Parties, Interest Groups, and Elections

GOVT 202 – Fall 2016
Carleton College
(MW 9:50-11:00 a.m. & F 9:40-10:40)
Willis 114

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Course Description

E.E. Schattschneider famously claimed “modern democracy is unthinkable save in terms of parties.” Is this true? In this course, we explore this and other critical questions of democracy by approaching elections from the perspective of political parties and interest groups. Do these groups promote democracy in elections as vehicles of mass-elite linkage, or do they thwart and warp the voice of the people? We will begin the course by exploring the big picture questions of the U.S. electoral and party systems. How have various rules helped shape our current political landscape? What are some of the fundamental problems faced in democratic electoral systems, and do parties, interest groups and other actors and institutions help resolve these problems? How have parties and elections changed over time in the United States? Following this historical and theoretical review, we will turn our focus to current research regarding key actors in contemporary elections: political parties, interest groups, media, candidates, and the electorate. Finally the two components of institutional rules and electoral actors will be brought together at the end of the course as we consider the modern political campaign and election outcomes.

Notes

You are expected to read the ENTIRE syllabus at the beginning of the term. It contains FULL descriptions of all assignments and a detailed reading schedule. The syllabus should be referenced regularly throughout the term. Read it, plan ahead, and be empowered!

Please be aware that this syllabus contains hyperlinks. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to easily access all external websites and resources.

I have an extensive list of recommended readings for each lecture topic that is available on request.
Course Objectives

By the end of the course, you will be able to:

- Evaluate the role of political parties and interest groups in American elections;
- Understand key theories, concepts, and literatures related to elections and campaigns;
- Critically analyze current events from the lens of political science theories;
- Communicate election research and data in a clear and engaging presentation;

Required Readings


Course Requirements and Expectations

In addition to lecture, discussion will be an important part of our classes. To facilitate insightful and interesting discussions, you are required to complete the assigned readings *before* each class and contribute to class discussions. I also encourage you to pay attention to a quality daily newspaper (recommended papers include *The New York Times*, *The Washington Post*, *The Star Tribune*, *The Economist*, *The Hill*, and *The Wall Street Journal*).
Grading

Note that most of your assignments will be submitted electronically via Moodle. It is your responsibility to make sure the file is not corrupted (you should be able to download and view the file after you upload it to Moodle). Corrupted files will be treated as though they are late until they are correctly uploaded. Your grade will be based on the following:

Class Preparation, Attendance, and Participation 10%
   In-class enrichment activities 5%
   Discussion Participation 5%
Election Area Specialist Class Comments and Response Paper 10% (Due: Nov. 16)
Nov. 8 St. Olaf Exit Poll Participation (or Alternative Assignment) 5%
2016 Election Podcast Individual and Group Assignments 35%
   GROUP: Topic Proposal and Academic Citations 2% (Due: Sept. 16)
   INDIVIDUAL: Article Review and Critique 2% (Due: Sept. 23)
   GROUP: Interview Script 3% (Due: Sept. 30)
   INDIVIDUAL: Relevant 2016 Election Statistics and Stories 2% (Due: Oct. 7)
   INDIVIDUAL: Audio Editing Practice 2% (Due: Oct. 14)
   GROUP: Interview Transcript 2% (Due: Oct. 21)
   GROUP: Podcast Rough Script 5% (Due: Oct. 26)
   INDIVIDUAL: Podcast Peer Review 2% (Due: Oct. 26)
   GROUP/INDIVIDUAL: Final Podcast and Group Member Evaluations 15% (Due: Nov. 10)
Midterm 20% (Oct. 12)
Final 20% (Nov. 21)
Total 100%

In-Class Enrichment Activities 5%
DUE: During random class lectures...so show up to class!
These assignments will be randomly dispersed across the lectures. They will be graded purely on participation, not content, as they are designed to make lectures more interesting and enjoyable. Your two lowest scores will be dropped.

