

POLS 3335: American Campaign Politics

FALL 2022

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Course Time: Mon, Wed, Fri
10:10 a.m. – 11:05 a.m.
Classroom: RBN 2012

Office Hours: 1:00 p.m. – 2:00 p.m. Mondays
4:30 p.m. – 5:30 p.m. Wednesdays
Office: CAS 123

Key Reminders: Above the Fold

SARS-CoV-2 is transmitted in local areas (6 feet from the source) when water droplets enter an individual's mouth, eyes, or nose. It is also possible for some virus particles to stay on plastic or metal surfaces for 3 days. Here's what you can do as we meet in person:

- 1) When you are healthy, study together with a small group of students you see often.
- 2) If you are ill, hunker down where you can. Send Dr. Owens a note to set a plan.
- 3) Dust off your work space, because the public has used that desk today.
- 4) Round-up a face covering when local transmission of the virus is high (or doubling).
- 5) If you work with a lot of people indoors or travel on public transportation, get tested 3-5 days after you think you were exposed.

Course Description

The course offers a comprehensive knowledge of how candidates appeal to a constituency and what trade-offs campaigns may consider in an election. Points will frequently be revisited from different perspectives to understand the effect of time, candidate traits, and national conditions. The course also compares how candidates campaign differently if they can operate under different election laws. A specific goal of the course is to prepare students with the ability to be effective campaign staff or volunteers in future campaigns through a service learning project.

Learning Objectives

1. Categorize the wide range of elections and campaign strategies in America.
2. Differentiate the characteristics of an election that help explain variations in citizen participation.
3. Interpret what conditions change the public's preference of who should be elected.
4. Recognize how campaigns are managed by the candidates, government and trends in voting behavior.
5. Identify election rules that have changed how campaigns operate.
6. Assess when candidates started to take advantage of a tool or adapt their strategy.
7. Recognize the impact regularly scheduled elections have on multiple campaigns.
8. Experience how elections are administered and evaluate how campaigns respond to voters.
9. Compare election outcomes across different political contexts to assess whether the campaign mattered.

The objectives are achieved by critically evaluating candidate success, election reforms, and voter participation. Assignments require the application of reading and comprehension skills to reflect on readings with short written pieces, as well as public speaking by producing brief presentations. Each student will also be asked to conduct independent research on elections.

Required Readings

Sides, John, Daron Shaw, Matt Grossman, and Keena Lipsitz. 2022. *Campaign and Elections*, Fourth Edition. Norton.

Owens, Mark, Ken Wink, and Kenneth Bryant, Jr. 2022. *Battle for the Heart of Texas: Political Change in the Electorate*. Norman: University of Oklahoma Press.

Communication Policy

Received e-mails will be answered within 30 business hours between 9am and 5pm during the school week. Feedback on written assessments will be returned within five class meetings of the submission. Exams will be returned between three and five class meetings after the exam.

Student Evaluation

Expectations for all work

All work must be original - including only direct quotes without any analysis will result in a 0. Work that largely summarizes or only paraphrases work from other sources will not receive more than a B-. A papers must synthesize arguments and facts to build justifications for the author's main point (or argument).

If you have any questions about what classifies as academic dishonesty, visit <http://www.markowens.org/courses/academichonesty>.

Should it be necessary for a student to make up either of the first three exams, that will be done toward the end of the term.

Failure to turn in a topic assignment on time will result in a penalty of one letter grade per day. Assignments not received within two days of the deadline will no longer be accepted.

All readings are expected to be completed before watching a video and completing the assignment. Although not all readings will be discussed in class, this does not negate your responsibility to know the assigned material.

I. *Participation: 50 points* Participation is measured by performance on in-class reading quizzes and short reflection assignments that ask the class to engage with the material to reflect on current events of the 2022 campaign season. **Note:** The lowest assignment will be dropped.

II. *Unify Challenge College Bowl: 50 points* A critical skill to persuade voters to support a candidate is for the staffer or volunteer to be well-versed on a variety of topics, listen well, and to communicate to strangers. Therefore, our class will join the Unify Challenge <https://www.unifyamerica.org/unify-challenge>.

The event will occur on September 27, 28, 29, and October 4, 5, and 6.

More details for our specific website to join 700 other students from across the country will be provided during the semester.

III. *Topic Assignments: 250 points* Frequent written and oral presentations are used to assess your understanding of a topic and describe real-world events.

- U.S. Senate Race or non-Texas Gubernatorial Race Reports
 - Campaign selection & list of best sources
 - Pre-election analysis (digest polling, donations, past elections)
 - Post-election presentation

- Texas Gubernatorial Debate Reflection (live on Sept 30).

- Content analysis of campaign data

IV. *Field Research, 100 points*

The UT Tyler Center for Opinion Research conducts regular polls of Texas voters to help understand what kinds of policies the public wants to see. We also look at their reactions to major events. Part of our class breaks from morning meetings to allow you the flexibility to work afternoons and evenings in the call center. This offers experience in how polls are conducted and lets you interact with voters across the state without leaving Tyler. All students in the class are eligible to be hired as a Research Assistant. Students will work 20 hours per semester in the call center to fit with campus-wide standards for service-learning.

V. **Choose A or B for 50 points**

A: *Photo Quest, Document the 2022 Campaign in East Texas: 50 points*

For this assignment, you are tasked with recognizing campaign activities in the region for candidates seeking a particular office (ex. U.S. Senator, State Representative, County Judge, etc.). Focus on the campaign tactics candidates used to try and influence voters. The assignment is to collect photos of what you observe and then write a two-page report that evaluates the strengths and weaknesses of each campaign.

