

Campaigns, Elections, and Voting

COURSE INFORMATION	<i>Term:</i> Fall 2018 <i>Level:</i> Topics (open to all) <i>Meet:</i> Mondays 7-8:20 <i>Room:</i> College Hall 221 <i>Syllabus Revision:</i> January 2, 2019	<i>Instructor:</i> Jack Reilly <i>Office:</i> Social Sciences 205 <i>E-mail:</i> jreilly@ncf.edu <i>Office Hours:</i> Tues. 11-12, Weds. 2-3 <i>Appointments:</i> jacklireilly.youcanbook.me
DESCRIPTION	The link between elected representatives and the people is arguably the most important aspect of political life in a democracy. This course begins by examining this link in the American political context, focusing on parties, campaigns, and elections as the critical mediating connection between private citizens and the institutions of government. Special attention will be paid to the 2016 elections and the upcoming 2018 cycle. We continue to non-American contexts to examine how alternate electoral institutions lead to different behavior on the part of citizens and representatives. How can we best ensure effective democratic representation? Do different voting and electoral systems lead to better political outcomes, and how so? What can we learn from other systems to inspire potential reforms here at home? <i>Lecture-conference.</i>	
PREREQUISITES	None. This is a topics level course open to students at all levels.	
BOOKS	There are no required books for this course. All of our reading for the course will be scholarly articles available electronically directly from journals or posted on the course Google drive. Accordingly, you should budget \$10 for printing articles over the course of the semester. (This is easily less than the cost of additional readers.)	

Course Requirements

OVERVIEW	Satisfactory completion of the course requires completion of the following: <ol style="list-style-type: none">1. Daily Preparation<ol style="list-style-type: none">(a) Reading(b) Participation(c) Discussion Questions2. Campaign Project<ol style="list-style-type: none">(a) Campaign Strategy Memo(b) Campaign Presentation(c) Campaign Post Mortem3. Prognostication (in-class)4. Quiz (final)	
DAILY PREPARATION	<p>Daily Participation and Reading. This is a college-level lecture-conference. I do not expect mastery of the material before reaching weekly class sessions, but I do expect familiarity.</p> <p>Discussion Questions. Submit discussion questions or points (broadly construed) to the class by 3 PM on the day of class. Please respond to the first e-mail sent out, so all responses appear in a thread, and if you are the first questioner, title your e-mail [CEV] Questions: Week X.</p>	

CAMPAIGN PROJECT

The main independent work for the course involves an in-depth study of a particular election campaign from the 2018 election cycle.¹ Each student must choose a different candidate/campaign.² There are three components to your campaign project:

1. A *campaign strategy memo*, outlining and identifying a path to victory for your chosen candidate. (~10 pgs.)
2. A *campaign presentation*, where you tell the class what your campaign/race is about, who is likely to win, and why. (~5 mins.)
3. A *campaign post-mortem*, identifying why your candidate won (or not), and why. Did the campaign effectively follow its strategy, and earn its success or failure, or did national trends swamp local efforts? (~2-5 pgs.)

The memo is due two weeks before election day, the presentation will happen the week before the election, and the post mortem is due two weeks after the election. Please note we may have additional class time in the week before the election to accommodate all student presentations.

QUIZ

A final quiz covering all aspects of the course but focusing on voting and electoral systems. (~30 mins.)

Course Expectations

COURSE POLICIES **Etiquette:** Course participants must be courteous to the professor and fellow students. Attend class on time, listen to fellow students when they talk, and disagree (or agree) with others' arguments professionally. Keep cell phones silenced and out of sight.

Computation and Technology: Laptops are required to be closed and left out of sight. Alternate accommodations, if necessary, can be made in the case of documented necessity through New College's Student Disability Services office (SDS).³

Office Hours: I encourage you to stop by my office hours at any point if you have questions about the course, the readings, school, etc. In addition to formal office hours, I have an open-door policy: if the door is open, you are welcome to come in, so long as I am not facing an immediate deadline of some kind. (In other words, coming in minutes before class is usually not a good idea.) If you want to be sure you can speak with me, setting up an appointment beforehand at jacklreilly.youcanbook.me is always a good idea.

E-mail: Students can generally expect a response to all e-mails within 24 hours, excepting weekends. Questions that require more than a couple sentences in response should usually be addressed in person. On the flip side, please send me all the weird and neat election-related tidbits you find.