Discussion Participation 5%
DUE: During random class lectures...so show up to class!
I use a randomly generated list to call on students during lectures to either summarize, analyze, or provide other insights regarding discussion points. This randomization of discussion has three goals: It will 1) help you develop verbal communication skills, 2) evenly distribute participation in class, and 3) provide incentives to read the assigned materials. While discussions will open with this randomized method, more organically produced follow-up responses are still expected to happen. As a result, discussion participation grades will be based on the objective randomized response check-list as well as a more comprehensive evaluation of your involvement in class discussions.
Election Area Specialist 10%

**DUE: Wednesday, November 16 at 11:59 pm on Moodle**

During the term, you will become the expert for a specific set of the 2016 electoral races. Each week you will be responsible for keeping an eye on the news, social-media, poll results, reports, etc. for this specific area of the election. When we discuss the current election in class, you will be responsible for providing insights regarding the specifics of your area. At the end of term, you will submit a page long (double-spaced) response paper regarding your experience.

**Election Areas**

- Presidential Battleground States
- Competitive House Elections
- Competitive Senate Elections
- Ballot Measures
- Governor Races
- Minnesota Elections (State-level, Key congressional)
- Third-Party Races

St. Olaf Exit Poll Participation (or Alternative Assignment) 5%

**DUE: Election Day, October 8, 2016**

Dr. Christopher Chapp and students at St. Olaf will be conducting an exit poll of the 2nd Congressional District on Election Day (November 8th). Professor Chapp has kindly agreed to let our class participate in the data collection stage of the exit poll. On election day, you and a partner will have the opportunity to be sent to a randomly selected poll site to administer surveys to voters who have just exited the poll. While this is a required activity for our course, there are several additional benefits that will come from participating in the exit poll:

- If you contribute to the exit poll administration, you will have access to the data.
- You will gain first hand exposure to electoral processes.
- You will have some great conversation topics to draw on for your next party.
- You will obtain more insight into the realities of data collection.

You will need to commit to participation within the first week of class. For those who cannot participate, an alternative assignment will be available (details available on request). More details regarding training for and administration of the exit poll will be discussed in class.

PODCAST

The main project for this course will be a professional-quality podcast episode that you and a partner create. Your podcast should breath life into a published piece of academic research that is related to the election. Using your own analysis of the published research claims, 2016 election events, stories, statistics, and an interview you personally design and conduct, your podcast will take what is typically hard to digest political science research and make it palatable, engaging, and more
accessible to a broader audience. To facilitate a high-quality end product, the podcast assignment has been broken into several preliminary components discussed in the following subsections. The podcasts will be published online and presented at an event open to the community and campus at the end of term.

Topic Proposal and Academic Citation 2%

DUE: Friday, Sept. 16 at 11:59 p.m.
SUBMISSION FORMAT: 1 document per group.
Submit on Moodle.
Keep it short and precise.
Follow the format rules below.

For this specific assignment, you and your partner will write a 1-2 page single-spaced proposal of the topic you would like to cover in a ten minute podcast episode. Below is the format your proposal should follow:

1. Group Member 1 Name:
2. Group Member 2 Name:
3. Broad Proposed Topic:
4. Specific Proposed Topic (if applicable):
5. Academic Citation and Abstract:

   ARTICLE CITATION HERE

   Abstract:
6. Proposed Plan of Podcast:
7. Possible Interview Subjects:
8. Why do you think this topic will be relevant in the 2016 election period?:

I would recommend beginning this assignment by scanning through the course schedule below to find a general topic that interests you. After you have a broad topic of interest (e.g., election administration), find a more specific aspect of this topic (e.g., voter id laws). When you have a more specific term, go to Google Scholar or other great reference aids. Search for research related to your specific term of interest using filters as needed. I find restricting the Google Scholar search to show recent research often reveals topics that are more relevant to current events. Collect ONE citation of an article related to your specific topic that you would be interested in basing your podcast on. Once you have a research article that interests you and your partner, start thinking about possible interviewees who could provide interesting anecdotes or insights into the published findings. Search around the web for a little more background on your proposed topic to help develop a rough plan for your podcast. While full citations are required for the academic citations section, embedded hyperlinks are the preferred citation mode for all other sections in this assignment.

