

POLS 317: Campaigns and Elections (Spring 2016)

Instructor

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Office Hours: TR 2:00-4:00

Other times by appointment

Class meeting time & location:

TR 12:10-2:00 pm

34-228

Required Electronic Materials

This course will use a large number of articles and excerpts that will be posted online

Texts: *Win the Right Way*, Christine Trost and Matt Grossman [http://www.ca-ilg.org/sites/main/files/file-attachments/2005 - Win the Right Way.pdf](http://www.ca-ilg.org/sites/main/files/file-attachments/2005_-_Win_the_Right_Way.pdf)

The Art of War, Sun Tzu
<http://classics.mit.edu/Tzu/artwar.html>

Note that this course involves significant amounts of reading. Unless otherwise indicated, you are expected to complete all the readings. You are strongly encouraged to bring copies of all readings to class each day, as well as to take notes as you read. Stay on top of the assigned readings and any multimedia content. Read or view them in pieces if you are pressed for time. Do what works best for you to achieve high levels of comprehension and engagement with the course content.

NOTE: *Students who complete all required course readings will be positioned to do well in the course. Students who do not complete all assigned readings – for whatever reason – will not do well. Do not take this course if you do not plan to complete the assigned readings.*

Course Description

This course is an upper division seminar in campaigns and elections, designed primarily as a campaign simulation where students will operate as candidates and consultants.

Students will demonstrate:

- 1) Mastery of basic facts and concepts about U.S. campaigns and elections, including their history, philosophical, constitutional and legal foundations.
- 2) Knowledge of diverse electoral systems around the world, including empirical area-based knowledge.
- 3) Mastery of major problems, leading policies, and legal issues confronting campaigns, particularly in the U.S.
- 4) Mastery of citizenship skills, ethical values, and the ability to understand and appreciate human diversity; and to engage in community life as active citizens.
- 5) Mastery of political science research and analytical skills, including the ability to think critically; to construct logical arguments; to collect, analyze, and interpret evidence and data; and to formulate reasoned conclusions.
- 6) Enhancement of writing skills through weekly assignments and collaborative research/writing opportunities.

Criterion	Date	Value
Campaign FB Posts posting individual assignments: campaign declaration, and draft forecast, voter strategy and targeting, and campaign finance reform pieces	Weekly	40%
Electoral analysis and forecast	Week 4	20%
Campaign voter targeting and message delivery	Week 6	10%
Campaign ad: Identification	Week 8	10%
Campaign ad: Comparison	Week 8	10%
Campaign finance and the quality of electoral democracy	Week 10	10%
Final Campaign Plan (forecast, strategy, gotv and reform analysis)	Finals week	40%
	TOTAL	100%
Extra credit – events, guest speakers	Ongoing	+2%

A note on the faculty strike scheduled April 13-15,18-19: No business could hope to succeed if it paid its workers significantly less than they could earn elsewhere, and there’s no reason to think that universities are an exception to this rule. The CSU succeeds by providing an excellent education for its students, and it achieves that goal by recruiting and retaining an excellent faculty, which it can only do by paying them fair and competitive salaries. If the strike happens, we will skip assigned readings and assignments. I wish there were another option, but I see of no other way to solve this problem. Your interests are inescapably tied to my interests, and the interests of the CSU.

READINGS & CLASS SCHEDULE

Note: Unless otherwise indicated, you are expected to complete **all** the readings prior to class meeting times. You are **strongly** encouraged to bring copies of all readings to class **each day**, as well as to take notes as you read. This schedule is subject to change – please refer to PolyLearn regularly for updates.

