Professor Jamie Druckman PoliSci 101 Freshman Seminar

druckman@northwestern.edu Fall Quarter, 2020

211 Scott HallOffice Hours: By appointment

**Studying** [**Campaign**](http://courses.northwestern.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=_153716_1) **2020**

**Course Description**

What explains the current state of our political system? How do political campaigns work? Are voters manipulated by slick media-based campaigns? What about campaign ads? Do polls help or harm voters? How do we study political campaigns? These are some of the questions that we will explore in the class “Studying Campaign 2020.”

The goal of the seminar is to enhance our understanding of the contemporary political environment, how politicians conduct campaigns, how campaigns and media coverage affect voters, and how we study campaign dynamics. We will not only examine the academic literature on these topics, but we also will follow the ongoing events of the 2020 presidential and congressional campaigns. Through a combination of group projects (e.g., analyzing campaign websites, a survey), short assignments, and essays, we will learn what makes a campaign effective and to understand campaigns.

**Assignments and Grades**

The class meets on-line on Mondays and Wednesdays from 1:00pm-2:20pm Central Time. The Zoom link for class meetings is: <https://northwestern.zoom.us/j/2704387770>. Students are expected to attend all classes, to complete all assigned readings and assignments on time, and to actively participate. Classes will include discussions of the latest campaign events and the assigned readings, as well as class activities/assignments.

Students will be involved in five formal activities, as follows.

1. Each student will be appointed to a campaign team, consisting of approximately three other students. Each campaign team will be assigned an ongoing campaign to follow. This will involve a series of assignments including in-class presentations (described below). The goal is to assess the campaign, evaluate its prospects, and provide advice on how the campaign could be improved. This will make up a total of 20% of each student’s grade. Each member of the team will receive the same grade.
2. Class Debates. Each student will participate in two in-class debates.
	1. Students will be assigned to two teams of three students each. Teams will be given a topic, and a position for which to argue. Each side will research the topic (and assigned position) and prepare a two minute opening statement, a series of (up to three) questions for the other side, and a two minute concluding statement. The teams also must be prepared to answer the opposing side’s questions. Do not exceed the time limits as that will detract from the team’s grade – succinct arguments are required.
	2. Each team will turn in a bibliography listing relevant sources (which should include sources beyond those listed on the syllabus).
	3. Teams are expected to engage in significant research.
	4. There are a total of 5 debates (with 2 positions for each debate; thus, each debate involves 6 people). Students will be assigned specific debates and sides at the start of the quarter.
	5. This will make up a total of 20% of each student’s grade. Each member of the team will receive the same grade.
3. Candidate web-coding. Candidate websites are a major part of campaigns and offer a unique opportunity to assess candidates’ strategies (since virtually all candidates have websites). They also allow us to examine how technology is used in campaigns. Together with students at Oberlin College and High Point University, we will engage in a detailed coding of congressional candidate websites. This will include the construction of a state-level public opinion poll to see if the campaign information affects voters. At the end of the class, we will examine the data.
	1. Students will be assigned to 4 campaigns (mostly Senate but possible some House campaigns). That includes a total of 8 candidates. Each student will code the campaign websites, using a coding framework for each candidate. Note that it takes about 4 hours to code a site (the expectation is to code roughly 1 ½ sites a week).
	2. We will complement the website coding with a survey that will assess how voters analyze Senate candidates in their states. We will derive questions to ask and then attempt to assess whether the voters know of and use information (when voting) about the candidates (as captured from their websites). The class will work together to develop the survey.
	3. Each student will write a roughly 3 page paper about their experience examining and coding the sites. In so doing, write about what is observed while also considering some of what we discuss during class (and what is discussed in class readings). This may involve multiple drafts (i.e., revisions after receiving comments from other students and/or the TA and the professor.) This assignment will make up a total of 25% of each student’s grade.
4. An Election Day reflective essay. This will make up a total of 5% of each student’s grade.
5. A final essay will make up a total of 15% of each student’s grade. The essay assignment will be distributed in class, and it will be due during finals week. *This essay may be made optional for those who are satisfied with their grade at that point.*

