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

SEMINAR ON CAMPAIGNS AND ELECTIONS

Fall 2016 Political Science RPOS 539/R Sec. 9903/9904
Husted 214 Wednesdays 5:45-9:25

Professor: Michael J. Malbin

OFFICE HOURS: Tues/Thurs 1:30-2:30 in Humanities 16 (Pol. Sci. Contact Office)
Additional times by appointment.

TELEPHONE: (202) 969-8890, ext. 221 E-MAIL: mmalbin@albany.edu

COURSE DESCRIPTION

Election campaigns can be studied from the perspective of candidates, potential candidates, parties, consultants, advocacy organizations, the media, voters, and many others. Each of these affects the others. All function in a context shaped by election rules, as well as by larger structural considerations (governmental, constitutional, economic, technological and social.) This seminar will change from year to year, but the potential breadth of the subject does not. Ultimately, we want to consider how campaigning might matter – not only to election outcomes, but to the relationship between citizens, elected officials and governing. In 2016, the general themes of this course will be pursued with a focus on the presidential and congressional elections, the contemporary role of political party and non-party organizations, and debates over state and federal campaign finance and election reform. The final sessions typically consider the role electoral systems more broadly, with an eye toward considering the purposes and effects of elections in a democratic republic.

OBJECTIVES

In this course, students will:
(1) Use primary source material (from, e.g., the Census, State Boards of Elections, and Federal Election Commission) to develop election plans and expectations for current case studies;
(2) Follow the case studies in parallel with assigned reading topics to prepare detailed analyses of the impact of political context and strategy (by candidates, parties and others) on election margins and results. This will involve presenting periodic updates to the class, culminating in a post-election report. The purpose of the case study is to give students familiarity with the building blocks that make up the units of analyses in other forms of research.
(3) Read major political science research on US elections and those who participate in them.
(4) Write frequent critical analyses of the assigned reading.
(5) Develop a bibliography and write an end-of-semester critical literature review on a subject that would be appropriate for graduate comprehensive exam or thesis prospectus.
BOOKS

Available for purchase at full list price at the Campus Center: Lower prices may be available on line.


WRITING

(1) **Weekly assignments:** You will be expected to hand in short writing assignments by Tuesday night every week (except for the two weeks with major presentations – Nov. 16 and Dec. 7). These papers will be critical analyses of the readings, applications of the readings to your assigned case studies, or both. They will generally be 2-3 pages, but more may be asked on weeks with lighter reading. Themes or prompts for the papers will often be given the week before the papers are due.

(2) **Post-election paper:** 8-10 page paper on your case study races due on Nov. 16, a summary of which will also be presented in class.

(3) **Final paper:** Four credits: 15 pp. paper. Two credits: 5 pp. paper. (Students receiving three credits from another department should consult the instructor.) For all: summary and bibliography to be presented in class Dec. 7. The final revised version is due Dec. 19. The papers will be literature reviews focusing on important scholarly disputes.

The primary option for most is a critical lit review examining a major scholarly dispute (e.g., the causes and effects of incumbency advantage). All current and prospective Ph.D. students should follow this option. The topic should be of a depth and breadth equivalent to one addressed on a comprehensive exam. (Ph.D. students in another field should consult for an appropriate adaptation.) The critical analysis should include (or end with) a statement about issues to be explored in future research – whether to resolve conflicts or to see whether existing research is adequate for current conditions. This should be a reasoned presentation growing out of the rest of the paper and not a paragraph tacked on at the end, unconnected. (As an alternative, advanced students may consider a more fully developed research design. This should only be done with advance consultation.)

MA and other students may choose to analyze the scholarly research on a topic with a more practical focus, such as the pros and cons of a specific reform proposal, alternatives to single-member-district/plurality voting, etc.

All topics, and a preliminary bibliography, must be approved in advance by the instructor.

See the end of the syllabus for the university’s policies on academic honesty.
Grading:

<table>
<thead>
<tr>
<th></th>
<th>Four credits</th>
<th>Two credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly papers</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Case study paper</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Class presentations and participation</td>
<td>10%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**SCHEDULE OF READINGS**

NB: * = On Blackboard

Timely articles will be added during the semester

<table>
<thead>
<tr>
<th>Aug 31</th>
<th>1. Introductory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 7</td>
<td>2. Voters and Candidates (178)</td>
</tr>
<tr>
<td></td>
<td>*Holbrook, Do Campaigns Really Matter? (23)</td>
</tr>
<tr>
<td></td>
<td>*Mayer – Swing Voters (17)</td>
</tr>
<tr>
<td></td>
<td>*Baumgartner/Francia, As Moderates Go, So Goes the Nation? (14)</td>
</tr>
<tr>
<td></td>
<td>*Sides et al text, ch. 13, Voter Choice (30)</td>
</tr>
<tr>
<td></td>
<td>*Jacobson, ch. 2 (28) ch.3, pp. 35-47 – Incumbency Advantage, 12, 5 (38)</td>
</tr>
<tr>
<td></td>
<td>*Herrnson, Cong’l. Elections, ch.2 (pp. 37-57) (Candidates and Nominations) (20)</td>
</tr>
<tr>
<td></td>
<td>Recommended:</td>
</tr>
<tr>
<td></td>
<td>*Ansolabehere &amp; Snyder, Incumbency Advantage (21)</td>
</tr>
<tr>
<td></td>
<td>*Baumgartner/Francia, Science or Voodoo? Misconceptions about National Election Polls (23)</td>
</tr>
</tbody>
</table>