<p>Week 1 T 3/29 R 3/31 No Class</p>	<p>Why run?</p> <p><i>First class meeting – read syllabus & get course materials, leave your baggage at the door</i></p> <ul style="list-style-type: none"> • AW (I,II), WRW (Intro, Ch1) <p><i>Post to 317 Facebook site by Thursday at 2pm: Identify a State Assembly seat from one of the 16 provided on the map (online) based on where you were born or where you have spent some time. Outline a potential campaign theme. What three issues are most important to you? Why should people support you to represent them? Remember this will be the basis for your campaign plan over the course of the quarter and will be the framework for your first race for public office, so be thoughtful in your presentation. (500 word limit) Post your declaration on the POLS 317 website.</i></p>
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<p>Week 2 T 4/5 R 4/7</p>	<p>Message Development</p> <ul style="list-style-type: none"> □ AW (III,IV), WRW (Ch 4,7) □ Marshall Ganz, Public Narrative Participant Guide https://www.ndi.org/files/Public%20Narrative%20Participant%20Guide.pdf □ The Psychology behind motivating turnout http://www.campaignsandelections.com/magazine/2385/the-psychology-behind-motivating-turnout □ DW Nickerson and Todd Rogers “Political Campaigns and Big Data” (online) □ Erin Thiessen, “Identifying and Engaging the Under-represented: The Minnesota Participation Project in the USA” http://www.idea.int/publications/vt_ee/upload/Section_3.pdf <p><i>In Class:</i> Develop your public narrative, based on your own strengths (and considering your weaknesses) as a candidate (anticipate opponents attack strategies), as well as policy differences. Consider interests that would be opposed to your election, and develop an issue framework that can persuade undecided/disengaged voters to support you. This should be your standard speech that you would give at your announcement or before a local civic group. This speech should lay out your basis for running and be a flexible speech that can easily be tweaked for different target audiences/constituencies (300 word limit, should not be more than 2 min).</p> <p><i>After Class:</i> Revise your leadership narrative and submit as a post. Then based on your analysis of the terrain in your district, and the number of voters you need to secure victory, begin classifying the types and size of various voting blocs, and develop a communication and engagement strategy for specific groups.</p> <p><i>In Class:</i> Develop alternative narratives for specific audiences, and be prepared to address hostile audiences. Develop three public narratives targeting supporters, disengaged voters and likely opponents/non-supporters.</p> <p><i>After Class:</i> Revise your alternative narratives and submit as posts, consider using images and “meme” style posts.</p>
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<p>Week 3 T 4/12 R 4/14</p>	<p>Electoral Systems</p> <ul style="list-style-type: none"> □ FPTP advantages and disadvantages http://aceproject.org/ace-en/topics/es/esd/esd01/esd01a/esd01a01 □ Proportional representation http://aceproject.org/ace-en/topics/es/esd/esd02/default □ Latner and Roach, Mapping the Consequences of Electoral Reform (online) □ Explaining the Saint-Lague Method: http://blogs.abc.net.au/antonygreen/2013/11/explaining-the-sainte-lague-electoral-system-proposed-for-sa-legislative-council.html <p><i>In Class Tuesday:</i></p> <p>Review of electoral systems and CA Assembly election spreadsheet. Put together a campaign team to work with this quarter, consisting of 4-5 classmates with similar policy or political interests, who you can work with. This will be your strategy and support group for the quarter.</p> <p><i>After Class Tuesday:</i></p> <p>Start evaluating data on your electoral district, looking at both primaries and the general election. Begin putting together an analysis of what a 5-seat race would look like. How many candidates would likely compete? How many parties?</p> <p><i>In Class:</i></p> <p>Start doing research on your district. What are the recent trends in registration and party choice, relative to statewide and national elections? In what ways is the area unique? How would you fit as a candidate, given your political and policy views? Start crunching some numbers on what sort of turnout, mobilization and persuasion is necessary to win.</p>
<p>Week 4 T 4/19 R 4/21 Forecasting model due</p>	<p>Forecast Modeling</p> <ul style="list-style-type: none"> □ Michael Lewis-Beck, "Election Forecasting: Principles and Practice" (online) □ Nate Silver, "How the Fivethirtyeight Senate Forecast Model works" http://fivethirtyeight.com/features/how-the-fivethirtyeight-senate-forecast-model-works/ □ Nate Silver, How we're forecasting the primaries http://fivethirtyeight.com/features/how-we-are-forecasting-the-2016-presidential-primary-election/ □ California voter registration by Assembly district http://www.sos.ca.gov/elections/upcoming-elections/june-7-2016-presidential-primary-election/154day-presprim-16/ □ 2014 California election results (use for turnout, top of ticket, % cand share, incumbency, etc.) http://www.sos.ca.gov/elections/prior-elections/statewide-election-results/statewide-direct-primary-election-june-3-2014/statement-vote/ <p><i>In Class:</i> How election forecasting works; Deciding what to model; A general model of D high vote share; Building and managing data; Estimating the model; Evaluating the model; Adding context, history, and trends</p> <p><i>After Class:</i> Using the most reliable indicators (voter registration stats, previous election results, turnout data, fundraising, incumbency, data on district fundamentals, economic and demographic trends, national trends, etc.) complete the following:</p> <ol style="list-style-type: none"> 1. Predict the 2016 D high vote share in your 5-seat district. Remember, 5 seats, not one. 2. Collect additional data on the electoral context (fundraising, demographic trends) to get a more accurate prediction of how many candidates are likely to run and what their vote shares will be.

