
Readings: 1) Rules, Reality Ch. 4 Financing Campaigns
2) "In Cash Push, 2 Campaigns Reject Public Funds," NY Times
3) "Self-funded Campaigns Experiencing Spotty Success," OpenSecrets.org

Week #10 (10/29) **Class Discussion:** Campaign Finance
Readings: 1) Rules, Reality Ch. 12 Voter Choice
2) "Justice Department Blocks Texas on Photo ID for Voting"
3) "People Frustrated by Demands of Voter ID," USA Today.

(10/31) **Class Discussion:** Voter Choice. Election Predictions. Voter Access
Readings: 1) Prepare for Voter Education Forum

Week #11 (11/5) **Class Discussion: Voter Education Forum**
Readings: 1) Read Extensive Election Coverage from Multiple Sources

(11/7) **Class Discussion:** Election Recap and Assessment
Readings: 1) Rules, Reality Ch. 13 Democracy in Action or a Broken System

Week #12 (11/12) **Class Discussion: No Class**
Readings: TBD

(11/14) **Class Discussion:** Election Recap and Assessment. Electoral Reform
Readings: TBD

Week # 13 (11/19) **Class Discussion:** Governing After Getting Elected
Readings: 1) Final Project Assignment

(11/21) **Class Discussion: No Class.**
Readings: TBD

Week #14 (11/26) **Class Discussion:** Electoral Campaigns vs. Social Change Campaigns
Readings: TBD

(11/28) **Class Discussion:** Electoral Campaign vs. Social Change Campaigns
Readings: 1) Work on Final Project Presentations.

Week #15 (12/3) **Class Discussion:** Present Final Project
Readings: 1) Work on Final Paper Presentations.

(12/5) **Class Discussion:** Present Final Project
Readings: 1) Finish Final Projects

DECEMBER 10-15 FINALS WEEK
Monday Dec. 10 10:45-12:45