| Sep 14 | 3. Strategies and Case Studies (167) |
|        | Klemansky et al, Campaigns from the Ground Up. Ch. 1 (pp. 2-4), 2, 3, 4, 9 + one chapter to be assigned from 4-8 (93) |
|        | *Boatright – Fundraising (16) |
|        | *Sides et al text, ch.11 (State/Local) (28) |
|        | Introduce cases |

| Sep 21 | 4. Presidential Nominations (206) |
|        | *E. Kamarck, Primary Politics, ch. 1 (21) |

| Sep 28 | 5. Presidential General Election Campaigns (198) |
|        | Sides and Vavreck, The Gamble, ch. 1 (10), 2, 5 (97-122 and 138-40), 6, 7, 8 (162) |
|        | *Holbrook on Forecasting 2000 (6) |
|        | *Campbell – Forecasting 2012 – Symposium – Introduction (4) |
|        | *Daron Shaw, The Race to 270, ch. 3 (28) |
|        | *WP article: Republicans’ Electoral College Map Problem (5/2/16) |
|        | *Electoral College maps and tables |
|        | Recommended: |
|        | *Debating Reform – The Electoral College (16) |
### Oct. 5
**6. Political Parties and Factions**
- Cohen, et al., ch. 2 (26)
- *Aldrich (ch. 1 and 9 (only 295-312) [23+40]
- *Renner, Political Parties – Reinvigorated in Cutting Edge, 3d ed. 2016 (18)
- *Masket – Parties are Networked, Not Fragmented (6)

**Recommended:**
- *Grossman, Barriers to Third Party Success (33)

### Oct. 12
**No class – Holiday**
Case study research

### Oct. 19
**7. Independent Spenders – Interest Groups and Others.**
- *Kasniunas, Rozell & Keckler, Interest Groups, in Cutting Edge, ch. 8 (16)
- *JQ Wilson Political Organizations, ch. 3 “Organizational Maintenance and Incentives” (21)
- *Shapiro and Dowson, “Corporate Political Spending: Why the New Critics are Wrong” (24)
- *In Koch World – Realignment (12)
- *Boatright, Malbin and Glavin: IEs in Congressional Primaries (22)

### Oct. 26
**8. Paid Advertising, Earned Media, and New Media**
- *Balz – As Viewing Habits Change, Political Campaigns Must Change Too (3)
- *Turk, Social and New Media (18)
- *Gebelhoff – How Will the Internet Change Political Advertising? (WP – 8/8/16)

**Recommended:**
- *Mayer, Semiatin & Graf, “Campaign Press Coverage – Changed Forever” (17)

*Supplement w reports on district/state coverage.*

### Nov. 2
**9. Mobilization, Turnout, Big Data**
- *Wielhouwer, Grassroots Mobilization (in Craig and Hill) (25)
- *Issenberg – Victory Lab, Prologue (14)
- *Baugartner & Francia, “Data Crunching Wizards” (16)
- *Gibson, Aldrich and Cantijoch – Intro to Special Issue on Mobilization (2016) (3)
- *MacManus – Women and Campaigns: Generational Micro-Targeting
- *Stokes-Brown – Minority Candidates and Voter Targeting

**Recommended:**
- *Semiatin - Mobiliation
- *Crouch – Voter ID Laws
- *NYT - Federal Appeals Court Strikes Down North Carolina Voter ID Requirement
- *Issenburg – Victory Lab (all, but esp. ch. 3, “The New Haven Experiments”)

*Party Politics – Special Issue on Mobilization (2016)
- Hansen – Mobilization, Participation, and Political Change (8)
- Green and Schwam-Baird – Mobilization, Participation, and American Democracy (5)
- Aldrich et al – Getting out the Vote in the Social Media Era (7)
- Panagopoulos – All about that Base (12)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
</table>
| Nov. 9   | 10. (Day after Election Day)  | (1) Report orally on assigned battleground states, based on first impressions. Test Sides & Vavrek argument. What was the impact of the campaigns?  
(2) Paper topic, biblio, for final paper |
| Nov. 16  | 11. Case Study Debriefs      | Turn in case studies and present them to the class.                     |
| Nov. 23  | No class – Thanksgiving      |                                                                        |
| Nov. 30  | 12. Campaign Finance Reform and Equality  
A. Law-Driven Change | R. Hasen – *Plutocrats United*, Intro + ch. 1, 2, 4, 7-9 (115)  
* Matthews – Critique of Gilens and Page  
* Gilens and Page – Reply to the Critiques  

B. Technology-Driven Change  
* Biersack – How the Internet Cold Democratize Campaign Spending (WP – 8/9/16)  
* Persily – Facebook May Soon Have More Power over Elections than the FEC (WP – 8/10/16)  
* Ansolabehere – Thought the US Was Divided? Just Watch as Elections Go Digital (8/12/16)  

Recommended:  
* M Malbin – Citizen Funding for Elections, esp. p.30  
* J. Fortier and M. Malbin – An Agenda for Future Research on Money in Politics (25) |
| Dec. 7   | 13. Last Class.              | Oral presentations of lit review papers (distribute outline + biblio) + lead discussion of the reading you assigned to the class. |
| Dec. 19  | Final papers due via electronic submission. |                                                                 |
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.

And here are the university’s policies:

The following pages have been copied from:  http://library.albany.edu/infolit/citesources

**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.”

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” \[1\] 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.

---


