Course Description

The course is designed with the objective that by the end the semester each student will have a comprehensive knowledge of how candidates appeal to a constituency and comprehend what trade-offs are necessary to win. Additionally, the course investigates how candidates campaign within those rules to advance to elected office. 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.

Students who will do the best in the course will have an understanding of how the political context of an election will effect whether the costs of certain campaign tactics are worthwhile.

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 publics 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.

We will achieve these objectives by critically evaluating attempts to solve national and local concerns in electoral 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 Textbook

All texts can be found in the bookstore or online.


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.

All missed in-class activities will be counted as a zero, unless excused beforehand.

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.

All out of class assignments are due at the beginning of the class. Failure to turn in a homework 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 class. Although not all readings will be discussed in class, this does not negate your responsibility to know the assigned material.

I. Participation, 100 points

Active participation in discussion is an important part of a class. Therefore, class meetings allow for an open forum to ask questions and students are presented with complex questions to spark class discussion. Seven in-class assignments create opportunities to evaluate a student’s ability apply information through class simulations.

I encourage you to CHALLENGE, RESPOND to, & CRITIQUE what you read and hear outside of class. Our goal is to learn by challenging what preconceived notions we may have.

The half of the participation grade is a proportion of the high quality contributions to class discussion and reflection of critical thinking shown in assignments throughout the semester. The other half of this grade is earned through the completion of activities will be administered in class and online. Each activity corresponds with the week’s topic and is designed to assess your ability to understand the material. All work must be original - including only direct quotes without any analysis will result in a 0. All missed assignments will be counted as a zero, unless excused beforehand. The lowest assignment, may be dropped - even a zero - but know that each class meeting is an opportunity to participate.

II. Election Poll Project: 500 points

During the 2018 election we have the opportunity to engage with voters across the state when they are paying the closest attention to their representation. In collaboration with the UT Tyler Polling Lab, we are able to conduct a large statewide poll to analyze attitudes of the public about candidates and policy. This large project is structured through five assignments.
IRB Training & Certification, 50 points

When universities do research that involves contacting human subjects, it is important that the project be approved by a university Institutional Review Board. It is also important that each researcher/interviewer be trained in how to conduct a research project in an ethical and moral way. Therefore, we have set up a way for you to go through the same training UT Tyler faculty receive before submitting a project to the IRB.

CATI Software and Survey Training, 50 points

As part of the class you will be trained to conduct telephone surveys by entering detailed information from each respondent into our Computer Assisted Telephone Interview (CATI) software. This training will occur in-person in the Polling Lab and be led by survey professionals and faculty.

Our goal will be to teach you the nuts and bolts of conducting a statewide survey and what to be mindful of as you ask questions to a respondent. You will see how details are collected and then compiled into a larger database to include the research of you and your peers.

The training will be complete upon passage of the proficiency quiz. Note: points will be deducted for each round that it takes to achieve mastery of each task.

Experimental Learning: Texas Opinion Survey, 150 points

The poll reflects a service learning activity to create real-world experience in the application of social science research and the skills you will be able to provide upon graduation. The poll will be in the field for two weeks, with the Polling Lab open for operation in the evenings between 5pm and 8:30pm on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, as well as a block of time from 1pm to 5pm on Saturdays and Sundays. You will be able to select two-hour shifts to work at one of the 20 stations during that time.

Your participation will be assessed based on the hours you work (minimum 9 hours). The quality of your participation will reflect a ratio of the quality of your participation that reflects the number of calls made and the number of calls successfully completed. You will also be evaluated through observation of how clearly you communicate with respondents and complete the assigned tasks.

Reflection on Experience, 150 points

In this journal offer a daily reflection on the similarities and differences of respondent attitudes recorded during the surveys you completed. What combinations of views were unexpected? What is your assessment of the political knowledge of respondents you spoke with? What messages from the media or campaigns are being reflected back in the answers of the individuals you spoke with?

