Political Science 4412.0060W: Presidential Campaigning
University of Central Florida
Spring 2020
Instructor: John Hanley
v. 1.0

Logistics

Class Meetings: Online
Pre-requisites: None.
Office Hours: HPH 102D, Monday/Wednesday 1:30-4, Friday 1:30-2:30; or by appointment.
My office is in the basement of Howard Phillips Hall, in the south corner (closest to Millican Hall). If you are at the department office, you can take the elevator, or exit the building and use one of the three staircases that provide access to the basement. Email via webcourses Phone: 407-823-3329

Catalog Description

Introduces the process of candidate selection, convention behavior, actual campaign process and the transition of power.

Overview

The American President is the leader of the world's most powerful country and undoubtedly the world's most visible person. The importance of the position, the schedule of quadrennial elections, and the close competition between the Democratic and Republican parties make the process of choosing presidents a compelling spectacle with a global audience. But despite the public's familiarity with the President and the general outline of presidential elections, the process retains a high degree of mysteriousness—how is it, precisely, that a *particular* person captures the presidency ahead of all of his (her?) rivals, not to mention all of the other persons capable of carrying out the office. From a political science perspective, presidential elections pose substantial explanatory challenges: the rules and country change from election to election, and the candidates themselves bring unique qualities to each individual contest. Through study of past presidential elections and academic treatments, we will increase our familiarity with the topic, gain understanding of how institutions may affect outcomes, and become comfortable with the unpredictable and unknowable elements of presidential elections.

Course Materials

Polsby, Nelson W., *et al. Presidential Elections: Strategies and Structures of American Politics*, Fifteenth Edition. Paperback. ISBN: 978-1538125113. $54 paperback, $51 eBook. Required. It is *strongly, STRONGLY recommended* that you purchase the current version of the text, because reading questions and quizzes will follow closely this specific version. Older editions will include information that is out of date, and they will draw more heavily on the history of the elections closely preceding their publication, certain details of which you may know less well than the election of 2016.

In addition to the textbook, other readings and audiovisual materials will be made available to you on webcourses. You will be examined on these materials.

Readings and due dates are subject to modification.

Learning Outcomes

Students shall:

(1) Analyze and assess the actions of candidates, groups, and political parties. *To be more analytically rigorous, and become citizens who understand and recognize institutional and constraints on how elections work.*

(2) Increase substantive understanding of American politics and political history, consistent with the centrality of public opinion, groups, and institutions to outcomes. *To facilitate careers in politics as well as further study in political science and law.*

(3) Practice written communication skills. *To advocate for ourselves and others, and to effectively present information.*

Validation

Grades will be based on weekly quizzes, weekly discussion posts, short papers, and a final exam. These will be weighted as follows:

• Module quizzes	20
• Review exercises	10
• Written assignments (3)	45
• Group Discussions (a.k.a. POS & Pals)	12
• Final Exam	13
	100 %

Grades will be awarded as follows:

A $\geq 93\frac{1}{3}$ %	C+ $\geq 76\frac{2}{3}$
A- $\geq$ 90	C $\geq 73\frac{1}{3}$
B+ $\geq 86\frac{2}{3}$	C- $\geq$ 70
B $\geq 83\frac{1}{3}$	D $\geq$ 60
B- $\geq$ 80	F $<$ 60

Quizzes (20%)

Each module will include a quiz. The quiz will require you to understand and be familiar with the readings and audiovisual materials in the module as well as how they fit together and illustrate theory and historical fact. The lowest two quizzes will be dropped.

Review Exercises (10%)

For each module there will be a short, web-based exercise such as a crossword puzzle or matching activity to help you review reading material. These will be graded, and the lowest two grades dropped.

Written Assignments (45%) There will be three papers, each 4-6 pages in length, requiring you to analyze and present information. These will be submitted via webcourses.

Group Discussions (12%) - Each module you will be responsible for selecting and commenting on a current events story from the 2020 campaign, and replying to a colleague's post. These will be graded satisfactory/unsatisfactory.

Final Exam (13%)
The final examination will be composed of multiple choice, true/false, and short answer questions. It will be cumulative.

Late Work
Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. Your score on late work will be reduced 10% per day late, or fraction thereof.

