UNIVERSITY AT ALBANY, SUNY
ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY

CAMPAIGNS AND ELECTIONS

Fall 2016 Political Science RPOS 337 Sec. 9893
Business Administration 229 Tuesdays and Thursdays 2:45-4:05

Professor: Michael J. Malbin

OFFICE HOURS: Tues/Thurs 1:30-2:30 in Humanities B16 (Pol. Sci. Contact Office)
Additional times by appointment.

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Basic course description: This course will examine how people run for office in the United States, especially for the presidency and Congress. Topics will include the decision to run; the role of parties; interest groups; media; campaign finance; and contemporary campaign techniques. Students will research case studies from the current election. We will also spend time looking at proposals to reform the current system. We'll be asking what elections really decide besides the identity of who holds an office. Ultimately, the basic issue is whether the structure and content of U.S. elections fosters or distorts democratic representation.

Expanded description for Fall, 2016: This semester the course will combine team-based learning modules with some more traditional classroom formats. Each team will be assigned a case study state that is likely to have a competitive election both for the Presidency and Senate. Readings will give student the tools they need to put the current election into context, and the case studies will be used to test the arguments being made by the authors in the assigned reading.

Objectives:

1. Students will gain an understanding of what political scientists have written about modern election campaigns in the U.S. and learn how to make critical analyses of them.

2. Students will work in teams, using primary source materials (from, e.g., the Census, State Boards of Elections, and Federal Election Commission) to develop case studies of assigned 2016 elections. Their findings will be prepared for oral presentation to the class, using slides.

3. Students will use their case studies to evaluate the arguments made in the assigned readings. The lessons learned will also be used for individual midterm and end-of-semester writing assignments.

4. Students will also use lessons learned for an evidence-based evaluation of the system as a whole. In the course of doing so, they will consider the arguments for and against several proposed reforms. System-level evaluations will be incorporated into the end-of-semester paper/exam.
POLICIES

**Internet + Laptops:**
Internet research will be required to complete the assignments in this course. On many days, teams will be doing Internet research together and reporting the results. Each team will be responsible for assuring that one or more laptops (in addition to any Tablets) are available for team use in class every day. Distributing students with laptops will be a consideration in forming teams. Using computers or cell phones during class for any purpose other than work for this class is prohibited and will be penalized.

**Academic Honesty:**
Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy of those policies is provided at the end of this syllabus. Read them. You will also find a link there to the full set of policy guidelines. Violation will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

**So far this is standard formula, so pay special attention to what is coming next:** Penalties will be imposed for inadvertent as well as deliberate plagiarism. Since inadvertent plagiarism is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source’s logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge in the main body of the paper that you are doing so, and not merely with a within-text citation. You need to say something like “Smith says that...” even when you paraphrase. Putting in a citation at the end of a series of directly paraphrased sentences is NOT adequate. The same thing goes for following the order of another person’s argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting. Using only the within-text citation is adequate only if you are taking a fact or referring to another’s conclusion. Much more is needed once the phrasing or the other’s argument begins to look similar. And copying the other person’s footnotes is NEVER appropriate because it suggests that you did not look up the original source on your own. When you do want to do a second-degree citation like this, it should contain something like this: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest. So far, so good – but that is still not enough to make a paper satisfactory. Compiling a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around your thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper’s end.

If you have any questions about this while writing, it is your responsibility to ask questions in advance.

**Civility:**
Each of us in the classroom will have differing opinions about the candidates standing for election. For my part, I admire people who put themselves on the line for public scrutiny. Whatever the tone of the election, therefore, I expect all discussions within the classroom to be conducted with civility. Feel free to disagree with other, but don’t make it personal. None of your assignments will expect you to take a position on who should win. Your job will be to understand how the process works.
**Attendance:**
Attendance in class, on time, is expected. All teams will be working on material that will cumulate into graded group projects. Team members suffer when someone fails to contribute. The assessment of your performance by your peers is part of your grade. In addition, your attendance will be factored in with the instructor’s evaluations of your performance in group and other class activities. Missing class without a documented excuse will be penalized.

**Attendance at exams and other graded exercises:**
There will be no makeup quizzes or other in-class assessments. This includes team assessments that are not announced in advance. Excuses will be accepted only for an *adequately documented* illness or emergency. In the event of an appropriately documented excuse, the missed activity will not be calculated as part of the student’s grade.

