

**Campaigns and Elections POLS 5311-001 Fall 2018**

**Instructor: Thomas R. Marshall**

**Office Number: 448 University Hall**

**Office Telephone Number: 817-272-2991 is the Political Science Departmental Office. You may leave a message there or ask for departmental assistance, or, alternatively, leave me an email message, see just below.**

**Email Address:** [**tmarshall@uta.edu**](mailto:tmarshall@uta.edu)

**Faculty Profile:** Please see Mentis: https://mentis.uta.edu/explore/profile/thomas-marshall

**Office Hours: 6-7 p.m. Mondays and 1-2 Thursdays. This is usually the best time for students and immediately before my class times. I realize that this is not always a convenient time; for appointments at other times, please email me or see me personally.**

**Section Information: Campaigns and Elections -- POLS 5311-001**

**Time and Place of Class Meetings: University Hall room 08 and room 455. Monday 7-9:50 p.m.**

**Description of Course Content: Seminar in Campaigns and Elections (3 hours credit): Modern American campaigns and elections, particularly focusing on voter turnout and choice. Other topics include the 2016 presidential election; voter, candidate, party, media, and interest group strategies, and research methods used in this area.**

**Student Learning Outcomes: students should be able to understand the modern realities of American political campaigns including the strategies pursued by voters, candidates, parties, the media, and interest groups, and the methods used by political scientists to study campaigns and elections.**

**Required Textbooks and Other Course Materials:** I have ordered one book for this course: Costas Panagopoulos, *Political Campaigns* (2017, Oxford University Press, paperback, available at the UTA bookstore or elsewhere. There are also several readings of journal articles that are available through the UTA library site.

**Descriptions of major assignments and examinations: This class will cover a variety of ways that political scientists study campaigns and elections. For each perspective or methodology we will look at several articles that use this perspective and method, and assign in-class presentations using a power-point format. Each student will do at least one power-point presentation, with another student in the class leading the “strengths and weaknesses” discussion immediately thereafter. In addition each person in the class will present a short research paper, addressing a current campaigns and elections topic from a political science perspective, present this research in class (toward the end of the semester), and prepare a poster session format presentation. You may choose your own topic or select from the possible topics listed below. Your course grade is based on your participation in class, your in-class presentation, your in-class commentary on another presentation, and your original research project and presentation. There are no in-class or take-home exams for this course.**

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this section, I do not check off attendance, but it is readily apparent who is participating and who is not. In-class participation is a part of the course grade (please see above).* However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading**: Your course grade is based on the following: an in-class presentation of your research article and a book chapter report (each about 10% of your grade); your critique of another in-class research report (about 10% of your grade); your own independent class research project (about 50% of your grade); the poster session (about 10% of your grade); and your in-class final exam essay (about 10% of your grade). Your in-class performance will help to make up any deficiencies. Please see the course schedule and list of possible projects, below, for further information. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Make-up Exams**: There are no exams in this class except for the essay question (choose one of two) during the final exam. For the in-class and research presentations, it is important to keep on schedule (please see below) insofar as possible. Please check with me in case you foresee unforeseen problems in staying on our schedule.

**Expectations for Out-of-Class Study**: There is no fixed time requirement, but it is likely that this class would require an average of eight to ten hours outside of class weekly, or so.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/complaints/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. Please make sure that you can fully access the UTA web site. My own email is tmarshall@uta.edu.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the corner of our classroom whether in UH 08 or UH 455. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:]UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/studentsuccess/learning-center/utsi/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/studentsuccess/learning-center/mcnair-scholars/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

**The** [**IDEAS Center**](https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at [https://uta.mywconline.com](https://uta.mywconline.com/). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Our political science librarian is Andy Herzog at [amherzog@uta.edu](mailto:amherzog@uta.edu) who can be very useful in finding materials or helping with the UTA library system. Please don’t hesitate to contact him when you think that this will be helpful.

**Here’s a Course Schedule**

August 27 *First class day*. Introduction: how do political scientists look at campaigns and elections? What are some of the current questions of interest and what research methodologies are widely used? Preview the course syllabus and the list of possible projects.

Sept. 3 *Please note: This is Labor Day and there are no classes.*

Sept. 10 **The state of contemporary American campaigns and elections. Please note: we will divide Panagopolous Chapters 3, 4, 5, 6, 9, and 10 into two-person teams. Please prepare a twelve to fifteen minute presentation summarizing the major points of each chapter.**

Sept. 17 **American versus nonAmerican elections: review Panagopolous Chapter 11.**

What’s Aggregate Analysis? What’s Rational or Logic Analysis? Why are they useful?