EXAMPLE PODCAST PROPOSAL
1. Group Member 1 Name: Joseph Plumber
2. Group Member 2 Name: Rose Riveter
3. Broad Proposed Topic: Election Administration
4. Specific Proposed Topic (if applicable): Voter Id Laws
5. Academic Citation and Abstract:

Valentino, N. A. and Neuner, F. G. (2016). Why the sky didn't fall: Mobilizing anger in reaction to voter id laws. *Political Psychology, Advance online publication*

Abstract: Since 2002, 26 U.S. states have passed laws that enhance restrictions on voters who intend to register and vote. Most have been sponsored by Republican legislators and passed by states with large Republican majorities. Proponents of such identification requirements argue that they are necessary to ensure the integrity of the electoral system by reducing voter fraud. Many Democrats have cried foul, arguing these laws are motivated by crass partisanship at best, and racial bias at worst, because they disproportionately disenfranchise minorities. Surprisingly, empirical evidence for significant demobilization, either in the aggregate or among Democrats specifically, has thus far failed to materialize. We suspect strong emotional reactions to the public debate about these laws may mobilize Democrats, counterbalancing the disenfranchising effect. We find support for this conjecture in a nationally representative survey and an experiment where news frames about voter identification (ID) laws are carefully manipulated.

6. Proposed Plan: We are interested in exploring the effect of voter identification rules on turnout. We will probably open the podcast with a basic discussion of voter id laws. We will present the two sides of the voter identification rules/election fraud debate and provide statistics that show where voter identification rules exist and how voter id election rules have changed in the recent future. We will then review the conventional wisdom that voter id laws suppress vote turnout, especially among Democratic voters. After this setting of the stage, we will present the puzzle discussed by the Valentino and Neuner (2016) paper – specifically that so far the data hasn’t really shown voter identification laws reducing turnout. We will delve into how anger and counter-mobilization efforts are argued to counter voter id suppression effects. We will try to point out the weak areas of Valentino and Neuner’s argument and data. Finally, using Valentino and Neuer’s model and data on current mobilization efforts around the voter id issue, we will also speculate as to what might happen to the 2016 turnout.

7. Possible Interview Subjects: Democracy - North Carolina was involved in efforts opposing the recent conservative shift in voter ID laws in North Carolina. I would like to call and interview staffers involved in voter mobilization/education efforts to ask about the role of voter id issues in mobilization efforts, and the emotional tenor of messages used. Alternatively, I would contact a representative of the North Carolina Democratic Party involved in mobilization efforts to discuss whether or not Voter Id issues are being used to help mobilize voters and the emotional aspect of such appeals. Finally, if neither of these sources can be reached, I would contact one of my friends currently living in North Carolina to discuss their perspective and exposure to the Voter Id issue. These interviews would be used in the above proposed plan where ever they fit best (or we will modify the plan of the podcast to make them fit).
8. Why do you think this topic will be relevant in the 2016 election period? Voter identification laws vary widely across the United States. Laws argued to prevent fraud have been increasing in strictness since 2000. Around ten voter id laws were enacted between 2013 and 2016. These laws are a salient part of the national debate and may potentially influence outcomes in the election.

Article Review and Critique 2%

DUE: Friday, Sept. 23 at 11:59 p.m.
SUBMISSION FORMAT: Each team member will write and submit own paper on Moodle.

In this short paper (1-2 pages single-spaced), you will provide a brief summary and critique of the main paper you are using for your podcast episode. Using in-text parenthetical citations and a bibliography section, you must incorporate at least two other academic sources in your critique.

The goal of this assignment is to provide you with a better sense of your chosen academic paper. This assignment should leave you better equipped to critique weaknesses and strengths of the article you picked for your podcast, understand how your article’s research fits with a broader research area, or just provide more ideas/talking points for your podcast.

