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](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. *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, February 20 - March 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 March 6, 2018 and Early Voting begins February 20, 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.

**Alternate:** Community Voter Education Project

*Partner:* League of Women Voters

*Requirements:* 1) Prepare and execute a plan to conduct a non-partisan and unbiased voter registration drive (on campus or in the community).

2) Draft a non-partisan and unbiased sample ballot that describes the details of all candidates and ballot initiatives that will be vote on March 6, 2018.

3) Submit the summary of questions on the ballot (“sample ballot”) to the Patriot Talon, Tyler Morning-Telegraph, and/or to be published online.

II. *Original Research Manuscript,* 400 points

Historical accounts of elections often focus on the outcomes of elections by recounting what happened. Studies in election science look at multiple elections to see if how the election is run changes how candidates and voters behave. The questions are particularly relevant since 2000, as states and localities have attempted to modernize elections to be more convenient (*early voting, voting and voting centers*) and more secure (*voter ID, electronic voting technology, etc.*).

Your task is to write a paper that is worthy of publication. This can be intended for submission to a Law Journal or to an academic journal.

In this research manuscript:

1) Select an academic book(s) about campaigns and elections.

2) Formulate a research question that is relevant to your topic of interest. Have changes in election rules mattered? What campaign strategies are likely to encourage voters to turnout?

3) Argue how campaign staffers or election administrators could improve their approach to improve elections. When a reform/change occurs, how would you hypothesize the election/campaign might change?

4) Develop an empirical test of your hypothesis using evidence from election outcomes and behavior to estimate the effect your are interested (ex. advertising/recognition, candidate experience, or national conditions).

5) Discuss how costly the additional effort would be for a campaign to follow your advice. Also, reflect on whether there are electoral conditions where your advice might not be effective.

You will also be evaluated on the clarity of your conclusions and the connections (direct or indirect) you observe between the campaign and election outcome.

*The manuscript is due on Friday April 27.*

II. *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**

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\begin{array}{l|c}
\text{Grading} & \\
A = 900–100; B = 800–899; C = 700–799; D = 600–699; F \leq 599. & \\
\text{Service Learning Participation (Feb 20-Mar 6)} & 100 points \\
\text{Service Learning Evaluation} & 100 points \\
\text{Original Research Manuscript (Apr 27)} & 400 points \\
\text{Exam I (Feb 9)} & 100 points \\
\text{Exam II (Mar 2)} & 100 points \\
\text{Exam III (Apr 13)} & 100 points \\
\text{Exam IV (May 4)} & 100 points \\
\text{TOTAL} & 1000 points \\
\end{array}
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**Student Conduct**

I have high expectations for each student in this class, which are based on your academic performance to get to this point and my belief that you will treat each of your fellow classmates with respect. My goal is to facilitate a supportive and engaging classroom for everyone and one part of that is eliminating disruptive behavior. I will allow computers in-class for note taking. However, it is unacceptable to use your cell phone or computer during class to chat, surf the web, talk, or text. Using technology in this way during class is distracting to others and demonstrates a lack of respect for the instructor.

**Netiquette**

Since a large portion of the class will occur online and students have the opportunity to collaborate outside of class, it is necessary to establish a formal etiquette policy. 1) All communications should be professional. 2) Disagreements should be targeted at the subject and topic – not individuals participating in the discussion. 3) Be sure that secondary sources shared online have the appropriate copyright and fair use allowances for educational use. 4) Obnoxious or inflammatory online activity will be treated the same way as behavior that distracts from learning in the classroom. Offenses will be documented and reported to the University Conduct Committee.

**Academic Honesty**

It is your responsibility to avoid plagiarism, cheating, and dishonesty. The University of Texas at Tyler Policies and Procedures for Student Affairs will be strictly followed and can be found here at: [http://www.uttyle.org/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf](http://www.uttyle.org/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf). Tests and assignments are designed to assess your understanding of the material—do not reference another student’s answers.

Violations of academic integrity are serious and will have a negative consequence on your classroom performance. In each instance a violation occurs, a failing grade will be assigned for the assignment or the course, require work to be redone, and have you identify what the cause of the violation was. The matter will be referred to the Dean of Students if institutional action is necessary. Reference the rights and responsibilities of students: [http://www.uttyle.org/wellness/rightsresponsibilities.php](http://www.uttyle.org/wellness/rightsresponsibilities.php).