Jamie Carson, Jeffrey Jenkins, David Rohde, and Mark Souva. 2001. “The Impact of National Tides and District-Level Effects on Electoral Outcomes: The U.S. Congressional Elections of 1862-1863,” *American Journal of Political Science* 45: 887-898.

John Aldrich. 1993. “Rational Choice and Turnout,” *American Journal of Political Science* 37: 246-278.

Sept. 24 What’s Survey Research? What does it help to explain? *Please note: I will do this session. Come and enjoy!*

Oct. 1 **What’s a Laboratory or on-line Experiment?**

Stephen Ansolabehere, Santo Iyengar, Adam Smith and Nicholas Ventino. 1994. “Does Attack Advertising Demobilize the Electorate?” *American Political Science Review* 88: 829-838.

D. Muro and C Vlaskap. 2016. “How do prospects of EU membership influence support for secession? A survey experiment in Catalonia and Scotland.” *West European Politics* 39: 1115-1138.

Nuri Kim, Jon Krosnick; and Daniel Casasanto. 2015. “Moderators of Candidate Name‐Order Effects in Elections: An Experiment.” *Political Psychology* 36: 525-542.

Oct. 8 **What’s a Natural Experiment? Why is a natural experiment useful?**

Shaun Bowler, David Brockington, and Todd Donovan. 2001. “Election Systems and Voter Turnout: Experiments in the United States,” *Journal of Politics* 63: 902-915.

Brian Schaffner, Matthew Streb, and Gerald Wright. 2001. “Teams Without Uniforms: the Nonpartisan Ballot in State and Local Elections,” *Political Research Quarterly* 54: 7-30.

Scott Basinger. 2013. “Scandals and Congressional Election in the Post-Watergate Era,” *Political Research Quarterly* 66: 385-398.

Oct. 15 Matthew Childers, Mike Binder, and Matt Childers. 2012. “Engaged by the Initiative? How the Use of Citizen Initiatives Increases Voter Turnout.” *Political Research Quarterly* 65: 93-103.

Barry Buren, David Canon, Kenneth Mayer, and Donald Moynihan. 2014. “Election Laws, Mobilization, and Turnout: The Unanticipated consequences of Election Reform,” *American Journal of Political Science* 59: 95-109.

Melinda Gann Hall and Chris Bonneau. 2013. “Attack Advertising, the White Decision, and Voter Participation in State Supreme Court Elections.” *Political Research Quarterly* 66: 115-126.

Oct. 22 **What’s a Field Experiment? How does it work? Why is a field experiment useful?**

Alan Gerber and Donald Green. 2000. “The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment.” *American Political Science Review* 94: 653-663.

Donald Green, Alan Gerber, and David Nickerson. 2003. “Getting out the Vote in Local Elections: Results from Six Door-to-Door Canvassing Experiments.” *Journal of Politics* 65: 1083-1096.

Oct. 29 Costas Panagopoulos. 2011. “Thank You for Voting: Gratitude Expression and Voter Mobilization.” *Journal of Politics* 73: 707-717.

Alan Gerber, Donald Green, and Christopher Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large Scale Field Experiment.” *American Political Science Review* 102: 33-48.

Costas Panagopolous. 2009. “Street fight: The impact of a street sign campaign on voter turnout.” *Electoral Studies* 28: 309-313.

Alan Gerber, James Gimpel, Donald Green, and Daron Shaw. 2011. “How Large and Long-Lasting Are the Persuasive Effects of Televised Campaign Ads? Results from a Randomized Field Experiment,” *American Political Science Review* 105: 135-150.

Nov. 5 **What’s a Meta-Analysis? How does it work? When is a meta-analysis useful?**

Richard Lau, Lee Sigelman, Caroline Heldman, and Paul Babbitt. 1999. “The Effects of Negative Political Advertisements: A Meta-Analytic Assessment.” *American Political Science Review* 93: 851-872.

Daniel Stockeer. October 2017. “What Affects Voter Turnout? A Review Article/Meta-Analysis of Aggregate Research.” *Government and Opposition* 52: 698-722.

Mia Costa. January 20107. “How Responsive are Political Elites? A Meta-Analysis of Experiments on Public Officials.” *Journal of Experimental Political Science* 4: 241-254.

Nov. 12 **What’s Forecasting? How does it work? How accurate were the forecasting models for the 2016 and 2018 elections?**

Campbell, James E; Norpoth, Helmut; Abramowitz, Alan I; Lewis-Beck, Michael S; Tien, Charles; et al. April 2017. “A Recap of the 2016 Election Forecasts.” *PS, Political Science & Politics*; Washington Vol. 50: 331-338.

Helmut Norpoth and Thomas Gschwend. July 2017. “Chancellor Model Predicts A Change of the Guards,” *PS, Political Science & Politics*; Washington 50: 686-688.

