

Political Science 335: Political Parties, Campaigns, and Elections
Fall 2017, T-Th 11:00-12:20pm
Classroom: VKC 156
Prof. Christian Grose
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Professor's office Hours: Tuesday 9:30am-10:45am

Course Description and Objectives:

This course focuses on broad theories of elections, electoral institutions, voter mobilization, political parties, and the campaign process. In it, you will learn how to analyze the behavior of political actors, their incentives, and their actions. The theories will be examined primarily with U.S. elections: presidential, legislative, state, and local. We will learn about how experimental and “data analytics” techniques from political science have been adopted by campaigns. We will occasionally discuss elections and electoral systems in other countries as well. A basic understanding of and passing familiarity with U.S. politics is needed for this course.

More specifically, by the end of this course, you should have a strong understanding of (1) theories of elections; (2) how elections shape individual behavior, specifically the behavior of candidates and other political actors; (3) how electoral institutions affect campaigns and the electoral process; (4) the connections between elections, representation, and policy outcomes; (5) the effect of negative campaigning on elections and voters; (6) how to empirically test implications of theories of elections; (7) why parties exist and why the U.S. electoral system is composed of two major parties; (8) a greater understanding of American politics and parties; (9) various methods of conducting research in political science; and (10) an understanding of experimental approaches to voter mobilization and persuasion like those used in recent national campaigns.

In addition to the assigned readings detailed below, you should remain abreast of political news in the United States, particularly recent elections (2012, 2014, 2016) and the upcoming 2018 midterm election. Many of the empirical cases we will use as examples in class will be drawn from recent elections. You can do this by reading a major newspaper such as *The New York Times*, *L.A. Times*, or *The Washington Post* on a regular basis, or keeping abreast of coverage in local/national on-line newspapers. Alternatively, you can also follow a variety of journalism sites that follow elections such as www.politico.com, *National Journal*, etc. I will also occasionally link to interesting news and academic articles via my twitter account, twitter.com/christiangrose.

Required Readings: There are two book-length texts required for the course:

- Issenberg, Sasha. 2012. *The Victory Lab: The Secret Science of Winning Campaigns*. Crown.
- John H. Aldrich, 2011. *Why Parties? A Second Look*. Chicago: University of Chicago Press.

In addition to these books, some articles from political science journals will also be required readings. These articles can be downloaded electronically from USC's library using resources such as JSTOR. Please see the syllabus below for the list of articles we will read in addition to these assigned books.

This syllabus will be updated as needed on Blackboard. Please consult the blackboard syllabus and I reserve the right to change, delete, or add readings to the syllabus; and/or make any other changes to the syllabus as needed.

Class Schedule:

- Tues. 8/22 Introduction and Course Overview
- Th. 8/24 “What is the Electoral College?” U.S. National Archives. [hives.gov/federal-register/electoral-college/about.html](https://www.archives.gov/federal-register/electoral-college/about.html)
- Please examine state-by-state presidential election map in 2016 and write a 1-page or less strategy for Trump to win reelection; or strategy to defeat Trump. Please turn in on 8/29 in class.
- Tues. 8/29 Review of contemporary presidential elections in class
 Class sign-up for group presentations.
- Patel, Jugal K. and Wilson Andrews. 2016. “Trump’s Electoral College Victory Ranks 46th in 58 Elections.” *New York Times*. December 18.
<https://www.nytimes.com/interactive/2016/12/18/us/elections/donald-trump-electoral-college-popular-vote.html>
- Gidengil, Elisabeth, 2016. “The Decision to Vote or Abstain.” *Politics: Oxford Encyclopedia*
<http://politics.oxfordre.com/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-69>
- Recommended (not required): William H. Riker and Peter Ordeshook, 1968. “A Theory of the Calculus of Voting.” *American Political Science Review*.
- Th. 8/31 In-class survey administered for simulation at end of semester. Teaching assistant will administer anonymous survey in class.
- Tues. 9/5 Bond, Robert M., Christopher J. Fariss, Jason J. Jones, Adam D. I. Kramer, Cameron Marlow, Jaime E. Settle, and James H. Fowler, 2012 “A 61-million-person experiment in social influence and political mobilization. *Nature* 489:295-98.
<http://www.nature.com/nature/journal/v489/n7415/full/nature11421.html>
- Sides, John, Michael Tesler, and Lynn Vavreck. 2017. “How Trump Lost and Won.” *Journal of Democracy* 28:34-44.
- Th. 9/7 Candidate Positioning in Campaigns: Issues and Valence
Morton, Ch. 4 & 5 [available on Blackboard]
Peter John, “Field Experiments on Political Behavior.” *In Oxford Research Encyclopedia on Political Behavior*. Available at
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2807714
- Tues. 9/12 Candidate Positioning in Campaigns: Issues and Valence
Morton, Ch. 4 & 5 [available on Blackboard]