The remaining 15% of each student’s grade will be based on attendance and the quality of participation. If a student misses a class, it is the *student’s* responsibility to provide written documentation of a legitimate excuse (see course policies); otherwise, it will be counted as an unexcused absence. Also, if a student misses class (excused or unexcused), it is the *student’s* responsibility to learn about any missed assignments, discussion, and so on. The student should do this by talking to other students (first), the TA, and, if necessary, the professor. Participation involves taking part in class activities, discussing class readings in an informed way, and discussing ongoing campaign events.

There is a table of due dates at the end of the syllabus.

**Teaching Assistants**

Nicolette Alayon (nicolettealayon2023@u.northwestern.edu) and Maya Novak-herzog (mayanovak-herzog2024@u.northwestern.edu), Ph.D. students in political science, are the course teaching assistants. They will assist on class assignments, help with the web coding, and grade some of the assignments. They also are a general resource, along with the professor, for any questions.

**Readings**

Each student is expected to read major news articles on the campaigns. Several are available through Northwestern at <https://libguides.northwestern.edu/quicknews>. We will discuss the events covered in these articles at the start of many classes.

The other assigned readings come from the following sources:

1. Links as listed below. For many of these, the student needs to be sure to log into the Northwestern Global Protect system to gain access.
2. Articles available from the professor (i.e., if links are not provided).
3. *Media Politics: A Citizen’s Guide*, by Shanto Iyengar, Norton: New York, 2019 (Fourth Edition). (In the list of assigned readings, this book is just called “I.”) This book is available from Amazon.
4. *The ~~R~~Fight to Vote,* byMichael Waldman, New York: Simon and Schuster, 2016. This book is available from Amazon.
5. We also we read various reports when relevant and as they come available from: <https://covidstates.org/>.
6. Some of the readings come from academic articles. On these, do not worry about understanding the statistical analyses if they are unfamiliar; aim to understand the main argument.
7. Some of the readings may change through the quarter – some may be removed and some may be added. This will always be done at least one class in advance.

*Students are expected to read all of the assigned readings before each class.* Surprise quizzes on the readings are possible (and will become part of the students’ participation grade). If a student misses a class without a legitimate excuse, he or she will receive a 0 on any quizzes.It also will be necessary for students to include direct references to the readings in their assignments and a bibliography.

**COVID-19 Considerations**

COVID-19 presents a host of educational, social, and psychological challenges that may affect the class. The goal of this class is to learn how to study campaigns *but also to provide some community and support for first year students*. For each student, this means it is important to communicate with the professor about any issues that arise, generally or with regard to the course expectations. For the class, this means we may spend time discussing ongoing COVID-19 challenges as they relate to the campaign and more generally.

**Course Policies\***

It is the student’s responsibility to obtain an assignment if absent during the class in which the assignment is distributed or discussed. Assignments are due at the start of the class period on the days they are due. Make-up in-class exams and/or late papers will be permitted *only* if the student presents written documentation of legitimate circumstances that prevented the student from completing the assignment on time. This documentation must be provided in a timely manner (i.e., within a week); *failure to provide such documentation will result in the student receiving a 0 on the assignment in question. Challenges to this policy will be not be accepted.* Legitimate circumstances include religious holidays, illness (*verified* by a note from a medical authority), serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University. Each of these circumstances requires written verification from another source.

If a student wants to appeal an assigned grade*, they must submit a written statement to the professor explaining why the grade should be changed (within two weeks of receiving the assignment back).* Incompletes will be granted in the case of documented illness, and if the student completes the Petition for an Incomplete.

A significant amount of work will be done in teams. Working with others invariably leads to some disagreement. Students should approach their partners/team with an open and flexible mind. If there are *major* problems, students should notify the professor.

Finally, assignments should be proofread; spelling, grammar, and writing style will make up part of a student’s grade.