<p>Week 5 T 4/26 R 4/28</p>	<p>Estimating the Winning Vote (Your Vote)</p> <p><i>In Class:</i> Evaluating modeling techniques; Estimating average vote distributions for five seat districts; estimate your vote share as distinct from the D high vote share; evaluating the electoral landscape; what are your advantages and disadvantages?</p> <p><i>After Class:</i> Revise your forecasting model, re-estimate your expected vote share based on your own partisanship and status as a young, new candidate, and conclude your electoral forecast and analysis with an estimate of your “natural” vote and the number of votes (total) you believe you will need to win a seat in your district.</p>
<p>Week 6 T 5/3 R 5/5</p>	<p>Organizing and Fundraising</p> <ul style="list-style-type: none"> <input type="checkbox"/> AW (V-VIII), WRW (Ch 2,3,5,8) <input type="checkbox"/> Mariana Sotomayor “Securing a Newspaper Endorsement” http://www.campaignsandelections.com/magazine/2399/securing-a-newspaper-endorsement <input type="checkbox"/> How to write a successful fundraising plan http://www.thefundraisingauthority.com/fundraising-basics/fundraising-plan <input type="checkbox"/> Erik Nilsson “How is Modern Political Fundraising Evolving?” http://www.campaignsandelections.com/campaign-insider/455/how-is-modern-political-fundraising-evolving <p><i>In Class:</i> Develop your campaign plan. How are you going to build a winning coalition around your ideas? Include a timeline, events, budget, and endorsement/recruitment strategy.</p> <p><i>After Class:</i> Focus on previous donors to campaigns in your district, and start preparing your donor base. What is it going to take to win? Who would you turn to among your family and friends? Why would they donate to you? Why would anyone else donate to you? How does fundraising change your strategy? Who would make up your campaign management team? How would you get volunteers?</p> <p><i>In Class:</i> Develop your fundraising strategy. Where will the money come from? Where will it go?</p> <p><i>After Class:</i> Finalize your campaign schedule, budgeting and fundraising plan for your campaign. This should include your timeline, events, budget, fundraising strategy, and a standard script which you would use to solicit a large donation. Document should be 3-5 pages.</p> <p>Next week is also video production time. You should work with your team to mockup a set of 30-second ads using a presentation deck software, Pages or Powerpoint, and imovie or other video software.</p>