	<p>Grose, "Can Primary Electoral Institutions Reduce Partisan Polarization? A Field Experiment of Legislative Campaigns." Classroom exercise/experiment</p>
Th. 9/14	Morton, Ch. 4 & 5, continued [available on Blackboard]
Tues. 9/19	<p>Alan S. Gerber, Dean Karlan, and Daniel Bergan, 2009. "Does the Media Matter? A Field Experiment Measuring the Effect of Newspapers on Voting Behavior and Political Opinions." <i>American Economic Journal</i>. http://sekhon.berkeley.edu/causalinf/papers/GerberNewspapers.pdf</p> <p>Christopher Karpowitz, J. Quin Monson, and Jessica Preece. 2017. "How to Elect More Women: Gender and Candidate Success in a Field Experiment." <i>American Journal of Political Science</i> http://onlinelibrary.wiley.com/doi/10.1111/ajps.12300/full</p>
Th. 9/21	<p>Can voters control candidates and incumbents? Morton, Ch. 9 (pp. 291-312 only) [available on Blackboard]</p>
Tues. 9/26	Gerber, Alan S., James G. Gimpel, Donald P. Green, and Daron R. Shaw. 2011. "How Large and Long-lasting Are the Persuasive Effects of Televised Campaign Ads? Results from a Randomized Experiment." <i>American Political Science Review</i> 105:1:135-50. (JSTOR).
Th. 9/28	<p>"Negative political ads and their effect on voters: Update collection of research." https://journalistsresource.org/studies/politics/ads-public-opinion/negative-political-ads-effects-voters-research-roundup</p> <p>Arceneaux, Kevin and David W. Nickerson. "Comparing Negative and Positive Campaign Messages: Evidence from Two Field Experiments." <i>American Politics Research</i> (USC library electronic access).</p> <p>In class: Screen historic prez. TV ads: http://www.livingroomcandidate.org/</p>
Tues. 10/3	<p>Modern campaign analytics: GOTV, political science, & mobilization – or do fundamentals predict election outcomes? Issenberg, Ch. 1-3</p> <p>Campbell, James E. 2017. "A Recap of the 2016 Election Forecasts." <i>PS: Political Science and Politics</i>.</p>
Th. 10/5	<p>Modern campaign analytics: political science and political strategists Issenberg, Ch. 4-7</p> <p>Alan S. Gerber, Donald P. Green and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-scale Field Experiment." <i>American Political Science Review</i> 102:1:33-48 (JSTOR)</p>
Tues. 10/10	Modern campaign analytics: political science and political strategists Issenberg, Ch. 8-10

Nicholas Confessore and Danny Hakim. 2017. "Data Firm Says Secret Sauce Aided Trump; Many Scoff." *New York Times*. March 6.
<https://www.nytimes.com/2017/03/06/us/politics/cambridge-analytica.html?mcubz=1>

"The Data That Turned the World Upside Down." Motherboard.
https://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win

**Class discussion on designing future campaign experiments.*

Th. 10/12

2016 presidential and congressional elections
Cramer Walsh, Katherine. On Wisconsinites and 2016 election views:
<http://items.ssrc.org/the-competence-of-others-understanding-perceptions-of-others-civic-abilities/>

Anderson, Carol. 2017. "The Policies of White Resentment." *New York Times*, Sunday Review Opinion. 5 August.
<https://www.nytimes.com/2017/08/05/opinion/sunday/white-resentment-affirmative-action.html?smid=tw-share>

Tues. 10/17

Midterm 1 in class

Th. 10/19

Presidential and congressional elections continued

Gary Jacobson. 2015. "Its' Nothing Personal: The Decline of the Incumbency Advantage in US House Elections." *Journal of Politics*.

Schaffner, MacWilliams, Nteta. "Explaining White Polarization in the 2016 Vote for President."
http://people.umass.edu/schaffne/schaffner_et_al_IDC_conference.pdf

To watch clips in class: PBS Frontline, "The Choice 2016." Documentary.
<https://www.youtube.com/watch?v=s7uScWHcTzk> [1 hour and 54 minutes].