\**These are course policies under “normal conditions.” As noted, there will be flexibility given COVID-19 but central to that flexibility is that students communicate with the professor about their needs and situation.*

**On-line Course Policy**

1. Students are encouraged to keep their videos on during class meetings as this leads to more engagement for everyone. However, this is not required and there is no penalty for having videos off. If a student regularly has their video off, they should put a picture of themselves in its place.

2. Students should do their best to say focused on the class, and avoid doing other activities during class time (e.g., social media). Try to engage!

3. If a student needs to take a brief break during class time, it is fine to do so without asking (but the student is responsible for any missed material).

4. It is acceptable if students want to use the chat during class but please try not to over-use it. Students also are encouraged to make any chat comments public for the entire class to see. (If the chat is becoming a distraction, we may revisit its use.)

5. We will not record classes unless a student requests it, in which case everyone will be made aware of the recording.

6. Overall, please behave respectively, follow social norms, and respect different opinions.

7. We will work together to ensure that there are sufficient breaks and small group break-outs to prevent Zoom fatigue.

8. *Students should check their e-mail daily for communications from the professor.*

**Important Northwestern Fall Academic Calendar Dates**

September 22: [Last day to add a class or change a section for Fall](https://planitpurple.northwestern.edu/event/553431).

October 26: Winter course listings become available.

November 2: [Pre-registration for Winter Quarter begins](https://planitpurple.northwestern.edu/event/553438).

November 6: [Last day to drop a class for Fall.](https://planitpurple.northwestern.edu/event/553435)

November 9: [Registration for Winter 2021 begins](https://planitpurple.northwestern.edu/event/553439).

November 13: [Last day to change grading status to or from P/N , where allowed.](https://planitpurple.northwestern.edu/event/566823)

November 23: [Last day to submit an individual course withdrawal request.](https://planitpurple.northwestern.edu/event/566082)

November 24: [Last Day of Class for Fall Quarter.](https://planitpurple.northwestern.edu/event/553447)

November 28- December 1: Reading Period

December 2: [Fall examinations begin](https://planitpurple.northwestern.edu/event/553450).

December 8: [Fall examinations end](https://planitpurple.northwestern.edu/event/553451).

**Course Outline**

**September 16 Introduction and Course Overview**

* Individual *assignment*: Think about how you have experienced the 2020 campaign thus far. Have you paid a lot of attention or ignored? When has it come up in your life? Are you enthusiastic or anxious or both? Do you have a sense of who might win? Did you vote in a primary? Come ready to informally discuss these questions on 9/21. In so doing, avoid taking clear political sides – the goal is to discuss what it has been like so far during your first presidential election as a voter. (This links to the assignment due 11/4.)

**September 21 The 2020 Campaign**

* *Readings (to be done by 9/21)*
	+ “[19 Things We Learned From the 2016 Election](https://amstat.tandfonline.com/doi/full/10.1080/2330443X.2017.1356775),” by Andrew Gelman, and Julia Azari. *Statistics and Public Policy* 4: 1-10, 2017.
	+ I, pages 21-31, 204-226
* Individual presentation of campaign experiences thus far.
* Campaign teams (and candidates) assigned. Team Meetings.
* Campaign team *assignment*: Create a persuasive message to be presented to the class on 9/23. Teams can attempt to persuade about anything! Draw on next class’s reading. The presentation should include a persuasive communication, and then an explanation of the persuasive strategy employed (e.g., in light of the reading for next week). The entire presentation should last approximately five to seven minutes, including the explanation part (it is important to adhere to this time limit – thus it is short!). No written component.
* Individual *assignment:* Access the campaign Web pages of Biden, Trump, and two Senate candidates (who are competing against one another). There will be a “candidate quiz” at the start of the next class.