Below are questions that might help start the process of writing your article critique. While you are required to write a brief summary, you do NOT have to address all the other points below to write a strong critique.

1. Briefly (no more than a few sentences) Summarize the hypotheses, basic findings, data used, and methods of inquiry used in the academic research you are using for your podcast.

2. Are there any underlying assumptions or logic in the theory that may be faulty?

3. Is there anything in the research method or data used that might undermine the validity (internal or external) of the research results? (e.g., biased sampled, possible spurious relationships, omitted variables, model misspecifications, failure to consider important subgroups, etc.)

4. What contributions does the selected research make to its field? What is the paper’s “So What” answer? Does the paper address an empirical puzzle seen in the real world? Does the paper apply an abstract theory to real data? Does the paper defy convention wisdom? Does it bring anything new to the table? (Note: While you can add your own perspective to this question, you can also draw on the author’s claims. Authors’ justifications of their research question and findings is often most easily found in the introduction, literature review, discussion, or conclusion sections).

5. Has there been any response or research that complements, critiques, or contradicts the paper’s findings? Are there any conflicting research findings conducted by other scholars? (Note: You can often find this by using the Cited Reference Search in Web of Science or clicking on the “cited by” link in the Google Scholar search results).

You must clearly cite your sources using the American Political Science Association citation style. For more information see [http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf](http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf)
Interview Script 3%

DUE: Friday, Sept. 30 at 11:59 p.m.
SUBMISSION FORMAT: 1 document per group.
Submit on Moodle.
Keep it short and precise.
Follow the format rules below.

For this assignment, please provide the following information:

1. Restate your proposal topic in one sentence.

2. Provide the specific information of who you will be interviewing (name, contact information, why they are well-suited to address your topic of interest). The subject of your interview needs to be certain at this point. This means you have already obtained some form of preliminary consent to be interviewed from the interview subject (e.g., you called a staff member/friend/candidate and they said they would be willing to let you interview them at some future date).

3. Provide list of questions you want to ask the possible interview subject. This list should be short (no more than five questions).

Remember this interview should be BRIEF, so you don’t need to prepare a huge list of questions. The interview is designed to supplement your final 10 minute podcast episode, not dominate it. Keep it short and be sure to send a note of thanks to the interview subject when you have completed the interview. However, it is very likely the interview itself will be longer than ten minutes. Do not worry. You are not expected to include the entire interview in your episode. Instead, I expect you to selectively edit and incorporate only the interview points that are most relevant to your final podcast. No one should simply “dump” the entire interview into their final podcast without any editing.

Relevant 2016 Election Statistics and Stories 2%

DUE: Friday, Oct. 7 at 11:59 p.m.
SUBMISSION FORMAT: Each team member will write and submit own paper on Moodle.

All I want for this assignment is a 1 page document with the titles and embedded links for news stories, blogs, poll results, and/or statistics that you might want to incorporate into your podcast episode. Information that is recent is preferred, but obviously you can use items from older dates if it is needed for background purposes. I am assuming most of these data will be found online, if so all you need to do is provide a working link (I like it embedded in a title that clearly states the source, title, and data (if any).

Example:
Audio Editing Practice 2%

DUE: Friday, Oct. 14 at 11:59 p.m.
SUBMISSION FORMAT: EACH team member will complete and submit own assignment on Moodle. This assignment will make sure you can use the basic editing tools of Audacity so you can create a polished podcast episode. If you prefer to use Garageband or some other software, you are free to do so.
Tasks:
- open files: import three soundfiles: intro, music, voice1, voice2
- save project
- move intro, voice1, and voice2 in order on different tracks
- delete extra word BLAAAA using the selection tool
- split voice1 and move second part to end
- fade intro voice1, voice2 tracks so they blend with each other
- underlay music so it fades in during the intro and fades out a few seconds into voice1 clip.
- export project as .mp3