<p>Week 7 T 5/10 R 5/12</p>	<p>Campaign Finance: Design Principles</p> <ul style="list-style-type: none"> □ How we compare: http://prospect.org/article/how-our-campaign-finance-system-compares-other-countries □ Justin Levitt, “Electoral Integrity: The Confidence Game” http://www.nyulawreview.org/issues/volume-89-online-symposium/electoral-integrity-confidence-game □ Bradley Smith, “Why should electoral integrity exclude freedom of speech?” http://www.libertylawsite.org/2015/03/03/why-should-electoral-integrity-exclude-freedom-of-speech/ □ Martin Gilens, “Under the Influence” http://www.bostonreview.net/forum/lead-essay-under-influence-martin-gilens <p><i>In Class:</i> Evaluate the principles and consequences of U.S. campaign finance regulations. Analyze various campaign finance structures, and the principles at play.</p> <p><i>After Class:</i> Revise your memo (500 words) about the impact of campaign finance laws on the quality of electoral democracy. Consider your own campaign. How did laws have impact your campaign strategy or that of your opponents? Use your own fundraising requirements and finance plan in your analysis.</p> <p><i>In Class:</i> What is the overall role of money in electoral politics? How would different campaign finance laws impact the quality of democracy?</p> <p><i>After Class:</i> Revise and submit your memo as a post</p>
<p>Week 8 T 5/17 R 5/19</p>	<p>Campaign Finance: Prospects for Reform</p> <ul style="list-style-type: none"> □ A brief-ish history of campaign finance reform http://www.washingtonpost.com/blogs/the-fix/wp/2014/04/03/a-history-of-campaign-finance-reform-from-george-washington-to-shaun-mccutcheon/ □ Lawrence Lessig, “Institutional Corruptions” http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2233582&rec=1&srcabs=2220851&alg=1&pos=2 □ Richard Hasen, “Is Dependence Corruption distinct from a political equality argument for campaign finance laws?” http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2220851 □ Lawrence Lessig, “A reply to Professor Hasen” http://www.harvardlawreview.org/2012/12/a-reply-to-professor-hasen/ □ Richard Hasen, “Three wrong progressive approaches (and one right one) to campaign finance reform” http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2293979&rec=1&srcabs=2220851&alg=1&pos=3 <p><i>In Class:</i> Assessing Hasen’s and Lessig’s arguments for reform. Bottom up v Top down; advantages and disadvantages; feasibility</p> <p><i>After Class:</i> Expand your analysis of campaign finance, political equality and the quality of U.S. electoral democracy (1000 word limit)</p> <p><i>In Class:</i> Previewing your arguments about the quality of electoral democracy in the U.S.</p> <p><i>After Class:</i> Finalize and submit analysis of campaign finance, citizen participation, and how we might improve the quality of electoral democracy in the U.S.</p>

Week 9
T 5/24
R 5/26

Message Delivery

- AW (XII, XIII), WRW (Ch6)
- Berger, Political Advertising <http://www.aef.com/pdf/BERGER~Ch6.pdf>
- Fear Appeal Theory <http://www.aabri.com/manuscripts/11907.pdf>
- Nemiwashi <http://connectivity.cqrollcall.com/nemawashi-or-how-to-pre-position-your-campaign/>
- Planting the Seeds with Local Media <http://www.campaignsandelections.com/campaign-insider/783/planting-the-seeds-with-local-media>
- Longtail Nanotargeting <http://personaldemocracy.com/audio/longtail-nanotargeting-google-ads-how-find-your-activists-and-voters-josh-koster-chong-designs>
- Rosenblatt, Alan. 2010. Rules of Social Media Engagement. <http://www.frogloop.com/care2blog/2010/10/20/rules-of-social-media-engagement.html>
- Google Can't Save Your Bacon <http://www.campaignsandelections.com/magazine/2159/google-can-t-save-your-bacon>
- Taking Campaigns Off-Message http://oppositionresearch.typepad.com/the_opposition_research_t/2014/11/taking-campaigns-off-message.html
- Follow Twitter Users Anonymously http://oppositionresearch.typepad.com/the_opposition_research_t/2014/07/follow-twitter-users-anonymously.html
- Becker, Beth. 2014. Strategic Rapid Response is not an Oxymoron. <http://connectivity.cqrollcall.com/strategic-rapid-response-is-not-an-oxymoron/>
- 2014 Campaign Ads http://www.huffingtonpost.com/2014/11/04/2014-campaign-ads-best-worst_n_6102632.html

In Class: Develop your campaign media strategy. Develop issue ideas for advertising, press conferences and social media engagement. Video production workshop.

After Class: Create a 30-second video that incorporates your public narrative and voter mobilization techniques

In Class: You have been directly attacked by an opposing campaign on your lack of experience, your greatest policy weakness in the district, and as a tool for special interests. What would that look like? Develop a 30-second response video that addresses this narrative, and puts the spotlight back on your opposition/problems that you wish to address. Use actual information from district interests that would oppose your election.