**September 23 How to Persuade Voters**

* *Readings*:
	+ I, pages 251-279.
	+ *Persuasion*, by Daniel J. O’Keefe, 2016, pages 1-9, *Skim* pages 188-267 (as needed for your presentations).
* In-class quiz on candidates.
* Campaign team persuasion presentations.
* Discuss “Campaign Internet Project” including coding scheme and assignments.
* Campaign team *assignment*: each team should conduct detailed background research on their candidate’s personal/professional history, issue positions, *or* running mate (as assigned). Analyze the candidate’s strength and weaknesses and speculate on what strategy seems best. Each team will turn in a two page summary and present their findings on 9/30. Presentations should last approximately three to five minutes (again, be brief!).

**September 28 No Class (due to a religious holiday)**

**September 30 How Did We Get Here?: The Evolution of the Media**

* *Readings:*
	+ I, pages 115-153.
	+ “[Trends in the Diffusion of Misinformation on Social Media](https://www.researchgate.net/publication/332968959_Trends_in_the_diffusion_of_misinformation_on_social_media),” by Hunt Allcott, Matthew Gentzkow, and Chuan Yu. *Research & Politics* (April 2019).
* Internet Project Coding.
* Campaign team background researchpresentations. Background paper due.
* Campaign team *assignment*: Create an ad for your candidate, to be presented on 10/21 (approximately three minutes). Write a one to two page explanation for why you used the persuasive techniques you did, why you focused on certain issues and/or images, and what you hoped the ad would accomplish.

**October 5 How Did We Get Here?: The Constitutional Convention and the Electoral College**

* *Readings:*
	+ “Governor Morris in the Philadelphia Convention,” by William H. Riker, 1986 (from *The Art of Political Manipulation*, New Haven: Yale University Press, pages 34-51, *optional*).
	+ *The Electoral College Primer 2000*, by Lawrence D. Longley and Neal R. Pierce, New Haven: Yale University Press, 1999, pages 1-38.
	+ “The 1968 Democratic National Convention,” by Jill A. Edy, 2006 (from *Troubled Pasts*, Philadelphia: Temple University Press, pages 43-58).
	+ “[The Electoral College Magnifies the Power of White Voters](https://www.vox.com/the-big-idea/2016/11/22/13713148/electoral-college-democracy-race-white-voters),” [Andrew Gelman and Pierre-Antoine Kremp](http://www.vox.com/users/Pierre-Antoine%20Kremp), *Vox*, December 17, 2016.
* *Debate***:** Should we replace the Electoral College with the national popular vote as a way to elect the president?

**October 7 How Did We Get Here?: The History of Voting Rights**

* *Videos*:
	+ “[A History of Voting Rights in the U.S.](https://www.youtube.com/watch?v=U4XtZ-tIzIA)” (3:19).
	+ “[The Voting Rights Act of 1965](https://www.youtube.com/watch?v=-nrpLVgO7l4)” (1:42).
	+ ”[Bridging History: Selma and the Voting Rights Act of 1965](https://www.youtube.com/watch?v=URMb2D3kFZQ)” (14:04).
	+ “[Eyes on the Prize VI: Bridge to Freedom, 1965](https://www.youtube.com/watch?v=nQT7S8fuzGc)” (55:08), *optional.*
* *Readings*:
	+ *The ~~R~~Fight to Vote,* byMichael Waldman, (Simon and Schuster, 2016), pages 125-170.
	+ “[The Civil Rights Movement Fraud, Sham, and Hoax](http://www.let.rug.nl/usa/documents/1951-/speech-by-george-c-wallace-the-civil-rights-movement-fraud-sham-and-hoax-1964-.php),” by George Wallace, July 4, 1964.
	+ “[Why Getting Into Trouble is Necessary to Make Change](https://time.com/5087349/why-getting-into-trouble-is-necessary-to-make-change/),” by John Lewis, *Time*, January 4, 2018.
	+ “[White America’s Age-Old, Misguided Obsession with Civility](https://www.nytimes.com/2018/06/29/opinion/civility-protest-civil-rights.html),” by Thomas Sugrue, *New York Times*, June 2019.
	+ “[Mitch McConnell Honored John Lewis with Words. Now He Must Do It with Action](https://www.brennancenter.org/our-work/analysis-opinion/mitch-mcconnell-honored-john-lewis-words-now-he-must-do-it-action),” by Derek Rosenfeld, August 7, 2020, Brennan Center.
	+ “[The Right Way to Honor John Lewis: Restore and Extend the Voting Rights Act](https://theintercept.com/2020/07/20/honor-john-lewis-voting-rights-act/),” by Jeanne Theoharis, *The Intercept* July 20, 2020.
	+ “[Who Gets to Vote in Florida?](https://www.newyorker.com/magazine/2020/09/07/who-gets-to-vote-in-florida),” by Dexter Filkins, *The New Yorker*, September 7, 2020.
* *Debate***:** Should Congress pass the current For the People Act of 2019 (Voting Rights Act) (<https://en.wikipedia.org/wiki/For_the_People_Act_of_2019>)?

