

CAMPAIGNS & ELECTIONS

Kenyon College

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Course Number: PSCI 303

Credit Hours: 0.50

Course Description:

“...No amount of power can withstand the hatred of the many.”

– Marcus Tullius Cicero, Roman Statesman (44 B.C.)

Experiments with governments led by the people have roots far longer than we will ever know. Athens, Rome, Florence, the list of societies that have known some form of governance by the people could go on far longer than one would ever want to draft. Yet, even though each state that experimented with governance by the people did so in slightly different ways they can all be united by some form of the truism from Cicero printed above. If unified, organized, excited, and determined the people can always impose their will on tyrants, despots, or oligarchs. Many of the founding fathers of the United States studied republics past closely and hoped their new nation would stand as one of the great republics in human history. The U.S. Constitution aptly begins with the phrase “we the people” as a nod toward that ambition. But, how successful has the United States been as a republic? Are members of Congress today effectively held accountable by the frequent elections they face? What does it take to win a congressional election in 2024? How are presidential campaigns different from congressional campaigns and why? What changes might make our republic better? We will answer each of these questions and more throughout the span of this course.

The course begins with a survey of the basics of U.S. elections and the ways in which elections are evaluated, administered, and discussed. We will explore who votes in American society and understand the myriad ways in which they are represented (or not) by our republican institutions. These ruminations will fulfill our first and second learning objectives. That is, for students to understand how and why citizens do or do not participate in politics and for students to examine the ways in which elections (un)successfully hold democratically elected officials accountable. Next, we will consider who runs for office and what influence other elites in the United States have over campaigns and elections for Congress and the presidency. The second half of the class will constitute a deep dive on contemporary American campaigns. We will discuss the politics of American elections today as well as what strategies campaigns use, how effective those strategies are, and how campaigns are funded. In doing so we fulfill the third learning objective; that is, students will analyze strategies utilized by U.S. elected officials to remain in office. We close the class by exploring contemporary proposals for reform and considering what principles must be upheld to continue with republican governance in the United States. These final weeks fulfill the fourth learning objective, that is, students will explore and analyze efforts to reform the U.S. political system.

The final learning objective is for students to identify and communicate relevant factors in predicting election outcomes. This final objective will be fulfilled by participating in a private elections-prediction market. This market will allow students to use their knowledge of contemporary American elections to bet virtual currency on who will win some of the most highly contested races in the 2024 election cycle. A particularly shrewd student will identify what factors matter most in picking the winner of as many races as possible and if they play the market well they could end up winning not only glory among their fellow students, but even a pair of AirPods too.

At the conclusion of this course students will be well-equipped to navigate any future U.S. election cycle with ease. Ideally, they will use this knowledge to help others make sense of the increasingly connected and chaotic world of American national politics. But, at a minimum, students will have been exposed to the cutting edge of academic research on U.S. elections, helped Knox County administer the 2024 election locally, and thought deeply about what it means to live in a country where regular elections are the primary mechanism of allocating political power. Cicero lived to see the Roman Republic fall and transform into the Roman Empire. This course will equip you to be a bulwark against all of us living to see the same happen to the United States.

Course Expectations & Policies:

I expect students to come to class prepared to engage the lecture material or the relevant discussion of the day. Policies about preparedness for class and the required materials to be successful are detailed below (in this section and beyond).

Attendance: A core part of your education at Kenyon College involves rigorous and spirited discussion of theory and evidence. This principle applies to this course thoroughly. Attendance will be taken at the start of each class. If you arrive late, see me at the conclusion of class to ensure your presence is recorded. All excused absences issued by the College will be respected and will not count against your attendance. This course meets twice a week and therefore students will be afforded two unexcused absences without penalty to their participation grade. These absences should be reserved for extraordinary circumstances, especially the case of unexpected illness. Since The Cox Health and Counseling Center does not issue notes for illness outside of major communicable illness or injury, minor illnesses cannot be verified and therefore should be the purpose for most, if not all, unexcused absences you utilize. Under extreme circumstances, I reserve the right to issue an excused absence. However, it would be unwise to expect an excused absence outside of College-verified circumstances.

Each absence beyond your initial two free absences will result in a partial letter-grade reduction in your participation grade. For example, if you earned a B for your participation grade, but missed three classes, you would receive a B- as your final participation grade. If you missed four classes, you would receive a C+, and so on. Please note further that Kenyon College's academic policies preclude students from missing more than 25% of classes without risk of expulsion from the course (i.e., 7 classes total).

Late Submissions: All assignments listed below (with the exception of the exams) are due at the beginning of class on the due date listed in the course schedule. All assignments are to be submitted online on Moodle. Assignments will **not** be accepted via email. In the absence of extreme circumstances (with documentation), assignments turned in after their due date will be accepted but penalized based on how late the submission is.

