Political Science 4412.0001: Presidential Campaigning
University of Central Florida
Spring 2024
Instructor: John Hanley
v. 1.0

Logistics

Class Meetings: MWF, 11:30am-12:20pm, O122 Classroom Building 1.
Office Hours: Howard Phillips Hall 102D, Wednesday/Friday 9:00-11:15am; or by appointment.
Email via webcourses
Graduate Teaching Assistant: Lydia Mentzer (email through webcourses)

Prerequisites, co-requisites, other enrollment requirements

None.

Catalog Description

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

Overview

The President of the United States 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*, Sixteenth Edition. Paperback. ISBN: 978-1538183717. $60 paperback, $57 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 Older editions will include information that is out of date, and they will draw more heavily on the history of the elections closely preceding their publication, certain details of which you may know less well than the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 2020.

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 and oral communication skills. *To advocate for ourselves and others, and to effectively present information.*

Validation

Grades will be based on presentations, participation, written assignments, and two exams. These will be weighted as follows:

• Class presentation	15
• Participation	10
• Written assignments (3)	45
• Midterm	15
• Final Exam	15
	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

Class Presentation (15%)

During the semester, you will be responsible for a presentation on a previous presidential election. The details of this presentation will be announced in class.

Participation (10%)

Students will be permitted two unexcused absences for purposes of the participation grade. Students are responsible for generating a record of thoughtful participation.

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. There will additionally be a class presentation associated with the third written assignment.

Midterm and Final Exam (15% Each)

The examinations will be composed of multiple choice, true/false, and short answer questions. The final will not be cumulative. The dates of these exams are listed in the course schedule.

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. Missing an exam without authorization or a valid excuse will incur a penalty of no less than 20 percentage points on the exam.

Except when explicitly permitted, all assignments are expected to consist of your own work. Should a submitted assignment be deemed by detection software to have a high likelihood of being AI-generated, or should it exhibit clear indications of AI (such as erroneous references, failure to adhere to assignment guidelines, or heavy reliance on works and viewpoints external to our course), I reserve the power to use supplemental oral examinations to verify a student's comprehension of the assignment submitted and related module material. This examination will be conducted in person during office hours or at a mutually convenient time, and the grade may be substituted for that of the written work submitted.

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
Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Title IX
Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

Schedule of Material - Extended

Intro and 1960 (1/8-1/12)
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

1/15 – NO CLASS (Martin Luther King, Jr. Day)

Voters and 1964 (1/17-1/19)
Polsby et al., pp. 3-23
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

Groups (1/22-1/26)
Polsby et al., pp. 25-46

1/31 – PAPER #1 DUE – ANALYSIS OF GROUP

Money and Rules and 1968 (1/29-2/3)
Polsby et al., pp. 47-62

Media and 1972 (2/5-2/10)
Polsby et al., pp. 63-82
Timothy Crouse, "The Boys on the Bus." *Rolling Stone*. October 12, 1972.

Primaries and 1980 (2/12-2/16)
Polsby et al., pp. 85-110
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/

MIDTERM REVIEW 2/19
MIDTERM 2/21

Conventions and 1984 (2/23-3/6)
Polsby et al., pp. 110-132
3/6 - PAPER #2 DUE – PRIMARY POST-MORTEM

Debates and 1992 (3/8-3/15)
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

3/18-3/22 – NO CLASS (Spring Break)

Persuading Voters, Campaign Professionals, and 2000 (3/25-4/1)
Polsby et al., pp. 133-172
Henneberger, Melinda. "Driving W." *New York Times Magazine*. May 14, 2000.
https://www.nytimes.com/2000/05/14/magazine/driving-w.html

Modeling and Polling and 2008 (4/3-4/8)
Polsby et al., pp. 182-194
Sternbergh, Adam. "The Spreadsheet Psychic." *New York*. October 9, 2008.
http://nymag.com/news/features/51170/

The Electoral College and Appraisals (4/10-4/12)
Polsby et al., pp.195-224

Reform presentations 4/15-19

Monday 4/22 - Review
Reform Advocacy Presentations due Monday, 4/22 at 5pm

FINAL EXAM Wednesday, 4/24, 10am-12:50pm