**October 12 How Did We Get Here?: Contemporary Voting Rights**

* *Readings*:
	+ *The ~~R~~Fight to Vote,* byMichael Waldman, (Simon and Schuster, 2016), pages 199-240.
	+ “[Punishment and Democracy: The Voting Rights of Nonincarcerated Criminal Offenders in the United States](https://www.jstor.org/stable/3688812?casa_token=xwri8fGhXwMAAAAA%3A920e6kQJDuC6wVRNFwNDELgVENmHhf4Nmo4Z426kVubfu1WoFxnENz6_vlD3sHAZlaoembnuHfEG-YymxbG48qfse1lQuMlytXV7mPN4LaPJAfSSTQ&seq=1#metadata_info_tab_contents),” by Jeff Manza and Christopher Uggen. *Perspectives on Politics* 2: 491-505, 2003.
	+ “[The November Election is Going to Be a Mess. Disaster is avoidable—if lawmakers act now](https://www.theatlantic.com/ideas/archive/2020/07/november-election-going-be-mess/614296/),” by Norman Orenstein, *The Atlantic* (July 21, 2020).
	+ “[Preparing Your State for an Election Under Pandemic Conditions](https://www.brennancenter.org/our-work/research-reports/preparing-your-state-election-under-pandemic-conditions),” July 21, 2020. [50-state breakdown of the policies states have and what they still need to best protect the November 2020 election from Covid-19, such as online voter registration, in-person voting, mail-ballot voting, and the counting of mail ballots.]
	+ “[What Voting by Mail Looks Like When It Works](https://www.washingtonpost.com/politics/2020/06/12/how-voting-by-mail-works-colorado/),” by Amber Phillips, *Washington Post*, June 12, 2020.
	+ “[As Trump demurs, an unimaginable question forms: Could the president reach for the military in a disputed election?](https://www.washingtonpost.com/national-security/as-trump-demurs-an-unimaginable-question-forms-could-the-president-reach-for-the-military-in-a-disputed-election/2020/07/28/15c8818c-cb5c-11ea-89ce-ac7d5e4a5a38_story.html?utm_campaign=wp_main&utm_medium=social&utm_source=facebook&fbclid=IwAR1TQZT39GhdgHDnu19b8qYiE8qLFRkoXjvVpLvv34vM_9K0XqtWbzjc4n8),” by Missy Ryan and Paul Sonne, *Washington Post*, July 28, 2020.
* *Debate***:** Should states *require* voters show some form of identification at the polls?