Upon submission of this daily journal of your polling experience add an introduction of the main themes you recognized and a conclusion about the value of these reflections as evidence of the larger themes you recognized. In your conclusion, you may also want to add reflections about topics respondents wanted to talk about beyond the survey and offer advice on how the next survey could address those concerns.

Analysis Paper, 100 points

Question: What policy views appear to have influenced the outcome of an election?
The knowledge you gain prior to the election about the views of Texans is crucial to in-depth explanations of how we can interpret whether candidates offer clear representation or are out of step with their constituencies. Given your experiences and analysis of other polling (or voting trends) offer an informed analysis of what policy views by the public influenced the outcome of an election. Where there policy issues that were driving the political engagement of independent voters? Are there any issues that allowed a candidate to attract support from voters that identify with the opposite party?

Remember these comparisons do not need to simply discuss what occurs on the margins. You can also explore policies that had significant support across the state to project whether the new leaders have a mandate to make a particular policy decision.

A typical analysis, described here, should be between 3 and 4 pages and make meaningful comparisons between regions of the state or identifiable voting groups (issue advocacy, ethnicity, religion, etc).

III. Service Learning Project, total 200 points

A candidate’s image, campaign’s message, and distribution of voters in the electorate are important. However, each are only effective if you understand the rules, timing, and opportunities for participation in the elections. Therefore this section of the course is focused on participating in the non-political administration of elections.

Each student’s ability to participate and interest in the topic will form teams. All students are expected to be accountable to their teams and participate equally. Each student’s service learning experience is evaluated on the same set of factors:

- Attendance at required community meetings & training
- Participate in the implementation of the election activity
- Complete the Group Assignment (reflection memo or sample ballot)
- Prepare a Public Presentation – to present in class – about one or more observations on how elections are run in Smith County that are valuable for someone trying to plan a campaign.

College Poll Worker Program, October 22 - November 6

Partner: Smith County Election Office

Requirements: 1) Attend a training program.

2) Be available for a shift during early voting, on Election Day or Election night. *Election Night is November 6, 2018 and Early Voting begins October 22, 2018.*

3) Draft a two-page memo, addressed to the county election office, that analyzes strengths of the program and difficulties that could be improved. Report what you learned, offer a critique, and then follow with a suggestion or set of parameters that would help improve the concern.

IV. Exams, total 400 points

There will be four exams during the semester, each worth 100 points. The first exam and third exam will be given in class. The second and final exam will be administered online. The final will be cumulative in that it will ask you to draw connections across topics covered throughout the class. Each exam will offer different
types of short-answer and essay questions. Each question will hold different point values.  

*Note: Due to UT Tyler’s academic calendar the deadline for the final exam cannot be extended.*

**Grading**

A = 900–100; B = 800–899; C = 700–799; D = 600–699; F ≤ 599.

<table>
<thead>
<tr>
<th>Participation</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Polling Experience (Oct 15-26)</td>
<td>500 points</td>
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<tr>
<td>Service Learning Participation (Oct 22-Nov 6)</td>
<td>200 points</td>
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<tr>
<td>Midterm Exam (Oct 10)</td>
<td>100 points</td>
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<tr>
<td>Final Exam (Dec 12)</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000 points</strong></td>
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**Class Schedule**

**First Module: Campaign Strategies**

**Week 1**

**Aug 27-29**  
Expectations in the Electoral Process

**Aug 31**  
Video: Median Voter  
*Readings:  Campaigns & Elections, Ch. 1-2*


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

**Week Two**

**Sept 5**  
Changes in Elections and Campaign Strategies

**Sept 6**  
*Reminder Career Success Conference - All Day*

**Sept 7**  
Video: What Voting Was Like  
*Readings:  Campaigns & Elections, Ch. 3*


*Objectives:* 1) Identify how ballots have changed.  
2) Recognize how rules structure who the median voter is.

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

Sept 10-13  Financing Campaigns

Sept 15  Video: Campaign Finance I & II

Readings:  Campaigns & Elections, Ch. 4


Objectives:  1) Recall the rules for how much money an individual can donate to a political campaign and at what amount the donation must be disclosed.
2) Classify which offices a candidate can receive Public Financing for their election.
3) Recognize the limitations for fundraising and expenditures that structure how candidates allocate resources.
4) Discern the importance of money, advertising, and name recognition.

Week Four

Sept 17  Voter Attitudes in Texas

Readings:  Polling and the Public, Ch. 1-5

Sept 19  CATI Telephone Interviewer Training

Sept 20  Voter Engagement Picnic, 4PM @ Harvey Deck

Sept 21  Video: Data Driven Campaign I & II

Week Five

Sept 24-26  Get Out the Vote

Sept 28  Out of Class Assignment: Photo Quest

Readings:  Campaigns & Elections, Ch. 5


Objectives:  1) Role-Play how to Canvass and Phone Bank
2) Practice Recruiting Volunteers for a campaign.
3) Explain how Data Driven Campaigns can enhance GOTV.
4) Develop a strategy of implementing resources to get out the vote.
5) Recognize what votes are absolutely necessary to win.
Week Six

Oct 1-3  Parties & Interest Groups

Oct 5    Video: How to Define Candidates by their Record
Readings: Campaigns & Elections, Ch. 6-7

Objectives: 1) Understand a multi-candidate race changes the composition of coalitions in the electorate.
2) Recognize the benefits of strong party organizations.
3) Judge how a policy organization’s reputation is used to frame a candidate.
4) Discern the differences between a candidate ad and an issue advertisement.

Week Seven

Oct 8     Midterm Review
Oct 10    Midterm in class

Week Eight


Week Nine

Oct 22-26 Experiential Learning: Texas Opinion Poll

Second Module: Outside Influence on a Campaign

Week Ten

Oct 29-31 Media
Readings: Campaigns & Elections, Ch. 8
Polling and the Public, Ch. 6

Objectives: 1) Give examples of how candidates seek to influence news content.
2) Defend the position that the media remains independent of party politics.
3) Match the similarities between traditional and new media can be used by candidates to reach voters.
4) Contrast the differences between traditional and new media can be used by candidates to reach voters.
5) Explain how voters recognize issues within the context of a campaign.
6) Strategize how issues may be presented to encourage voters to reconsider their support for a candidate.

Week Twelve

Nov 5-7 Are Campaigns Representative?

Readings: Campaigns & Elections, Ch. 14
Polling and the Public, Ch. 7-9

Objectives: 1) Critique the strategies of the campaigns that underperformed expectations in the election.
2) Recommend how successful strategies from the 2018 election should be applied in the general election (or in other elections).

Week Thirteen

Nov 12-14 Presidential Elections

Readings: Campaigns & Elections, Ch. 9

Objectives: 1) Anticipate the probability of an electoral outcome given the information you know before the polls close.

Week Thirteen

Nov 19-23 Thanksgiving Break

Week Fifteen

Nov 26-28 Congressional Elections

Nov 30 Video: Redistricting

Readings: Campaigns & Elections, Ch. 10
Objectives: 1) Observe how an institution reacts to the consequences of an election.
2) Differentiate between sorting, primaries, and gerrymandering as potential sources of polarization.

Week Sixteen

Dec 3-5  State and Local Elections
Readings: Campaigns & Elections, Ch. 11

Objectives: 1) Identify how a specified voting rule can determine what candidate the public chooses.
2) Recognize if non-partisan elections and ballot initiatives can have a biased effect on turnout.

Exam Week

Dec 12  Final Exam on Wednesday December 12, 10:15am - 12:15pm
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, kretek, 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

Revised 01/18
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 (903.565.5995), writingcenter@utTyler.edu
- UT Tyler Tutoring Center (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 (903.566.7254)