¹You can also choose a campaign in a non-US context, so long as that election is also happening during this semester.

²You can, however, choose a different candidate in the same race. The Florida Senate race, for example, can have one person choose the Rick Scott campaign and another person choose the Bill Nelson campaign.

³Why is my technology policy so constrained? Because in this class, we trust science. And on this matter, science is clear: use of laptops and technology in classes tends to not just distract the user, but also peers next to them – even in lecture based classes (Sana et al., 2013; Fried, 2006). In seminar classes, the problem is worse, with laptops breaking the implicit social contract of the classroom space and hindering sustained reflection of the material. Why? Because humans, by nature, are bad at multitasking (yes, despite what you hear about its importance) and are prone to distraction by shiny things in the corner (Lee et al., 2011; Rosen et al., 2013). There is even reason to believe that long-hand writing and note taking improves comprehension and mental processing of material (Mueller and Oppenheimer, 2014). To be present and engaged in a meaningful educational experience means placing yourself in the correct context for learning. Which, in turn, usually means keeping the computer off.

A Note on Writing: Clear writing and argumentation is a critical element to success in this class. I strongly recommend exploring the options for writing (and revising!) assistance at the Writing Resource Center. You can schedule an appointment through the writing center here: <https://ncf.mywconline.com>

NEW COLLEGE
POLICY
STATEMENTS

Students with Disabilities: Any student who, because of a documented disability, may require special arrangements and/or accommodations, should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note that instructors are NOT permitted to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please visit Student Disability Services in HCL 3 and/or email disabilityservices@ncf.edu.

Religious Observance: No student shall be compelled to attend class or sit for an examination at a day or time when s/he would normally be engaged in religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with the policy, prior to the scheduled meeting.

Academic Integrity: Any suspected instance of plagiarism will be handled in accordance with the College’s policy on academic dishonesty.

Class Schedule

OVERVIEW

Topics Outline (Subject to fluctuation)		
W	Topics	Work Due
1	10 Things Political Scientists Know that You Don't	Introductions
2	Labor Day (No Class)	
3	2016 in Review: What Happened?	Claim Campaign!
4	No Class	
5	Psephology & Turnout	
6	Polarization & Sorting	
7	Realignment & Parties	
B	FALL BREAK	
8	Forecasting	Strategy Memo Presentations
9	Campaign Presentations (Double Class)	
10	Prognostication - Election Week!	Post-Mortem
11	Veteran's Day (No Class)	
12	Gerrymandering, Districting, and Voting Systems	
13	It Doesn't Have to Be This Way: Comparative Systems	Quiz
14	Course Wrap-Up	
F	FINALS WEEK	

Readings

- WEEK 1 10 Things Political Scientists Know that You Don't
- Noel, Hans (2010). Ten things political scientists know that you don't. *The Forum*
- WEEK 2 **Labor Day** (No class)
- WEEK 3 2016 in Review: What Happened?
- Sabato, Larry and Kyle Kondik (2017). *Trumped! The 2016 Election that Broke all the Rules*, chapter 1
 - *Secondary and Optional:*
 - Sides, 2018. *Identity Crisis*
 - Silver, The Real Story of 2016
 - Gelman, 19 things learned from the 2016 election
 - * and 5 more things I learned from the 2016 election
 - What really happened in 2016, in 7 charts
 - Political Divisions in 2016 and Beyond
 - * See also *brief summary*
- WEEK 4 No Class (PPSA Conference)
- *Make up class: double session week 9*
- WEEK 5 Psephology: Elections as Political Science
- Wand, Jonathan N, Kenneth W Shotts, Jasjeet S Sekhon, Walter R Mebane, Michael C Herron, and Henry E. Brady (2001). The butterfly did it: The aberrant vote for Buchanan in Palm Beach County, Florida. *American Political Science Review*
- WEEK 6 Polarization
- Abramowitz, Alan I and Kyle L Saunders (2008). Is Polarization a Myth? *The Journal of Politics*
 - *Secondary and Optional:*
 - Abramowitz, Alan I (2013). *The Polarized Public?* Prentice Hall
 - Fiorina, Morris P, Samuel J Abrams, and Jeremy C Pope (2011). *Culture War?* Addison-Wesley Longman
 - Fiorina, Morris P, Samuel J Abrams, and Jeremy C Pope (2008). Polarization in the American Public: Misconceptions and Misreadings. *The Journal of Politics*
 - Fiorina, Morris P and Samuel J Abrams (2008). Political polarization in the American public. *Annual Review of Political Science*
 - Sigelman, Lee and Syng Nam Yough (1978). Left-Right Polarization In National Party Systems: A Cross-National Analysis. *Comparative Political Studies*