**October 14 How Did We Get Here?: Political Parties and Polarization**

* *Readings*:
	+ “Political Polarization In America,” by Eli J. Finkel et al., Manuscript, Northwestern University.
	+ “[Greater Internet Use is Not Associated with Faster Growth in Political Polarization among US Demographic Groups](https://www.pnas.org/content/114/40/10612.short?rss=1&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A%20Pnas-RssFeedOfEarlyEditionArticles%20%28Early%20Edition%29),” by Levi Boxell, Matthew Gentzkow, and Jesse M. Shapiro, *Proceedings of the National Academy of Sciences* 114:10612–10617, 2017.
	+ “[Partisan Antipathy: More Intense, More Personal](https://www.pewresearch.org/politics/2019/10/10/partisan-antipathy-more-intense-more-personal/),” Pew Research, October 10, 2019.
	+ “[Trump’s Approval Ratings so Far Are Unusually Stable – and Deeply Partisan](https://www.pewresearch.org/fact-tank/2020/08/24/trumps-approval-ratings-so-far-are-unusually-stable-and-deeply-partisan/?utm_source=Pew+Research+Center&utm_campaign=e8d4cf0f46-Weekly_2020_08_29&utm_medium=email&utm_term=0_3e953b9b70-e8d4cf0f46-400817481),” by [Amina Dunn](https://www.pewresearch.org/staff/amina-dunn), Pew Research, August 24, 2020.

**October 19 How Did We Get Here?: Candidate Ads and Debates**

* *Readings:*
	+ I, pages 166-190, 196-201.
	+ See and explorethe website for [Commission on Presidential Debates](http://www.debates.org/).
	+ “[Presidential Debates in the Age of Partisan Media: A Field Experiment](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2926553),” by Kimberly Gross, Ethan Porter, and Thomas Wood., 2017.
	+ See and explore the website for the [Wesleyan Media (Ad) Project](https://mediaproject.wesleyan.edu/).
	+ “[The Blue Wave: Assessing Political Advertising Trends and Democratic Advantages in 2018](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/5545DDBE51267FEBB492E08F24DD4B3E/S1049096519001240a.pdf/blue_wave_assessing_political_advertising_trends_and_democratic_advantages_in_2018.pdf),” by Erika Franklin Fowler, Michael M. Franz, and Travis N. Ridout, *PS: Political Science & Politics* 53: 57-63, 2020.
	+ “[Why is Digital Advertising so Hard to Track](https://mediaproject.wesleyan.edu/why-is-digital-advertising-so-hard-to-track/),” by Wesleyan Media Project, August 7, 2020.
	+ “[Senate Ads Up 170 Percent, House Ads Up 104 Percent](https://mediaproject.wesleyan.edu/releases-081320/),” by Wesleyan Media Project, August 13, 2020.
	+ “[Facebook Moves to Limit Election Chaos in November](https://www.nytimes.com/2020/09/03/technology/facebook-election-chaos-november.html),” by [Mike Isaac](https://www.nytimes.com/by/mike-isaac), *New York Times*, September 3, 2020.
* *Debate*: Should social media platforms preclude all political ads during a presidential election as soon as the first day of early voting begins?
* Class discussion: how should presidential debates be regulated? What inclusion criteria would you use? How many debates? When? What format(s) would be used? Who would moderate? What topics would be included? Would you regulate news coverage before and/or after the debate?

**October 21 Is Democracy Dying in the US?**

* *Readings*:
	+ “How Affective Polarization Undermines Support for Democratic Norms,” by Jon Kingzette et al. *Public Opinion Quarterly*, Forthcoming.
	+ “[Ethnic Antagonism Erodes Republicans’ Commitment to Democracy](http://www.pnas.org/cgi/doi/10.1073/pnas.2007747117),” by Larry Bartels, *Proceedings of the National Academy of Sciences*, July 10, 2020.
	+ “[How a Democracy Dies](https://newrepublic.com/article/145916/democracy-dies-donald-trump-contempt-for-american-political-institutions),” by Steven Levitsky and Daniel Ziblatt, *The New Republic* (December 7, 2017).
	+ “[We Are Republicans, and We Want Trump Defeated](https://www.nytimes.com/2019/12/17/opinion/lincoln-project.html),” by George Conway, III, Steve Schmidt, John Weaver and Rick Wilson, *New York Times* (December 17, 2019). (also see <https://lincolnproject.us>)
* Campaign team ad presentations. Ad paper due.
* *Campaign team assignment*: Prepare a presentation and essay describing your candidate’s election result. How did the result compare with the polls? What do you think your candidate did well? What did he/she do poorly? Prepare a brief presentation (approximately five-seven minutes) and a three-four page paper. Due 11/18.