Each class day a submission is late will be penalized part of a letter grade (with the same logic as the penalty described above for attendance). For example, assume an assignment is due on Tuesday. If a student submits their work and it is evaluated as a C+ paper, but it is submitted on Wednesday, it would earn a C. If that same assignment was turned in on Thursday at 9 PM (or even Friday, Saturday, etc. until the next class day), it would earn a C-. Breaks in the academic calendar (e.g., Thanksgiving break) do not waive penalties. Penalties will accrue as if the class were meeting. **Assignments later than two weeks will be accepted only under extreme and unpredictable circumstances.**

Grade Appeals: I understand the pressure many students are under to succeed in every single course they take. I am happy to meet with any student during office hours to discuss the appeal of any grade earned **within seven days of the grade being posted.** If a student feels a grade has been evaluated incorrectly they should come prepared with a substantive argument about why they feel they should have earned additional points. Once the appeal has been made and I render my final decision the grade I assign will be final.

Written Work: All written assignments should be turned in online via the course's Moodle webpage. All submitted work should be double-spaced in 12-point Times New Roman font. Page margins should be 1 inch on all sides. I will not accept work via email except under unexpected circumstances. Students should retain their own copy of all submitted work for at least one year following the completion of this course.

Email & Appointments: The best way to contact me during the semester is via email (mcgeel@kenyon.edu). I cannot promise to respond to any messages sent via Moodle. I respond to emails during regular business hours (i.e., Monday - Friday 9 a.m. - 5 p.m.) and strive to respond to all emails within 24 hours. I cannot promise replies at night or on weekends. If you would prefer to speak in person, and my regularly scheduled office hours conflict with your schedule, please let me know and we can set up an appointment that fits both of our schedules.

Personal Pronoun Preference: I will gladly honor any request to address students by a different name than what is listed on the official class roster. Please inform me of any preferred names, nicknames, or gender pronouns as early as possible so I can adopt them for the entirety of the semester and onward. For your reference, my pronouns are he/him/his. If there are further accommodations that will make you feel more comfortable in class, please come to office hours so we can discuss them.

Required Course Materials:

This course requires two books and they are each listed below. The first book, by Frances Lee, sketches a theory for understanding contemporary congressional campaigns. The second, written by Daron Shaw and colleagues, focuses on the presidential elections and, in particular, how campaigns conceptualized and navigate the United States' archaic Electoral College institution. I am, however, sensitive to the realities of scholarly and textbook costs and because of this I have created PDF scans of all other relevant books and articles to distribute to all students for free via Moodle at least one week prior to the class date listed on the course schedule.

- Lee, Frances E. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. University of Chicago Press. ISBN: 9780226409047
- Shaw, Daron R., Scott L. Althaus, and Costas Panagopoulos. 2024. *Battleground: Electoral College Strategies, Execution, and Impact in the Modern Era*. Oxford University Press. ISBN: 9780197774373

Grading:

Participation	10%
Election Updates	20%
Campaign Memo	10%
Response Paper	25%
Term Paper	25%
Annotated Bibliography	5%
Paper Presentation	5%

All items listed above are detailed below. I will utilize the following cutoffs when evaluating grades:

4.0 (A)	93%
3.75 (A-)	90%
3.5 (B+)	88%
3.25 (B+/B)	86%
3.0 (B)	83%
2.75 (B-)	80%
2.5 (C+)	78%
2.25 (C+/C)	76%
2.0 (C)	73%
1.75 (C-)	70%
1.5 (D+)	68%
1.25 (D)	64%
1.0 (D-)	60%
0.0 (F)	≤ 59%

Mandatory Activities:

There are two mandatory activities required in this course and completion of these activities will count toward students’ participation grades.

Knox County Election Administration

Students will help administer the 2024 elections here in Knox County, Ohio. Students have two ways to fulfill this requirement. On Election Weekend (i.e., Saturday, 11/2 and Sunday, 11/3) Knox County needs help delivering election equipment across the county. You will see parts of the county that most students never see and get an introduction to the chain of custody for election equipment in Knox. The second option is to volunteer the night of the election (i.e., Tuesday, 11/5). Students choosing this option would help haul bags, serve as runners, and help poll workers and other Board of Elections staffers; plus, you will witness the controlled chaos of the post-election period here in Knox County.

More details about this activity will be discussed in class and members of Knox County’s Board of Elections will visit us in class on Friday, September 6th to discuss their role in election administration and answer any questions you might have about American election administration. Sign-ups will begin after the add/drop period has concluded.

Elections Prediction Market

A core aspect of this course requires students to apply the knowledge we are learning in class. Students will apply their knowledge of what matters most in congressional elections by participating in a private elections prediction market throughout the semester. Briefly, here's how it will work. At the start of the third week of the semester students will be randomly assigned one race rated as a "toss up" by the Cook Political Report. Periodically throughout the semester students will be expected to present information about the race to the class and update the race's information on the prediction market (among other expectations explained below).

Each race rated as a toss up or a race leaning toward one party or the other will be in the prediction market. At any time between week 3 and election day students may use their virtual currency to place bets on which candidate they think is going to win the election. The more people who bet on one candidate over the other, the higher the price will increase to bet on that candidate. Following election day, the market will "pay out" virtual currency to each student based on whether or not they bet on the correct candidate and how much each candidate's "stock" is currently worth. The students who have the largest realized profit will win one of a variety of prizes.