**Wednesday Nov. 14 is our scheduled poster session at noon. If you cannot attend, please be sure that I have your poster to display.**

Nov. 19 Class research presentations, as assigned.

Nov. 26 Class research presentations, as assigned.

Dec. 3 Last class research presentations, as assigned..

Dec. 10 **Our Final Exam**: pick one of two essay questions to answer. You will receive a prompt for the essay about five days prior to this exam. There is no required length, but perhaps four to five hand-written or typed pages would be sufficient. This is an open-book, open-note, individual in-class exam.

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” –Thomas R. Marshall*

**Emergency Phone Numbers**: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Possible individual or two-person team research projects**

**Here’s a list of possible research projects which may be done individually or by two-person teams. We’ll do a sign-up at our first class meeting. You may change projects upon agreement with me and the other person involved. You may also substitute in your own project not on this list with my agreement The common theme is that your research project will be presented in the department’s November poster session and also presented during the last three class sessions.**

|  |  |  |
| --- | --- | --- |
| **1** | **Objectively Evaluating the Impact of Ballot Order on Vote Totals: examine the impact of ballot order on candidate success in primary and runoff elections.** |  |
| **2** | **Objectively Evaluating the Impact of Candidate Name Ethnicity and Gender on Voter Behavior: examine apparent name ethnicity and gender on voting in high versus low-profile races for either political party. You may use primary and runoff elections.** |  |
| **3** | **Objectively Evaluating the Impact of Third Parties and Independent Candidates: Assess whether votes for third parties and independent candidates “switched” the outcome of major races such as state governors and US Senators.** |  |
| **4** | **Objectively Evaluating “Coattail” Effects in Texas: For statewide candidates compare and explain vote drop-off from the top level (governor and US Senator) to other statewide offices. Are there any variations, and if so, why do they occur? How much ticket splitting and voter drop-off is there?** |  |
| **5** | **Objectively Judging Campaign Success: For incumbent governors running for reelection, compare their 2018 vote percentages to their last (usually 2014) vote percentages, to the 2016 presidential vote totals, and to early season polls to rank governors from “best” to “worst” campaigns. What explains this variation?** |  |
| **6** | **Objectively Judging Campaign Success: For incumbent U.S Senators running for reelection, compare their 2018 vote percentages to their last (2012) vote percentages, to the 2016 presidential vote totals, and to early season polls to rank Senators from “best” to “worst” campaigns. What explains this variation?** |  |
| **7** | **Survey Experiment: develop and test a randomized split ballot experiment using at least sixty respondents (which may be either voting-age and eligible students or non-students) designed to produce and measure the extent of vote intention shifts.** |  |
| **8** | **Survey Analysis: Did specific events create a measurable campaign effect in the 2018 pre-election polls? If so, what events created the largest poll shifts? What events created no discernible poll shifts at all?** |  |
| **9** | **Forecasting: Based on the 2018 poll results, estimate the probability that President Trump will be reelected in 2020, should he run for reelection.** |  |
| **10** | **Natural experiment: Do newspaper endorsements help candidates? If so, how much? Develop any type of election and a statistical model that is appropriate.** |  |
| **11** | **Natural experiment: During the 2017-2018 time period some members of the U.S. House of Representatives had a scandal of some sort. Identify those persons and determine whether their electoral fate was as expected based on the Basinger model. That is, update and replicate this model.** |  |
| **12** | **Natural experiment: During the 2017-2018 time period there were several special elections for the U.S. House of Representatives. Some commentators noted that Republicans suffered sharp vote losses averaging about 8 percent compared to the 2016 results. However, these special elections also involved non-incumbents. Using the Herrnson model re-compute the actual versus “corrected” vote losses.** |  |
| **13** | **Natural experiment: For the 2020 elections Texas will likely ban straight-ticket voting. Design a research experiment with a hypothesis and a proper control to determine the effect of this situation on vote fall-off and which candidates or political parties are helped or hurt?** |  |
| **14** | **Evaluating newspaper editorial and news content. Use major Texas newspapers to classify campaign coverage as positive or negative toward candidates and correlate that to their newspaper endorsements for major candidates.** |  |
| **15** | **Forecasting: develop a seat loss/gain model for the Texas state legislature and test it against actual election results.** |  |
| **16** | **Survey Research and Forecasting: how accurate were the polls for major governors’ races? How the the polls’ timing or methodology affect accuracy?** |  |
| **17** | **Survey Research and Forecasting: how accurate were the polls for major U.S. Senate races? How did the polls’ timing or methodology affect accuracy?** |  |
| **18** | **Forecasting: how accurate were the major political science versus pundits’ forecasting models? Which were the best and the worst forecasting models, and why?** |  |

**LIBRARY** [**library.uta.edu**](http://library.uta.edu/)

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**#######**