Examples of plagiarism, cheating, and related descriptions are provided by the university at [http://www.uttyle.edu/academicaffairs/files/syllabuspolicy.pdf](http://www.uttyle.edu/academicaffairs/files/syllabuspolicy.pdf).

**Grade Replacement/Forgiveness and Census Date Policies:**

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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
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 that students need to be aware of. 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 Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

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.

Resources for Academic Success:

UT Tyler Writing Center (903.565.5995)

UT Tyler Tutoring Center (903.565.5964)

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)

Technical Requirement and Support Statement:
The course requires students to maintain certain technical expertise:

Use a word editor (ex. Word or submit other written work as a PDF). As a student you have a subscription to Office 365 http://www.uttyler.edu/it/office365/365-students.php.

Keep your internet browser to the correct settings to run Blackboard – this may require deleting cookies or updating software to watch lecture videos. Campus Computing Services is there to help: https://www.uttyler.edu/ccs/index.php.

Download ZOOM and have some way to speak into an internet powered device if virtual office hour meetings are necessary.

If problems using the UT Tyler Learning Management System continue, contact the campus support staff and then alert the professor. Phone (903) 565-5610.
Class Schedule

First Module: Campaign Strategies

Week One

Jan 17-19  Expectations in the Electoral Process

Readings: Campaigns & Elections, Ch. 1-2


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

Week Two

Jan 22-26  Changes in Elections and Campaign Strategies

Readings: Campaigns & Elections, Ch. 3


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

Jan 29-Feb 2  Financing Campaigns

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

Feb 5-9  Get Out the Vote

Readings:  *Campaigns & Elections*, Ch. 5
           *Congressional Elections*, Ch. 2 & 3


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.

Exam I:  Exams must be completed by 5pm CST Friday February 9.
Week Five

Feb 12-16  Messaging to Persuade Voters

Readings:  
Congressional Elections, Ch. 4 & 9


Objectives: 1) Explain how voters recognize issues within the context of a campaign.  
2) Question the consistency of a candidate’s message.  
3) Strategize how issues may be presented to encourage voters to reconsider their support for a candidate.  
4) Match issues that persuade voters and create mandates in elections.

Second Module: Outside Influence on a Campaign

Week Six

Feb 19-23  Parties & Interest Groups

Readings:  
Campaigns & Elections, Ch. 6-7
Congressional Elections, Ch. 4 & 5


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 an policy organization’s reputation can be used to frame a candidate.  
4) Discern the differences between a candidate ad and an issue advertisement.
Week Seven

Feb 26-Mar 2

Media

Readings: Campaigns & Elections, Ch. 8

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.

Exam II: Exams must be completed by 5pm CST Friday March 2.

Week Eight

Mar 5-9  Election Week: Reflections from the Field

Readings: www.tylerpaper.com

www.texastribune.com

Election Day:
March 6, 2016

Week Nine

Mar 12-16  Spring Break

Week Ten

Mar 19-23  Are Campaigns Representative?

Readings: Campaigns & Elections, Ch. 14

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).

Third Module: Types of Campaigns

Week Eleven

Mar 26-30  Presidential Elections

Readings: Campaigns & Elections, Ch. 9


Hare, Christopher and Robert Lupton. 2016. ”No, Sanders voters aren’t more conservative than Clinton voters. Here’s the data.” Washington Post, Monkey Cage Article.


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

**Week Twelve**

**Apr 2-6** Congressional Elections  
*Readings:* *Campaigns & Elections*, Ch. 10  
*Congressional Elections*, Ch. 6-12


**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 Thirteen**

**Apr 9-13** 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 III:** Exams must be completed by 5pm CST Friday April 13.
Fourth Module: Voter Behavior

Week Fourteen

Apr 16-20  Voter Participation

Readings:  Campaigns & Elections, Ch. 12


Objectives: 1) Connect shifts in voter turnout with specific barriers or conveniences in voting.
2) Recognize how convenience and competition work to motivate voters.

Week Fifteen

Apr 23-27  Voter Choice

Readings:  Campaigns & Elections, Ch. 13
Congressional Elections, Ch. 11


Objectives: 1) Describe how incumbents build an advantage
2) Recognize the factors that contribute to the strategic entry and retirement of candidates.
3) Define the personal vote.

Exam Week

May 4  Final Exam