Interview Transcript 2%

DUE: Friday, Oct. 21 at 11:59 p.m.
SUBMISSION FORMAT: 1 transcript document and the corresponding audio digital file per group submitted on Moodle. Once your interview has been recorded (via Skype, phone recorder, or digital recorder checked out from PEPS), you will need to transcribe the interview. This takes a long time, so try to limit the length of the interview if possible. Type out the audio, insert timecodes in the sections you think you might want to use for your podcast.
Possible Resources:
- PEPS Equipment
- tips

Podcast Rough Script 5%

DUE: Wednesday, Oct. 26 IN CLASS
SUBMISSION FORMAT: 2 hard copies of the rough script per group submitted in class and one per group on Moodle (electronic version).
You have only ten minutes for your podcast episode, so your script needs to be well-organized and concise. Follow the NPR transcript format where the speaking person’s name is in CAPS, notes in parentheses, and actual dialogue is in normal print. Here is an example of a ten minute podcast transcript: [What Makes a Life Worth Living?] A ten minute episode will probably be around 3-4 pages single spaced (New Times Roman 12 point font) with breaks between paragraphs (you
may want to make this rough draft closer to three than four pages so your final podcast can incorporate a little more off-the-cuff conversation). Your script should try to take a concept from your core academic article and incorporate it with interview you conducted, current events data, and your own critical thinking to weave an interesting and insightful narrative. Both team members should be involved in the script: you can structure your dialogue as conversational, but this is not necessary if you think another structure would be better. This is NOT an outline. It should be very close to the final version’s transcript.

Podcast Peer Review 2%

DUE: Wednesday, Oct. 26 IN CLASS
SUBMISSION FORMAT: 2 Documents per group. EACH team member will submit his/her own review comments to Professor Freeze in class. Your team will be assigned another team’s rough draft podcast script. Each team member will review a copy of a script and provide edits and suggestions on what might be improved. This marked up draft will be submitted to me for a grade and then I will return them to their team members for review.

Final Podcast and Group Member Evaluations 15%

DUE: Thursday, Nov. 10 at 11:59 p.m.
SUBMISSION FORMAT: 1 per group submitted on Moodle. You are almost at the finish line. All you should have to do at this point is put the pieces together. Using digital audio recorders, capture you and your team member’s voices for the dialogue you wrote in the script (feel free to stray a little from the script to make it sound natural). Then using your audio editing software, arrange the tracks, clean up the messes or blips, make tracks fade in or out where needed, and add the music or soundclips you where you want. Before you begin your editing, you should listen to a professional podcast (e.g. any at NPR, Ways and Means, FiveThirtyEight, The Weeds, Richochet etc.) and make notes of how they arrange, edit, and add effects their shows.

Your final submission should include three components:

1. Your final podcast in mp3 format. Use your team member last names and the word final podcast to label it: “Name1Name2Podcast.mp3”

2. A transcript of your final podcast. This should be word-for-word similar to the audio file. It should be labeled also with your last names and the words “Name1Name2Transcript”. For example: “Name1Name2FinalPodcastTranscript.pdf”

3. A short paragraph evaluating yourself and your team member’s participation. Were you both equal contributors? Save this document with both of your last names as well: “Name1Name2Evaluations.pdf”.

Midterm Exam 20%

DATE: The midterm exam will be held IN CLASS on Wednesday Oct. 12 and will cover materials covered up to (and including) the Oct. 7th lecture (Candidates Part II). The exam will consist of identifications (define and state significance of terms provided), short answers, and an essay. The exam is OPEN BOOK and OPEN NOTES.
Final Exam 20%

DATE: Format: The final exam will be held in Willis 204 on Monday, November 21 at 9:50-11:00 a.m. and will cover materials covered the second half (Oct 14-Nov 9 lectures) of the course (not comprehensive). The exam will consist of identifications (define and state significance of terms provided), short answers, and an essay. The exam will be CLOSED BOOK and CLOSED NOTES.