FINAL PAPER ASSIGNMENT PASSED OUT TODAY (time permitting)

Tues. 10/24

Amber Phillips, 2017. "West Virginia's governor is switching parties. And Democrats Just Hit a New Low." *Washington Post*.
<https://www.washingtonpost.com/news/the-fix/wp/2017/08/03/west-virginias-governor-is-switching-parties-and-democrats-just-hit-a-new-low/>

David Brooks, 2016. "Time for a Realignment." *New York Times*.
<https://www.nytimes.com/2016/09/09/opinion/time-for-a-realignment.html?mcubz=1>

Chuck Todd. 2017. "Data: How Trump's Election Might Be Product of Party Realignment." <http://www.nbcnews.com/meet-the-press/video/data-how-trump-s-election-might-be-the-product-of-a-national-party-realignment-955127363674>

Th. 10/26	Aldrich, Ch. 1-2
Tu. 10/31	Aldrich, Ch. 1, 3, 5 “Partisan Polarization, in Congress and among public, is greater than ever.” Pew Research Center http://www.pewresearch.org/fact-tank/2013/07/17/partisan-polarization-in-congress-and-among-public-is-greater-than-ever/
Th. 11/2	Aldrich, Ch. 1, 3, 5
Tu. 11/7	Midterm 2 in class
Th. 11/9	Election/Parties simulation #1 in class today. Note: You are required to participate and be on time.
Tu. 11/14	Election/Parties simulation #2 in class today. Note: You are required to participate and be on time.
Th. 11/16	Election/Parties simulation #3 in class today. Note: You are required to participate and be on time
Tues. 11/21	Student presentations on final paper
Th. 11/23	Thanksgiving holiday – no class
Tues. 11/28	Student presentations on final paper (counts toward participation grade)
Th. 11/30	Course wrap-up; student presentations on final paper (participation grade) Final research papers (expecting 4-8 pages of text double-spaced; no more than 8 pages including notes, references, tables) due in class.

Your grade will be determined as follows

Participation/presentations/other in-class exercises	8%
Classroom simulations	5%
Midterm 1	26%
Midterm 2	28%
Final paper	33%

There will be two midterm exams as stated on the above syllabus. The dates of the exams are detailed in the course schedule on the previous page. The first midterm exam will include all material from the first day of class until the first midterm. The second midterm exam will include all material from the first midterm through the second midterm. Both midterms will be taken in the class and must be completed during the regularly scheduled class time (there are no exceptions). Anyone missing class the day the midterm is administered will receive a grade of F. Anyone missing class the day the midterm is administered will receive a grade of F on the written midterm unless you notify me that you will be absent

in the first two weeks of class. These midterm exams may be difficult and you will need to prepare extensively. The final assignment will be a 4-8 page paper where you design a campaign or party-related experiment.

Participation will also be part of your grade. The participation/presentations/other in-class presentations component is 8% of your grade. Participation generally is measured as speaking in class, discussing the material, and responding to fellow students during discussion. Quality as well as quantity of discussion and participation will be considered, and I would like to see participation that discusses the readings. Some of the classes will be lecture-based, so the participation grade will also be based upon occasional in-class small group activities and discussions outside of the lecture-style classes (but also based on discussions during lecture-style classes as well). In addition to regular class discussion, you will make two presentations during the semester: (1) a group presentation where you will present and summarize the reading for that day/week; and (2) a short presentation at the end of the semester on your final paper. In addition, presentations will be included in the grade.

Finally, three days on the class schedule are scheduled as election simulations (see above). You are expected to attend every class, but attendance is particularly critical on these three days. I will take attendance on these three days. Your attendance and participation in the election simulations will also count toward your participation grade.

By including these multiple methods of evaluation (midterms, final paper, participation, and the election simulations), your final grade will be determined by demonstrating proficiency in a variety of areas. I think multiple evaluation methods are fairer than simply one big paper or exam.

A Note on Plagiarism: Not Allowed. Finally, I want to note that **plagiarism is unacceptable** and can result in serious penalties (the first of which will be a case taken to the academic honesty review board, which typically results in an F in the entire class). If you are unsure what constitutes plagiarism, please consult the USC student affairs web site that details plagiarism: <https://dornsife.usc.edu/usc-policies/#plagiarism>. Please feel free to ask me as well if you have any questions or concerns. Copying text directly from any source without quotations is one form of plagiarism, as is writing similarly-phrased words and sentences without attribution. Again, please consult the above link for a very detailed description of the types of plagiarism (all of which are unacceptable).

How to Reach Me: My office hours are listed at the top of the syllabus. The professor's office hours are open walk in (first come, first serve, drop in no appointment needed). I would also first contact the teaching assistant, Jason Giannaros, for assistance or when you cannot reach the professor. I can also make appointments to meet if you have another class during the office hours time period, but I strongly encourage you to come to the office hours. Also, the best way to contact me is by email, which is cgrose@usc.edu. While I regularly respond to email, keep in mind it may take me 1-2 days to get back to you depending on when you email me (e.g., if you email me Friday afternoon, I might not get back to you until Monday; though often times I will be able to respond much more quickly during the week). I want to be as accessible as possible so you can have a very successful semester.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu