POLSC 30: Campaigns & Elections

Course Information

Semester & Year: Fall 2020
Course ID & Section #: POLSC 30 (E0004)
Instructor's name: Ryan Emenaker
Course units: 3

Instructor Contact Information

Office location: Online
Office hours: By appointment
Phone number: 476-4306 (please use email)
Email address: ryan-emenaker@redwoods.edu

Catalog 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 Student Learning Outcomes *(from course outline of record)*

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.

Prerequisites/co-requisites/ recommended preparation

Recommended: (1) POLSC 10 - U.S. Government & Politics; and (2) ENGL 150 or 102- Precollegiate Reading and Writing

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1ˢᵗ floor

- Del Norte: 707-465-2324, main building near library

- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for

the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at https://redwoods.instructure.com
Password is your 8 digit birth date
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas Help for students: https://www.redwoods.edu/online/Help-Student
Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Student Support Services

The following online resources are available to support your success as a student:

- CR-Online (Comprehensive information for online students)

- Library Articles & Databases

- Canvas help and tutorials

- Online Student Handbook

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center

- Library Services to promote information literacy and provide organized information resources.

POLSC 30: Campaigns and Elections [E0004]
Fall 2020
Course Syllabus

Instructor: Ryan Emenaker   -- <u>ryan-emenaker@redwoods.edu</u>   -- 707-476-4306 <mark>[please use email]</mark>

   Office Hours: By Appointment Via Email

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: Canvas

Text (required): <u>Campaigns & Elections: Rules, Reality, Strategy, Choice</u>: 3rd Edition, 2018, John Sides et al.
     W.W. Norton. ISBN: 9780393664676

     Supplemental Readings from Various Newspapers, magazines, journals, and other news websites will be assigned through Canvas for most weeks.

Instructor Expectations A considerable amount of reading, notetaking, web research, and other work will be required as preparation for each class. <mark>To receive a passing grade, a minimum of 3 to 5 hours will be required to prepare for each session. Additional time will be needed to prepare for the Mid-Term, Final, and to complete homework and written assignments. Expect to put in about 7-9 hours-per-week for this class.</mark>

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 news source.

Canvas/Email- Be certain that you know how to use Canvas, and that you are able to check your College of the Redwoods (CR) e-mail. I will be communicating to the class by e-mail, and through Canvas, with some frequency; <mark>I will assume you check your CR e-mail at least once a day</mark>. Canvas 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 Canvas, or are not receiving messages from me, do not wait to fix this.

  Grading: Discussion Posts--25%;   News Responses--25%;   Homework-25%
          Final Reflection Project--25%

Assignments & Grading:
Note there is no traditional Exams for this course. I do not intend to have quizzes (unless it is evident that students are not doing the work) either. Below are descriptions of the 4 areas of assignments that you will be graded on during the semester.

1. Discussion Posts account for 25% of your grade. They are reflections on the recent class readings and lectures. I do not accept late Posts, you simply miss those points. If you only miss a Post here or there, you will still be able to pass the class, but if you miss too many, you will be unable to earn the points necessary to pass. There are a total of 15 Posts, one for each week, worth 5 points each.

> The following criteria will be used in this course to determine the points earned by a Discussion Post. Note that earning the full 5-points requires serious analysis, evaluation of the required readings, thus earning a full 5-points should not be expected as the default grade but only the grade given when fully earned.

Symbol	Definition
5	Substantially exceeds the minimal requirements. The Post demonstrates critical analysis and deep creative thinking by providing an accurate breakdown and a thoughtful evaluation of one or more of the readings for that class session. The Post is of professional quality, it is free of errors, and it indicates a deep reflection on the material.
4	Exceeds minimum requirements. The Post clearly demonstrates an understanding of one or more of the readings for that class session. It displays some critical analysis and some creative thinking (even if the analysis is not as outstanding as it could be) and the Post is mostly accurate in its breakdown of the author's argument while also providing some evaluation of that argument. Further, the writing is well organized, and thoughts are expressed clearly. No major errors in writing style or mechanics.
3	Satisfactorily meets the minimum requirements. The Post clearly demonstrates the acquisition of knowledge, and that the student has completed the readings and comprehended most of the author's argument. There is little attempt to evaluate the author's work, or the evaluation that is attempted is untethered to the argument made by the author. The Post may contain some minor errors, and rough grammar which may hinder the clarity of expression.
2	Unsatisfactory attempt to achieve the minimum requirements. The Post indicates some knowledge of the reading, but there is minimal summation and evaluation of the required readings and some of that summation and evaluation is inaccurate. There may be frequent serious errors in grammar and comprehension.
1	Unacceptable attempt to achieve the minimum requirements. The Post does not demonstrate knowledge of any of the required readings for that class. And summation or evaluation of the require readings is lacking or almost wholly inaccurate. The writing may lack coherence or relevance.

2. Homework/Research Assignments account for 25% of your grade. Through the semester I will provide you with directions for various assignments that require you to conduct research on campaigns and elections.

3. <u>News Responses & Presentations</u> are 25% of your semester grade. These include 5 written responses on campaign issues in the news. These can be turned in anytime during weeks 2-13, but you can only submit 1 per week. I highly suggest not waiting until week 8 when you have to do 1 every week.

You are expected to follow the news closely. When you find an article of particular interest, download a copy. 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.

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

In addition to submitting your News Response through the Assignment tab you will also Post it in a Discussion Form, that I will set up just for this purpose so your fellow students can learn from your work.

4. <u>Final Reflection Project</u> will require you to compile some of 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	= 940 – 1000 pts
A-	= 900 – 939 pts
B+	= 870 – 899 pts
B	= 830– 869 pts
B-	= 800 – 829 pts
C+	= 750 – 799 pts
C	= 700 – 749 pts
D	= 600 – 699 pts
F	= 0 – 599 pts

An "incomplete" grade will not be given except under extraordinary circumstances.
A worksheet will be provided to out to help you compute your class grade.

Course Outline, Readings, and Due Dates Subject to Change at Instructors Discretion
(Changes will be posted in Announcements in Canvas)

You will note on the Course Outline that there are several spots under "Readings" where it lists TBD standing for To Be Determined. The highly dynamic nature of campaigns means that I cannot pre-plan for everything that would be important for us to read. At the start of each week I will often provide 1-4 additional articles that relate to the theme for that week. These additions will be posted in **"Announcements"** and listed in the **"Welcome Message"** at the start of the week. I will also update the Course Outline & Reading Schedule a few times during the Semester to note these changes.

Week #0 [Aug. 22-30]

"Orientation to POLSC 30"

Readings: 1) Course Syllabus & Outline. *Read thoroughly!*

Week #1 [Aug. 24-30]

"Why Elections"

Readings: 1) Preface & Chapter 1: *Campaigns & Elections: Rules, Reality, Strategy & Choice.*
2) "More than Elections," Eric Bjornlund (Canvas)
3) "Ingredients of a Resilient Democracy," Valerie Bunce (Canvas)

Week #2 [Aug. 31-Sept. 6]

"Elections Rule, but it's the Rules of Elections that Matter"

Readings: 1) Chapter 2: "The American Electoral Process" *Campaigns & Elections.*
2) "What Could Replace the Electoral College," *NY Times* (Canvas)
3) Shapiro, "No Big Money or TV Ads--What's with U.K's Low-Key Election?" *NPR,* March 10, 2015. (Canvas)
4) Douglas Amy, "What are Voting Systems & Why are They Important." (Canvas)
5) "Primary Elections," *Encyclopedia Britannica* (Canvas)
6) "Electoral College Research Assignment" Assigned

Week #3 [Sept. 7-13]

"Voter Participation"