Course Policies

Grading Policies

I will assign grades using the following scale: A (93.33), A- (90), B+ (86.67), B (83.33), B- (80), C+ (76.67), C (73.33), C- (70), D+ (66.67), D (63.33) D- (60) F (Below 60). I do not round your final grade up or down (so if you receive a 93.327, you will receive an A- for a final grade).

Additional Grading Policies:

1. I will not receive grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade you must first:
   - Wait 24 hours.
   - Schedule a time to meet with me to discuss your grade.
   - Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not to vague reasons like “I worked really hard.”

   The second grade, whether higher or lower, will become your grade on the assignment.

2. Late assignments are not tolerated. Your grade will be lowered 5 percentage points for each day it is late. That is if the assignment is due on Tuesday at 8:20 am and you turn it in sometime between 8:20 am and Wednesday 8:20 am, the highest grade you can achieve is 95.

3. The ONLY acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time ONLY if you communicate with me BEFORE the assignment is due and you provide DOCUMENTATION of the circumstance.

Electronics in Class Policy

If possible, I would like you to bring your own laptop (or mobile device) to class as we will often need to access the Internet for in-class activities. However, I expect you to be responsible in your use of electronic equipment: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. I would also recommend you read through the discussion (including comments), [Computers in the Classroom], to think about the possible pros and cons of using computers in a classroom setting. Individuals who abuse this privilege will find their participation grade reduced. Please turn off all cell phones during class.
Academic Honesty

You are expected to abide by fundamental standards of academic honesty. A discussion of plagiarism can be found at: [https://apps.carleton.edu/campus/doc/integrity/]. All work is expected to be your own. Cheating, plagiarism (using someone else’s words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources!

Disability-Related Accommodations

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Resources

Carleton provides a wide range of support resources for class presentations and public speaking, library research, math, assistive technology, time management/test-preparation strategies, and study skills; and writing. See [here](#) for more details regarding these resources.

Some interesting links regarding U.S. elections:
- [Ballotpedia](#)
- [US Election 2016 Web Monitor](#)
- [Frontloading HQ](#)
- [Roll Call’s 2016 Election Guide](#)
- [Sabato’s Crystal Ball](#)
- [Real Clear Politics](#)
- [OpenSecrets.org](#)
- [Political TV Ad Archive](#)
- [Trax on the Trail: An Interactive Campaign Music Website](#)
- [Campaign Finance Institute](#)
- [Princeton Election Consortium](#)
Course Schedule

PART I: THEORETICAL AND HISTORICAL PERSPECTIVES

Lecture 1 - M Sep 12: Introduction and Logistics
- CHAPTER 1 - “Introduction to Parties, Interest Groups, and Campaigns”: BHB

Lecture 2 - W Sep 14: The U.S. Electoral and Party Systems
- CHAPTER 4 - “The American Electoral System”: BHB

Lecture 3 - F Sep 16: Election Administration and Reform
“PODCAST TOPIC PROPOSAL AND CITATIONS” DUE TONIGHT AT 11:59 P.M.
- City of Northfield, Minnesota. Serving as an Election Judge (website)

Lecture 4 - M Sep 19: Fundamental Problems of Collective Action, Social Choice, and Information

Lecture 5 - W Sep 21: Parties, Elections, and Groups as Solutions to Fundamental Problems
- CHAPTER 8 - “Interest Group Politics”: BHB

Lecture 6 - F Sep 23: History Matters: Dynamics of Parties and Elections
“ARTICLE REVIEW AND CRITIQUE” DUE TONIGHT AT 11:59 P.M.
- CHAPTER 2 - “Development of Political Parties in America”: BHB

PART II: KEY ELECTORAL ACTORS

Lecture 7 - M Sep 26: Political Parties: Local, State, and National Party Organization
- CHAPTER 3 - “The Organization of Contemporary American Parties”: BHB
Lecture 8 - W Sep 28: Political Parties: Party Activists and Nomination Process


Lecture 9 - F Sep 30: Interest Groups and Elections

“INTERVIEW SCRIPT” DUE TONIGHT AT 11:59 P.M.