**Late papers and assignments:**
All papers and assignments are due on the date *and at the time* assigned. Excuses will be accepted only for an *adequately documented* illness or emergency. To give two examples: someone with an anxiety disorder that affects writing may well have a documented illness. Someone who has a conflicting exam or event does not. Nothing prevents the student with a known conflict from reading ahead and writing the paper early. The due dates are on the syllabus and instructions will be available early. All papers will be submitted electronically.

**Blackboard:**
All readings and other assignments (except the textbooks) are posted on Blackboard. Chat rooms or lists will also be established for each of the learning teams. If necessary, change your email address on Blackboard to reflect the one you use. Blackboard can also forward messages to another email account.

**Special Needs:**
Students with special needs should register with the Disability Resource Center (Campus Center 137). The office will provide you with a letter describing the accommodations needed. Please give this letter to me within the first two weeks of the semester and remind me before each relevant event.

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Books to purchase:


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**Papers, Exams and Grading**
Midterm: Quiz = 7.5%. Paper (5 pp.) = 15%
Team reports: 35% for all exercises combined (Peer evaluation, 10% + evaluation by instructor, 25%) Last day quiz: 7.5%
Final paper: 30% (8-10 pp.)
Class participation and attendance (other than team evaluation) 5%
## SCHEDULE OF READINGS

NB: * = on Blackboard

The dates are approximate, subject to change – especially within major subjects.

NB: (1) Read all assignments before class. They are essential background for in-class team research.

(2) Timely articles will be added during the semester and will be considered required.