**October 26 No Class**

* Internet Project Coding.
* *Individual assignment*: Write an approximately four page paper that describes what you found in your coding of candidate websites. What strategies did you see being employed? Do you think they were effective? (In discussing this, draw on what we have learned about campaign strategy.) What technological innovations were used (media, interactivity, etc.)? If you were to design a website, what choices would you make in terms of technology and content? Why? Be prepared to briefly present it to the class. Due 11/11.

**October 28 Studying Elections: Polling**

* *Readings*:
	+ *The Voter’s Guide to Election Polls*, by Michael W. Traugott and Paul J. Lavrakas, Chatham, NJ: Chatham House Publishers, Inc., 2008, pages 1-47, 59-106.
	+ “[Evangelical or Born Again? Disentangling the double-barreled questions](https://strickberger.shinyapps.io/evangelicals_on_survey2/),” by Samuel Strickberger and Michele F. Margolis, 2020.
* *Individual assignment*: All seats in the U.S. Congress, a third of the seats in the U.S. Senate, and a great many Governorships and state and local offices will be determined by the outcome of the election. All U.S. citizens are eligible to vote. At the same time, each state has its own specific rules regarding voter registration and the logistics of voting itself (early *voting, by-mail voting, in-person voting). Write a 500-word piece* about how you experienced the voting process on Election Day and, in a general sense, why you decided to exercise your right or to abstain from doing so, or why the legal or logistical dimensions of the voting process prevented or might have prevented you from voting (for example, if you were not registered to vote or if you were otherwise informed that you were not eligible to vote, perhaps because you are not a U.S. citizen, or if you sought to vote by mail but were not eligible for this option according to the voting rules of your state). The purpose of this assignment is simple: to invite you to draw upon the perspectives and to reflect on your specific experience of Election Day 2020. The point is to (informally) discuss your experience of the electoral process, as a participant and/or an observer, and whether or not you consider that process to be important for the legitimacy of the government. To be informally presented on 11/4.

**November 2 What Is At Stake? What Do You Expect to Happen?**

* *Reading*:
	+ “[The Last Time a Contested Presidential Election Nearly Tore the Country Apart](https://nymag.com/intelligencer/2020/09/the-last-time-a-contested-election-tore-the-country-apart.html),” by [Ed Kilgore](https://nymag.com/author/ed-kilgore/), *Intelligencer*, September 7, 2020.
* Each student should come prepared to discuss their expectations for Election Day, for the Presidential, Congressional, State, and Local elections. The class will be an open discussion.

**November 3 *Election Day***

**November 4 Discussion of Election and Essays**

* Each student will discuss their election reflections pre-election day (from their essay).

**November 9 Studying Elections: Voting Turnout**

* *Readings*:
	+ “The Political Logic of Political Participation,” by Steven J. Rosenstone and John Mark Hansen, 1993. (from *Mobilization, Participation, and Democracy in America*, New York: MacMillan Publishing Company, pages 1-37).
	+ “[Does Canvassing Increase Voter Turnout: A Field Experiment](https://www.pnas.org/content/96/19/10939),” by Alan S. Gerber, and Donald P. Green. *Proceedings of the National Academy of Sciences*. 96: 10939-10942, 1999
	+ “[Gerber, Green, and Larimer: Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment](https://adambrown.info/p/notes/gerber_green_and_larimer_social_pressure_and_voter_turnout),” by Adam R. Brown, 2008 (this is a summary of an article).
	+ Skim for class discussion:
		- “[Why Compulsory Voting Can Enhance Democracy](https://link.springer.com/article/10.1057/palgrave.ap.5500167#citeas).” by Bart Engelen, Acta Polit 42: 23–39, 2007.
		- “[Compulsory Voting: A Critical Perspective](https://www.jstor.org/stable/40930591?casa_token=d5RO0S4g5hoAAAAA%3AMth4cLwq3F3qHn7Hn16R7jziTKu4YypSX1OBkBJLpOJd5_Xrse6YPrczFoDt-8iRaO4IjMpW4yPClCLOnflKLFpYSwoyDfgimwD1QMKLpjZQAB4TLw&seq=1#metadata_info_tab_contents),” by Annabelle Lever, *British Journal of Political Science* 4: 897-915.
* Class discussion of whether there is a case to be made for compulsory voting.