WEEK 7

Realignment

- Mayhew, David R (2002). *Electoral Realignments*. Yale, ch 2-3
- *Secondary and Optional:*
 - Sundquist, James L (1983). *Dynamics of the party system*. Brookings Institute Washington, DC
 - Burnham, Walter Dean (1970). *Critical elections and the mainsprings of American politics*. Norton
 - Key Jr, Valdimer O (1955). A theory of critical elections. *The Journal of Politics*

WEEK 8

Forecasting [**Campaign Memo Due Wednesday This Week!**]

- NYTimes Upshots' Live Poll Methodology
- FiveThirtyEight's Forecast Methodology
- Examine and scan FiveThirtyEight's forecasts for the 2018 election for [house](#), [senate](#), and [governor](#); look particularly at any given senate page to see how the different pieces of the model fit in to the overall forecast
- For fun:
 - [The 16 Worst Predictions of 2016](#)
 - [Why I Had to Eat a Bug on CNN](#)
- *Secondary and Optional:*
 - Campbell, James E. A Recap of the 2016 Election Forecasts. *PS: Political Science and Politics*
 - Campbell, James E (2018). Introduction: Forecasting the 2018 US Midterm Elections. *PS: Political Science & Politics*

WEEK 9

Main Topic: Campaign Presentations [**Double Class! 7-10 PM**]

WEEK 10

Main Topic: Prognostication

- Consult the following for help in our wisdom of the crowds prognosticating!
 - <http://fivethirtyeight.com>
 - <http://www.nytimes.com/section/upshot>
 - <http://www.realclearpolitics.com>
 - <http://www.centerforpolitics.org/crystalball>
 - <http://www.cookpolitical.com>
 - <http://www.predictit.org>

WEEK 11

Veteran's Day (No class)

WEEK 12

Election Wrap-up, Gerrymandering, and Redistricting [Post-Mortem Due Wednesday This Week!]

- Chen, J and J Rodden (2013). Unintentional gerrymandering: Political geography and electoral bias in legislatures
- [How Voting Blocs Have Shifted from the 1980s to Now](#)
- *Secondary and Optional:*
 - 2018 Reaction from the Left: *Pod Save America: We Won* [Podcast]
 - 2018 Reaction from the Right: *The Ben Shapiro Show: The Great Divide* [Podcast]
 - Engstrom, Erik J (2006). Stacking the states, stacking the House: The partisan consequences of congressional redistricting in the 19th century. *American Political Science Review*
 - Engstrom, Erik J (2014). *Partisan gerrymandering and the construction of American democracy*. University of Michigan Press

WEEK 13

Voting Systems, Electoral Systems, and Comparative Voting

- Dynes, Adam M and Thomas J Wood. The party decides the rules: How different vote counting rules change the outcome of the 2016 Republican Primary
- *Secondary and Optional:*
 - Dalton, Russell J. (2013). *Citizen politics: Public opinion and political parties in advanced industrial democracies*. Cq Press
 - The collected volumes of work on the comparative study of electoral systems:
 - * Volume 1: Klingemann, Hans Dieter (2009). *The Comparative Study of Electoral Systems*. Oxford University Press
 - * Volume 2: Dalton, Russell J. and Christopher J Anderson (2011). *Citizens, Context, and Choice: How Context Shapes Citizens' Electoral Choices*. Oxford University Press
 - * Volume 3: Dalton, Russell J., David M Farrell, and Ian McAllister (2011). *Political Parties and Democratic Linkage: How Parties Organize Democracy*. Oxford University Press
 - * Volume 4: Thomassen, Jacques (2014). *Elections and Democracy: Representation and Accountability*. Oxford University Press
 - * Volume 5: Vowles, Jack and Georgios Xezonakis (2016). *Globalization and Domestic Politics: Parties, Elections, and Public Opinion*. Oxford University Press

WEEK 14

Course Wrap-up