After Class: Develop a 30-second response video that spotlights your opponent's/incumbent's weaknesses and puts the spotlight back on them.

<p>Week 10 T 5/31 R 6/2</p>	<p>Voter Turnout, Election Fraud and Voter Suppression</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRW (Ch9) <input type="checkbox"/> Why Obama’s GOTV is better than Romney’s http://www.slate.com/articles/news_and_politics/victory_lab/2012/11/obama_s_get_out_the_vote_effort_why_it_s_better_than_romney_s.html AFL-CIO Efforts against voter fraud http://www.slate.com/blogs/victory_lab/2012/11/06/vote_fraud_can_the_afl_use_math_to_catch_election_officials_tampering_with.html <input type="checkbox"/> Tea Party Spawns New Effort Against Voter Fraud http://www.npr.org/2012/03/13/148518795/tea-party-spawns-new-effort-against-voter-fraud <input type="checkbox"/> Richard Hasen on Voter Fraud and Disenfranchisement http://billmovers.com/2012/09/25/from-butterfly-ballots-to-voter-id-laws/ <input type="checkbox"/> Melanie Mason, Here’s How California’s New Voter Registration Law Will Work http://www.latimes.com/politics/la-me-pol-ca-motor-voter-law-20151016-html.htmlstory.html <input type="checkbox"/> Generation Progress, Could Online Voting Increase Turnout? http://genprogress.org/voices/2014/12/10/33647/could-online-voting-increase-turnout/ <p><i>In Class:</i> Develop your GOTV plan. Consider all the key elements of a successful GOTV plan, and consider the conditions (absentee voters, etc.) and dynamics of your own district that you need to take into account. Lay out your final path to victory.</p> <p><i>After Class:</i> Revise and submit a GOTV plan.</p> <p><i>In Class:</i> Election fraud and voter suppression, how could it impact your campaign? How would different registration rules impact your campaign, or online voting? What are the dangers?</p> <p><i>After Class:</i> Prepare final</p>
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ADDITIONAL GUIDELINES

Make---Up & Extensions Policy

Participation grades will be adversely affected if students have more than **two** unexcused absence per quarter. **Participation grades are earned out of 10 points every week.** Any absence equals ---5 points for that week. While there is no guarantee that missed class work can be made up, extensions to assignment due dates will be provided, arrangements may be made, if extenuating circumstances are involved. Whenever possible, arrangements must be made prior to the absence or assignment due date. Appropriate supporting documentation will be required in these instances, such as a letter from the dean of your college or your academic advisor providing the details of your extenuating circumstance. If you do not make arrangements prior to the due date, late assignments – if accepted – will be penalized at the rate of 10% off per day late.

Grading Policies

The instructor’s goal is a 2-week turnaround for all grading. All grades will be posted to the online gradebook, available on the Polylearn site via the *My Grades* link. The standard grading scale for this course is:

A 93.5---100%	B+ 86.6---89.9%	C+ 76.6---79.9%	D+ 65.0---69.9%
A--- 90.0---93.4%	B 83.3---86.5%	C 73.3---76.5%	D 60.0---64.0%
	B--- 80.0---83.2%	C--- 70.0---73.2%	D--- 55.0---59.9%

From the date that any assignment or exam grade is posted, you have one week to request a formal re-grade. To request a re-grade, please submit a list of concerns with supporting evidence explaining why you feel you earned a different grade to the instructor by email and then make an appointment with the instructor.

Plagiarism & Cheating

Please remember that Cal Poly does not tolerate academic cheating or plagiarism in any form. Please review the formal

policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684, available at:
<http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm>.

According to Cal Poly policies, “Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; **close and lengthy paraphrasing of another’s writing without credit or originality**; use of another’s project or program or part thereof without giving credit.”