Consider these questions:

- How did tactics vary based on the office the individual was seeking?

- Were candidates responding to a national theme or did they remain focused on the local and state policy concerns of constituents?

- Given what you know about the places you visited and the resources available to a candidate, why do you think the candidates chose the strategies you observed?

B: *Attend a Public Talk about the election or voters*

These opportunities will be announced to the class throughout the semester. There will be opportunities to attend a talk by Dr. Carol Swain in Tyler, as well as numerous events held by the League of Women Voters-Tyler/Smith County.

- Attend the talk

- Write a 3 page reflection paper (double-spaced) that 1) focuses on the core points of the talk and 2) talks about how the value of the information (who needs to hear it, when would it be most useful, when might it not apply).

Grading¹

A = 450–500; B = 400–449; C = 350–399; D = 300–349; F ≤ 300.

Participation	50 points
Unify Challenge	50
Topic Assignments	250 points
Field Research	100 points
PhotoQuest or Talk	50 points
<hr/> TOTAL	<hr/> 500 points

Class Schedule

Week 1 Aug 22-26

Election framework, strategies, & trends

Read Mon: Chapter 1 - Introduction, *Campaigns & Elections*

Read Wed: Jacobson, Gary. 2015. “How do Campaigns Matter?” *Annual Review of Political Science* 18(1):1-17.

Read Fri: Lijphart, Arend. 1997. “Unequal Participation: Democracy’s Unresolved Dilemma.” *American Political Science Review*: 1-14

Objectives: 1) Predict how candidates behave by focusing on voter preferences and behavior of other candidates.

2) Recognize how rules structure who the median voter is.

Week 2 Aug 29-Sept 2

Constitutions & Elections

Read Mon: Chapter 2, Electoral Process in *Campaigns & Elections*

Read Wed: Chapter 3, Transformation of Campaigns *Campaigns & Elections*

Read Fri: Thomasen, Danielle and Aaron King. 2020. “Women’s Representation and the Gendered Pipeline to Power.” *American Political Science Review* 114(4): 989-1000.

Objectives: 1) Identify how ballots have changed.

2) Observe how an institution reacts to the consequences of an election.

Week 3 Sept 7-9

Service Learning Field a Survey of Texas Voters with UT Tyler Center for Opinion Research.

Week 4 Sept 12-16

Texas’ Midterm Election

On Wed: Lecture on Weighting sample to the population. Analyze the Poll.

On Fri: Discuss: Why does Texas’s election matter this year? What do you see?

¹Should the class schedule need to be amended, I will advise the class in advance by email and via the course page

Week 5 Sept 19-23

Texas' Recent Elections

Read: *Battle for the Heart of Texas*

Week 6 Sept 26-30

Congressional Elections

Read Mon: Chapter 10, Cong. Elections in *Campaigns & Elections*

Jacobson, Gary. 2015. "It's Nothing Personal: The Decline of the Incumbency Advantage in US House Elections." *Journal of Politics* 77(3): 861-873.

Read Wed: Chapter 5, Financing Campaigns in *Campaigns & Elections*

Wood, Abby K. and Christian Grose. 2022. "Candidate finance transparency affects legislator's election outcomes and behavior." *American Journal of Political Science* 66(2): 516-534.

Roarty, Alex and Shane Goldmacher. 2014. "They're Not Allowed to Talk. But Candidates and PACs Are Brazenly Communicating All the Time." *National Journal Daily* October 31.

Objectives: 1) Recognize that congressional districts can be safe or competitive due to factors that have nothing to do with the work ethic of the legislator.
2) Identify reasons why congressmen are more popular than a national candidate in their own elections even if the candidate for lower office is lesser known.
3) Recall the rules for how much money an individual can donate to a political campaign and at what amount the donation must be disclosed.
4) Classify which offices a candidate can receive Public Financing for their election.
5) Recognize the limitations for fundraising and expenditures that structure how candidates allocate resources.

Week 7 Oct 3-7

State Level Elections

Read Mon: Chapter 11, State Campaigns in *Campaigns & Elections*

Read Wed: Brown, Adam. 2013. "Does Money Buy Votes? The Case of Self-Financed Gubernatorial Candidates, 1998-2008." *Political Behavior* 35(1): 21-41.

Weeks 8 & 9 Oct 10-21

Mass Public Opinion

Read Mon: Chapter 12 & 13 in *Campaigns & Elections*

Objectives 1) Explain how Data Driven Campaigns can enhance GOTV.
2) Recognize what votes are absolutely necessary to win and how context can affect the incumbent.

Week 10 Oct 24-28

Comparison of Voter preferences and participation

Urban and Rural

Latino Voters - What differences will we see?

Black Voters

- Week 11** **Oct 31-Nov 4**
Election Reflection
- Week 12** **Nov 7-11**
Why did some candidates lose?
Read: Carson, Jamie et al. 2007. "The Electoral Costs of Party Loyalty in Congress."
American Journal of Political Science 54(3): 598-616.
- Week 13** **Nov 14-18**
Presidential Primaries & Elections
Read: Chapter 9, Presidential Elections in *Campaigns & Elections*
Norrandner, Barbara. 2006. "The Attrition Game: Initial Contests and the Exit
of Candidates During the US Presidential Primary Season." *British Journal of
Political Science* 36: 487-507.
- Week 14** **Nov 21-25 Thanksgiving Break**
- Week 15** **Nov 28 - Dec 2**
Post-election presentations
- Week 16** **Dec 5** Post-election report revisions

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)