Course Policies

If you wish to have an assignment re-assessed due to a possible ***grading error***, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Schedule of Material – Overview

Rather than have one designated day per week associated with deadlines for the course, due dates will slide back one weekday per module, resulting in mostly 8-day modules and a couple of 10-day periods. Keep note of where we are in the course and when the next assignments are due.

Week/Module	Completion Date		Election Focus	Paper?
1	M 1/13	Introduction	1960	
2	T 1/21	Voters	1964	
3	W 1/29	Groups		Yes
4	R 2/6	Money and Rules	1968	
5	Sat 2/15	Media	1972	

6	M 2/24	Primaries	1980	
7	T 3/3	Delegates and Conventions		Yes
8	W 3/18	Debates	1992	
9	R 3/26	Persuading Voters and Campaign Pros	2000	
10	F 4/3	Modeling and Polling	2004	
11	M 4/13	The Electoral College	2008	
12	M 4/20	Reforms?		Yes
Final Due 4/27 (Mon) at 5pm				

Schedule of Material - Extended

Module 1 – Intro and 1960 (due Monday 1/13)

The Making of Theodore H. White's "The Making of the President 1960," *Presidential Studies Quarterly*. Vol. 29, No 2 (Jun., 1999), pp. 389-406

https://onlinelibrary.wiley.com/doi/abs/10.1111/1741-5705.00040

Module 2 – Voters and 1964 (Tuesday 1/21)

Polsby et al., pp. 3-24

Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." *Critical Review* 18:1-3, 1-74.

https://www.tandfonline.com/doi/pdf/10.1080/08913810608443650

Johnson, Lyndon B. "Remarks Before the National Convention Upon Accepting the Nomination." August 27, 1964.

https://www.presidency.ucsb.edu/node/241812

Reagan, Ronald. Address on Behalf of Senator Barry Goldwater: "A Time for Choosing." October 27, 1964.

https://www.presidency.ucsb.edu/node/276336

Module 3 – Groups (Wednesday 1/29)

Polsby et al., pp. 25-44

PAPER 1 DUE – ANALYSIS OF DEMOCRATIC DEBATE

Module 4 – Money and Rules and 1968 (Thursday 2/6)

Polsby et al., pp. 47-64

Dominici, Michèle. 2008. *1968: A World In Revolt* (Un Monde en Révolte) (video: 51 minutes).

https://video-alexanderstreet-com.ezproxy.net.ucf.edu/watch/1968-a-world-in-revolt

Module 5 – Media and 1972 (Saturday 2/15)

Polsby et al., pp. 65-82

Timothy Crouse, "The Boys on the Bus." *Rolling Stone*. October 12, 1972.

https://www.rollingstone.com/politics/politics-news/the-boys-on-the-bus-172403/

Module 6 – Primaries and 1980 (Monday 2/24)

Polsby et al., pp. 85-113

Cockburn, Alexander, and James Ridgeway. "Ted Kennedy's Final Round." *Rolling Stone*. July 25, 1980.

https://www.rollingstone.com/politics/politics-news/ted-kennedys-final-round-43621/

Module 7 – Conventions and 1984 (Tuesday 3/3)

Polsby et al., pp. 113-132

PAPER #2 DUE – TOPIC TBA

Module 8 – Debates and 1992 (Wednesday 3/18)

Polsby et al., pp. 173-182

Video debate clips (webcourses)
Zelizer, Julian E. "The 8 Biggest Unforced Errors in Debate History" *Politico*. September 24, 2016.
https://www.politico.com/magazine/story/2016/09/presidential-debates-errors-mistakes-gaffes-biggest-history-214279

Module 9 – Persuading Voters, Campaign Professionals, and 2000 (Thursday 3/26)
Polsby et al., pp. 136-154
Henneberger, Melinda. "Driving W." *New York Times Magazine*. May 14, 2000.
https://www.nytimes.com/2000/05/14/magazine/driving-w.html

Module 10 – Modeling and Polling and 2008 (Friday 4/3)
Polsby et al., pp. 182-194
Sternbergh, Adam. "The Spreadsheet Psychic." *New York*. October 9, 2008.
http://nymag.com/news/features/51170/

Module 11 – The Electoral College
Polsby et al., pp. 214-224
Reading to be announced.

Module 12 – Reforms?
Polsby et al., pp. 197-214
Reform Advocacy Presentation due Monday, 4/20 at 5pm
Final Exam due Tuesday, 12/10 at 5pm