- CHAPTER 9 - “Interest Groups and Campaigns”: BHB

Lecture 10 - M Oct 3: Media and Elections


Lecture 11 - W Oct 5: Candidates


- Browse [Voteview Blog](#)

Lecture 12 - F Oct 7: Candidates Part II

“RELEVANT ELECTION STATISTICS/STORIES” DUE TONIGHT AT 11:59 P.M.


Lecture 13 - M Oct 10: REVIEW/Catch-up

If you have any specific questions or areas you would like to review, please send them to me via email by 8pm Oct 9.

Lecture 14 - W Oct 12: IN CLASS MIDTERM

The midterm exam will be OPEN BOOK and OPEN NOTES.

Lecture 15 - F Oct 14: The Electorate: Vote Choice Models

“AUDACITY PRACTICE EDITING” DUE TONIGHT AT 11:59 P.M.

- CHAPTER 5 pp 82-93 - “The American Electorate”: BHB


NO LECTURE - M Oct 17: MIDTERM BREAK

HAVE FUN AND BE SAFE!
Lecture 16 - W Oct 19: The Electorate: Race, Ethnicity and Gender

- “What is Race” [http://video.unctv.org/video/2365794253/?start=1200]
- Sides, John. 2016. “Never forget: The 2016 presidential election is supposed to be one that Republicans win.” *Monkey Cage*, Aug. 23. [click here]

Lecture 17 - F Oct 21: The Electorate: Party Polarization/Sorting Debate

“INTERVIEW TRANSCRIPT” DUE TONIGHT AT 11:59 P.M.

Class Debate: You will be assigned to debate either:
PROS OF PARTY SORTING: Elite polarization and mass party sorting (ideological, regional, value, or affective sorting) has had a POSITIVE impact on the American political arena.
CONS OF PARTY SORTING: Elite polarization and mass party sorting (ideological, regional, value, or affective sorting) has had a NEGATIVE impact on the American political arena.

Come to class prepared with a bullet point list with at least four arguments in support of the position to which you have been assigned. This list will be turned in and it along with your debate involvement will be incorporated into your participation grade.

PART III: ELECTORAL PROCESSES AND CAMPAIGNS

Lecture 18 - M Oct 24: Turnout

- CHAPTER 5 pp. 69-82 - “The American Electorate”: BHB
- Browse [The United States Election Project](#)

Lecture 19 - W Oct 26: PODCAST LAB

No Required Readings PODCAST ROUGH SCRIPT DUE; bring two copies to class for peer review

Lecture 20 - F Oct 28: Campaign Finance

- CHAPTER 6 - “Campaign Finance”: BHB

Lecture 21 - M Oct 31: Campaigns and Parties: Recruitment, Organization, Management

- CHAPTER 7 - “Campaigns and Political Parties”: BHB
- Technology Intensive Campaigns [https://www.youtube.com/watch?v=0Ysl6qF-pX4](#)

Lecture 22 - W Nov 2: Federal General Election Campaigns

Lecture 23 - F Nov 4: State and Local Elections


Lecture 24 - M Nov 7: Polling and Exit Polls

- Browse site: [AAPOR Election Polling Resources](#)

Lecture 25 - W Nov 9: Post Election Analysis and Discussion

“FINAL PODCAST AND GROUP MEMBER EVALUATIONS” DUE TOMORROW NIGHT (NOV 10) AT 11:59 P.M.

Read/watch/listen to the news.

Lecture 26 - F Nov 11: PODCAST Presentations

No Readings

Lecture 27 - M Nov 14: PODCAST Presentations

No Readings

Lecture 28 - W Nov 16: Final Review

If you have any specific questions or areas you would like to review, please send them to me via email by 8pm Nov. 15.

NO LECTURE - F Nov 18: READING DAY

FINAL EXAM SLOT - M Nov 21