**November 11 Studying Elections: Issues, Knowledge, and Image**

* *Readings*:
	+ I, pages 276-303.
	+ “Winning and Holding Elective Office,” by William T. Bianco, 2001. (from *American Politics: Strategy and Choice,* New York: Norton, pages 91-106).
	+ “Lincoln at Freeport,” by William H. Riker, 1986. (from *The Art of Political Manipulation*, New Haven: Yale University Press, pages 1-9.)
	+ “[Local Political Knowledge and Assessments of Citizen Competence](https://academic.oup.com/poq/article/76/3/525/1893357),” by Lee Shaker, *Public Opinion Quarterly* 76: 525–537, 2012.
	+ “[From Brexit to Zika: What Do Americans Know?](https://www.pewresearch.org/politics/2017/07/25/from-brexit-to-zika-what-do-americans-know/),” by Pew Research Center, July 25, 2017.
	+ “[The Science of Fake News](https://science.sciencemag.org/content/359/6380/1094/tab-pdf),” by David M.J. Lazer et al., *Science* 359: 1094-1096, 2018.
	+ “[The Dynamic Construction of Candidate Image](https://www.sciencedirect.com/science/article/pii/S0261379417301920),” by [David A.M. Peterson](https://www.sciencedirect.com/science/article/pii/S0261379417301920%22%20%5Cl%20%22%21), *Electoral Studies* 54: 289-296, 2018. *Skim.*
* Candidate Web paper presentations. Candidate Web papers due.

**November 16 Studying Elections: Governing**

* *Readings*:
	+ “[Political Representation](https://plato.stanford.edu/entries/political-representation/),” by Suzanne Dovi, The Stanford Encyclopedia of Philosophy, Fall 2018.
	+ “[Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators](https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1540-5907.2011.00515.x),” by Daniel M. Butler, and David E. Broockman *American Journal of Political Science* 55: 463-477, 2011.
	+ “[Do the Affluent Override Average Americans? Measuring Policy Disagreement and Unequal Influence](https://onlinelibrary.wiley.com/doi/full/10.1111/ssqu.12791),” by [Jarron Bowman](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Bowman%2C+Jarron) *Social Science Quarterly* 101: 1018-1037, 2020
* *Debate*: Should representatives act like delegates or trustees?

**November 18 Campaign Presentations (and virtual pizza party)**

* Campaign team presentations and written component due.

**November 23 Discussion of Web Data and Survey and Anything Else!**

* Final essay distributed. Final draft due 12/7.

# Assignment and Due Date Summary

|  |  |
| --- | --- |
| **Due Date** | Assignment |
| 9/23 | Quiz on Presidential Websites |
| 9/23 | Campaign team persuasion presentation |
| 9/30 | Campaign team background research presentation and paper |
| 10/5 | Debate 1 on Electoral College |
| 10/7 | Debate 2 on For the People Act of 2019 |
| 10/12 | Debate 3 on voter identification laws |
| 10/19 | Debate 4 on social media regulating political ads |
| 10/21 | Campaign team ad presentation and paper |
| 11/4 | Electoral experience essays |
| 11/11 | Candidate Web presentation and paper |
| 11/16 | Debate 5 on nature of representation |
| 11/18 | Campaign team final presentation and paper |
| 12/7 | Final essay |