The instructor takes any evidence of academic dishonesty very seriously. You must document **all** outside sources, including web sites, using MLA or APA guidelines. Failure to do so constitutes a violation of Cal Poly policy. Please note that cases of plagiarism will be dealt with as 'cheating' and that, according to Cal Poly policies, **“Cheating requires, at a minimum, an F assigned to the assignment, exam, or task, and this F must be reflected in the course grade. The instructor may assign an F course grade for an incidence of cheating. Irrespective of whether the student appeals the finding of cheating, the instructor is obligated to submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty.”**

Please also note that submitting work for which you have already received credit in another course also counts as cheating, according to the Cal Poly Office of Student Rights and Responsibilities.

Writing Center

For assistance with your writing, you may wish to use the free services offered by Cal Poly’s University Writing Center. They can provide help as you review and revise your work, such as by offering writing tips, grammar rules, stylistic suggestions, etc. Since your grade in this course is significantly based on writing, the Writing Center can be a valuable resource. Please see <http://www.calpoly.edu/~wrtskills/writlab/> for current hours and locations.

Disability Accommodations

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class if accommodations are needed. To receive accommodation, you must show the instructor a *visa* from the Disability Resource Center. For more information, see: <http://www.drc.calpoly.edu/>. If you will need special assistance in the event of an on-campus emergency, please also alert the instructor.

ABOUT ASSESSMENTS

The instructor reserves the right to redesign the syllabus and some of the assignments as we move along – just as you have the right to make suggestions for readings and assignments, and, more generally, to shape our course of study.

In all cases, the instructor has designed assignments to allow you to show your ability to think critically and to comprehend and apply course material. He will know that you really understand the analytical frameworks we are exploring when you can apply them in interesting and creative ways to new situations or questions.

You are expected to turn in work that has been **PROOFREAD**. In all cases in which you are asked to post work online, first develop and save the work in a word processing program and then post it. Each written assignment (unless otherwise noted) should follow standard grammatical and stylistic rules for expository writing.

To complete assignments, you will need to use assigned readings, recommended readings, and additional research. The instructor is happy to meet with you to discuss how you can best develop and organize your research programs.

Your in-class assignments will be judged based upon the following general criteria:

F BELOW STANDARDS	D NEEDS IMPROVEMENT	C DEVELOPING	B COMPETENT	A EXCELLENT
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Entirely fails to comprehend the readings, class discussion, and assignment. Has no thought and reflection. Entirely unclear and incomprehensible. Has major grammatical and spelling errors.	Does not demonstrate a clear or developing understanding of the readings, class discussion, and assignment. Has very little thought and reflection. Unclear and almost incomprehensible. Has major grammatical and spelling errors.	Shows a partial or developing comprehension of the readings, class discussion, and assignment. Limited in thought and reflection. Is not entirely clear and comprehensible, may have grammatical and spelling errors.	Shows clear comprehension of the readings, class discussion, and the assignment. The paper/project is thoughtful, and reflective, written in a clear, comprehensible style without major grammatical or spelling errors.	In addition to meeting all the requirements for a B grade: Asks generative questions, i.e., questions that do not have simple answers, but that point you in the direction of some sustained inquiry. The A paper/project provides insightful synthesis of readings and class discussion, and goes beyond and adds to issues raised in class.
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Changes:

Have them be a campaign **manager** for a congressional campaign! Pick a Congressional Challenger
 In-class exercises directly address readings, but also require them to bring in content from what's going on
 Rubrics for drafts due in class, then add in-class assignments for the additional readings on fear, art of war (have them figure out what the application is, etc)
 Rubrics with 4-5 10 point items for each ad
 Campaign Plan = Assignment + Questions to answer in class: What's difference bt those who raise and those who don't?
 P1=Narrative,P2=District Analysis,P3=Fundraising/Finance,P4=Communication/Mobilization

Model = **1st place vote share** = **EffC** + Inc + Party + Money + Partisanship, other DV Votes for Rep/Dem cand
 Assignments = group presentation of campaign strategy for a party
 2008, 2010, 2012, 2014, 2016

Dist,Year,PType,1st%,1stP,1stInc,1st\$,1st-Sex,1stRace...#Cands,%Turnout,%Reg, R/Diff,#%NPP,%Lib,%Green,EffC, Total\$,Gap1,Gap2

*1 video, comparative, then 10% graded on social media use, 6 weeks of narrative development and voter targeting