Readings: 1) Chapter 12: "Voter Participation" *Campaigns & Elections.*
2) Black, "Why is Turnout So Low in U.S. Elections," *MinnPost*, Oct. 1 2014. (Canvas)
3) Hajnal…et al., "Do Voter Identification laws Suppress Minority Voting? Yes…" *Washington Post,* Feb. 15, 2017. (Canvas)
4) "On Voting Reforms, Follow Illinois, Not Texas," *NY Times*, Aug. 31, 2017. (Canvas)
5) TBD

Week #4 [Sept. 14-20]

"Modern Campaign Strategies"

Readings: 1) Chapter 5: "Modern Campaign Strategies," *Campaigns & Elections*
2) Goldmacher "Knock, Knock, Whose There? No Political Canvassers…" *NY Times,* May 7, 2020. (Canvas)
3) TBD
4) "Identifying Swing States Assignment" Assigned

Week #5 [Sept. 21-27]

"Presidential Campaigns"

Readings: 1) Chapter 9: "Presidential Campaigns," *Campaigns & Elections*
                2) TBD
                3) TBD
                4) "Electoral College Map Predictions Assignment," Assigned

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Week #6 [Sept. 28-Oct. 4]

"Congressional Campaigns"

Readings: 1) Chapter 10: "Congressional Campaigns," *Campaigns & Elections.*
               2) TBD
               3) TBD
               4) "Pick a House & a Senate Race to Follow Assignment," Assigned

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Week #7 [Oct. 5-11]

"State & Local Campaigns"

Readings: 1) Ch. 11 "State and Local Campaigns," *Campaigns & Elections.*
                2) Humboldt League of Women Voters, Smart Voter and CA Secretary of State
                3) Smart Voter, NCSL.org
                4) "Research State and Local Elections Assignment," Assigned.

Week #8 [Oct. 12-18]

"Political Parties"

Readings: 1) Ch. 6 "Political Parties," *Campaigns & Elections.*
               2) Zitner, "Rise of Sanders, Trump, Shows Decline in Party Power," *Wall Street Journal*, Feb. 15, 2020. (Canvas)
               3) Hopkins, "What Roy More Tells Us About the Republican Party," *Washington Post*, June 29, 2019. (Canvas)
               4) Edsall, "What Motivates Voters More than Loyalty? Loathing," *NY Times*, March 1, 2018. (Canvas).
               5) TBD

Week #9 [Oct. 19-25]

"Interest Groups"

Readings: 1) Ch. 7 "Interest Groups," *Campaigns & Elections.*
               2) TBD
               3) TBD

Week #10 [Oct. 26-Nov. 1]

"Media & Campaigns"

Readings: 1) Ch. 8 "Media," *Campaigns & Elections.*
               2) Massoglia, "Dark Money Networks Hide Political Agendas Behind Fake News Sites," OpenSecrets.org
                  (Canvas)
               3) TBD

Week #11 [Nov. 2-8]

"Financing Campaigns"

Readings: 1) Ch. 4 "Financing Campaigns," *Campaigns & Elections.*
2) Wood, "Citizens United turns 10 today. Here's what we've learned about dark money," *Washington Post*, Jan. 21, 2020. (Canvas)
3) Read Extensive Election Coverage from Multiple Sources

Week #12 [Nov. 9-15]

"Voter Choice"

Readings: 1) Ch. 13 "Voter Choice," *Campaigns & Elections.*
2) Johnson, "Trump or a Democrat," Eastern Iowa Ponders Its Presidential Choice," *Washington Post*, June 14, 2019.
2) Pryor, "How Different Polling Locations Subconsciously Influence Voters," *The Conversation*, Feb. 29, 2016.
3) Read Extensive Election Coverage from Multiple Sources

Week # 13 [Nov. 16-22]

"Evaluating Campaigns"

Readings: 1) Ch. 14 "Evaluating Campaigns," *Campaigns & Elections.*
2) Final Project Assignment

Week #14 [Nov. 30-Dec. 6]

"Campaigning vs. Governing"

Readings: 1) TBD

Week #15 [Dec. 7-13]

"Reviewing the 2020 Election Cycle"

Readings: 1) Work on Final Projects

DECEMBER 14-18 FINALS WEEK