(3) There may also be a “debate watch” one evening, depending upon when debates are scheduled.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>No class – APSA. Read text ch. 1, pp. 1-14 (How to Study ...).</td>
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<tr>
<td>Sep 1</td>
<td>No class – APRA.</td>
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| Sep 6  | **Campaign Strategies** (57)  
Text ch. 5 (Strategies) (32)  
*Herrnson – Voters and Strategies (207-221) (15)  
*Jacobson and Carson, Partisanship, Incumbency, Information, and Voting, 154-63 |
| Sep 8  | **Campaigning for President and Congress** (64)  
Text, ch. 9 (Presidential) (38) + ch. 10 (Congressional) (26)  
*Cook – Electoral Vote Scorecard (May 2016)  
*WP article: Republicans’ Electoral College Map Problem (5/2/16)  
*NYT article: Electoral College Map Gives Donald Trump Few Places To Go (July 30) |
| Sep 13 | **Building a District or State Profile** (Sept. 13-22)  
Read before class: From the Ground Up, 31-53 (Strategies; Districts)  
Team research in class – Use statewide/regional worksheets. Also: redistricting impact for HR. |
| Sep 15 | **Team presentation:** Case study state – political economy and demography across the state, impact of redistricting on state’s congressional districts. |
| Sep 20 | Read before class: From the Ground Up, 53-65 (Political profile of a district)  
**Team research in class:** Political research on the state – vote by county for Senate, recent elections. Use web resources, county vote. |
| Sep 22 | **Team presentation:** Vote targets for Presidential and Senate candidates. Use method outlined in reading. Explain how each candidate will reach statewide target, by geography.  
**Team research after presentations:** Begin candidate profiles: background, vulnerabilities; SWOT worksheets |
| Sep 27 | **Candidate Profiles and Resources** (Sept. 22/27- Oct. 6)  
Read before class  
Text, ch. 4 (Money) (36)  
From the Ground Up, 65-69 (Candidate research) (5)  
**Team research in class:** Candidates’ financial sources + independent spending so far, Senate |
| Sep 29 | **Team presentation:** Candidates’ financial sources + independent spending so far, Senate  
**Team research in class:** Continue candidate profiles: background, vulnerabilities; SWOT. |
<p>| Oct 4  | No class – school holiday |
| Oct 6  | <strong>Team presentation:</strong> Candidate profiles: background, vulnerabilities; SWOT. |
| Oct 11 | No class – school holiday |</p>
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<tr>
<th>Date</th>
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<th>References</th>
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| Oct 13| **Advertising, the Media and Other Major Players (Besides Candidates)** (Oct. 13 – 25)  
Free Media and Paid Advertising (65)  
Text, ch. 8 (Media, 34)  
*Franz, on advertising, in Craig and Hill, only pp. 117-122 (6)  
*Sides – Would Early Attack Ads Actually Hurt? (WP - May 31, 2016) (2)  
*Vavrek - Yes, Political Ads are Still Important  
*Turk, Social and New Media (18)  
*Balz – As Viewing Habits Change, Political Campaigns Must Change Too (3)  
Distribute for home info gathering: media and ad message monitoring worksheets for 10/20, including “Message Box”. |                                                                                               |
| Oct 18| **Parties** (43)  
Text, ch 6 (26);  
*Stein, Experts Say Third Party Probably Doomed (Vox, March 18, 2016) (10)  
*Masket – Parties are Networked, Not Fragmented (6)  
Team research and prep time: Media Monitoring; Ad Monitoring. |                                                                                               |
| Oct 20| **Interest Groups** (40)  
Reading:  
Text, ch. 7 (24)  
*Kasiunas, Rozell & Keckler, Interest Groups, Super PACs & Independent Expenditures (16)  
Team presentations: Media Monitoring; Ad Monitoring. |                                                                                               |
| Oct 25| Continuation of Oct. 20 |                                                                                               |
| Oct 27| **Midterm Exam + interim peer evaluations**  
Exam will be made up of two parts:  
1. Strategy memo/paper to be written at home and handed in. (Instructions to come).  
2. In-class quiz, based on all of the assigned reading from the beginning through Oct. 25.  
Peers evaluations within teams will also be administered. These will be confidential (although not to the instructor). The interim evaluations will not count toward the final grade. They will be used to provide guidance to those whose team members think they need to improve. |                                                                                               |
| Nov 1 | Participation and Mobilization (68)  
Text. Ch. 12 (Participation) (33)  
*McManus – Women and Campaigns (18)  
*Stokes-Brown – Minority Candidates (17) |                                                                                               |
| Nov 3 | Voting (43)  
Text, ch. 13 (Voter choice) (27)  
*Baumgartner & Francia, Misconceptions about National Election Polls (16) |                                                                                               |
| Nov 8 | **Election Day and Post-Election Analysis** (Nov. 8-15)  
In class exercises: Pre-election predictions by teams.  
# electoral votes. # Senate seats. State-by-state checklist.  
Prepare source material, sites to be visited, for Nov. 10 research. Assign team members to do homework on Nov. 9, come in with the material needed for Nov. 10. |                                                                                               |
<p>| Nov 10| <strong>Team research, discussion, analysis and prep in class:</strong> post-election analysis of the Presidential and Senate results in your case study states. The goal should not only be to explain who won. It should also explain where the candidates under-performed and over-performed their targets and why. |                                                                                               |
| Nov 15| <strong>Team presentations: post-election analyses</strong> |                                                                                               |</p>
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<tr>
<td>Nov 17</td>
<td><strong>In our Back Yards: (Nov. 17-29)</strong>&lt;br&gt;Reading: Text, ch. 11 – State and Local Elections&lt;br&gt;*NYS Senate Elections, 2016 – Ballotpedia&lt;br&gt;*Who Controls the NYS Senate? It’s Complicated. (NYT, April 2016)&lt;br&gt;*NYS Senate Elections – An Analysis of all 63 Seats&lt;br&gt;*Readings on US House Races for NY – 1, 3, 13 (primary), 19, 22, 24&lt;br&gt;&lt;strong&gt;Team research in class&lt;/strong&gt;: Competitive elections for the US House from New York; NYS Senate</td>
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<tr>
<td>Nov 22</td>
<td><strong>Continue Team research in class</strong></td>
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<td>Nov 24</td>
<td>No class – school holiday</td>
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<td>Nov 29</td>
<td><strong>Team presentations</strong>: NY State cases</td>
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<td>Dec 8</td>
<td><strong>Last class.</strong>&lt;br&gt;30 minute quiz covering Text, ch. 11-14 + all other assigned reading since Oct. 27.&lt;br&gt;This quiz + the take-home essay(s) due Dec. 17 constitute the final exam.&lt;br&gt;Evaluations: Student evaluations of course. Final, graded peer evaluations within teams.</td>
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<tr>
<td>Dec 17</td>
<td><strong>Exam day</strong>. (NB: this is Saturday.)&lt;br&gt;10 pp. Papers/ take-home exams due 10:30 AM (exam time) via electronic submission.</td>
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When and Why to Cite Sources

What is Plagiarism?

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone’s words or ideas as if they were your own" [1].

Plagiarism is a serious issue in the academic community. While plagiarism sometimes does occur intentionally, it also occurs because the writer doesn’t understand or does not know how to avoid it. Please visit our online tutorial: Plagiarism 101 for an entertaining and interesting look at why people plagiarize and strategies to avoid it.

Plagiarism occurs when you use someone else’s ideas and PRETEND they are your own. Avoiding plagiarism doesn’t mean that you can never use other people’s ideas. It’s a widely known secret that in fact you CAN use other peoples’ ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words! Professors expect to see in your writing that you’ve done your research and understand what the experts think when you formed your own opinions. The trick is to acknowledge who these expert ideas really belong to by CITING them!

So let’s assume you don’t want to plagiarize, you’ve given yourself enough time to do it right, but you’re still not sure about “putting things in your own words,” judging when to cite work, or how to cite it. Read on for more information and examples.

Why Acknowledge Sources

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others’ research and ideas together and how we came to learn about and develop our own ideas and opinions.

Why should you cite your sources?

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study. [2]

When to Cite Sources

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should always cite your sources.

1. Direct quotes of more than one word. If the author’s words are powerful or you need to be specific for your argument, the authors’ words can be used as a direct quote.
2. Paraphrasing or summarizing. If you want to use someone else’s idea to help you make your point or to support your own ideas, in this case you would “translate” the ideas into your own words. [NB: “Always cite.”]
3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.
4. **Not just books or articles** should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.

5. **Whenever you are not sure** if something should be cited, err on the side of caution and cite sources.

Let’s look at some examples...

**Direct quotes**

How much you quote will determine how it appears in the body of your paper but whether it is one word or an entire paragraph, direct quotes need to be cited.

*Lappe’s explanation of a “thin democracy”* [3] addresses a number of basic flaws within our American society.

*Global warming is being recognized as a major issue throughout the world and as Al Gore instructs, “it is time to make peace with our planet.”* [4]

**Paraphrasing or Summarizing** [NB: “Always cite”.]

This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis. **[Instructor’s additional comment: when summarizing someone else’s work, it is not sufficient to drop in a footnote. The text must also say something like “according to ...” or “Smith says that...” or “some historians have argued ....”]**

**HERE’S AN EXAMPLE:**

"Instructors usually allow students to find their own topics for a major writing assignment; thus choose something of interest to you so you won’t get bored after a few days. At the same time, your chosen topic will need a scholarly perspective." [5]

**Paraphrase:** When students are permitted to select their own topic to write about they should choose one that is interesting to them. The topic should also be scholarly in nature so that students will be able to find appropriate research and resources on the topic. [5]

**Summary:** Students should select writing topics that are interesting and also lend themselves to academic research. [5]

A summary generally addresses the overall theme of a passage, article, opinion, etc. while a paraphrase generally restates a more specific thought or idea. The difference between summarizing and paraphrasing is sometimes obvious and sometimes subtle — do you see the difference?

**Common Knowledge? Or Not?**

Some basic facts are common knowledge and easily confirmed from a variety of sources. Statistics should always be cited, as well as opinions and less familiar facts. Information that is considered well-known within your field of study will also help determine if it is considered common or not. However, if you are not sure, cite it!

**Example 1:**

*The University at Albany located in Albany, New York and is part of the State University of New York.*

This is common knowledge and easily confirmed in a multitude of sources.
Example 2:

The State University of New York was officially established in February of 1948 and currently consists of 64 institutions. The University at Albany is one of ten University Centers that are part of the SUNY system. [6]

While the SUNY system is well known and these facts are easily confirmed, specific historical information or statistics should be cited.

How to Cite?

We’ve talked about plagiarism as well as why and when to cite. The next question is "How?"

There are two things you need to know from your professor.

The FIRST is how you will reference your sources within your paper. Generally you will use one of the following options:

- **IN TEXT** citation is when your source author is included within the body of your paper. This acts as a reference to your 'Works Cited' page.
- **END NOTES** format is used in this document. The cited idea or quote is noted with a number and the source is listed at the end of the paper.
- **FOOT NOTES** format is similar to end notes however the citations are listed at the bottom of each page.

The SECOND thing you need to know is what Format and Style Guide to use. There are very specific rules about how to do this that are not included in this document. Your professor will tell you which s/he wants you to follow. The choices will typically be one of the following:

- **MLA** Format and Style Guide (Modern Language Association)
- **APA** Format and Style Guide (American Psychological Association)
- **CHICAGO** Manual of Style

Please visit the University Libraries' Cite... Web page at Cite... for information and instructions on these style guides. Once you know what your professor wants you will need to follow the rules of that format accordingly.