Our class, as well as a class at St. Lawrence University in Canton, New York, will participate in the market together. Whoever, between both of our classes, has the largest realized profit will win a pair of AirPods. The winner from each of our classes (excluding the overall winner) will also receive a pair of AirPods. The top five students in our class with the greatest realized profit (including those winning the prizes just discussed) will also receive extra credit.

Much remains to be said about the prediction market and more details will be covered in class. To access the prediction market (once you have an active account) students can click [here](#), or navigate to the market via the link on our course Moodle page. We are fortunate to be utilizing a developing open-source (that means freely available!) prediction market platform called [SocialPredict](#). The course is also supported by Kenyon's [Center for the Study of American Democracy](#), which purchased the material incentives for this semester.

Participation: (10%)

Active participation is expected from students each day in class. Any required reading is expected to be completed before class begins on the day it is listed on the syllabus course schedule. Some days we will spend the bulk of the class discussing the assigned readings. Other days the readings may supplement lecture. Students should always be prepared to discuss the core aspects (e.g., the argument, what data was collected, what the major findings are) of any assigned reading. This aspect of participation will be evaluated twice throughout the semester (once at the midpoint and once at the course' conclusion) and will make up two-thirds of the student's participation grade overall.

The remaining one third of students' participation grades will come from completing the two mandatory activities for the course explained above. To fulfill the requirements of election administration students **must** sign up and attend their shift with the Knox County Board of Elections. To fulfill the requirements of the election prediction market students must bet on at least three races. The first bet must be placed by 11:59 pm on 9/22. The second bet must be placed by 11:59 pm on 10/13. The final bet must be placed by the close of the market at 8 am on Election Day (11/5). Each of these required bets must be on a different race. Beyond these basic requirements students may make as many other bets on as many other races at any time while the market is open.

Election Updates: (20%)

As noted above, at the start of the third week of the semester students will be randomly assigned one race rated as a “toss up” by the Cook Political Report. Three times throughout the semester (exact dates listed on the course schedule at the end of this syllabus) students will give a short 5-7 minute presentation to the class on how the race they were assigned is developing. Students will cover current race polling, how well funded each campaign is, what issues are driving the messaging, and more. A template outlining exactly what information must be covered will be provided on Moodle.

In addition to the presentation, students will also use the information they have gathered to update their race’s page on the election predictions market. This will involve simply copying and pasting the information from the provided template onto the Google Doc linked in your race’s market webpage. Students will also copy and paste the information into a Moodle assignment so that the completion time of the activity can be confirmed. All updates must be published on the prediction market Google Doc **and** Moodle by the start of class for the first presentation during the relevant weeks.

Campaign Memo: (10%)

Before delivering the final round of election updates students will also submit a short memo intended for one of the campaign managers for the race they are following. The memo should provide advice on what actions the campaign should take in the final month of the election to ensure their candidate wins. Students should draw on both the information they have collected about their assigned election and the content we have discussed in class to make their recommendations. After the election, each student will debrief their assigned race and we will evaluate how effective their advice could have been in shifting the outcome. Memo submissions should be 2-3 pages (excluding any title page or bibliography) and should include a bibliography for any works cited. See the instructions about submitting your work under “Course Expectations” in the syllabus.

Response Paper: (25%)

This course has no exams and instead requires students to write a response paper to confirm their understanding of the core concepts. Students have a choice between two essay topics, one focusing on voters and representation and another focused on campaigns and partisan polarization. Students need only write one response paper and therefore they should pick the topic they find most interesting. Each prompt will require students to synthesize recent course material and construct an argument. Students will have two weeks from the distribution of the prompt to write and submit their essay. Submissions should be between 5 and 7 pages (excluding any title page or bibliography) and should include a bibliography for any works cited. See the instructions about submitting your work under “Course Expectations” in the syllabus.

Term Paper: (25%)

A core component of this course is drafting a term paper that will explore a particular facet of U.S. elections in detail and with theoretical sophistication. Early in the semester, we will discuss good research topics and I will make myself available to you for consultation. I will accept a wide range of potential paper topics and ideally your topic will be something you find personally interesting, amusing, or frustrating about American elections.

The final paper must be a minimum of 10 pages (excluding any title page or bibliography) and should include a bibliography containing no fewer than 10 scholarly sources. See the section above for expectations of the paper in general as well as the handout posted on Moodle. See the instructions about submitting your work under “Course Expectations” in the syllabus.

Annotated Bibliography: (5%)

As noted above, I will accept a wide range of potential paper topics and ideally your topic will be something you find personally interesting, amusing, or frustrating about U.S. campaigns and elections. To help you succeed in writing a successful paper I require that students submit an annotated bibliography and your research question early in the semester. The bibliography must contain at least 5 scholarly sources. See the instructions about submitting your work under “Course Expectations” in the syllabus.

Paper Presentation: (5%)

Each student will prepare and present a 10-12 minute presentation detailing their term paper. The presentation should cover your research question and motivation, a summary of your major findings, and close with a reflection on what you learned about your given topic and how it has shaped your perspective of U.S. campaigns and elections. When developing your presentation, first and foremost, you should make sure to clearly state your research question. Think about both your paper and presentation such that you can select any paragraph in your paper or slide in your presentation and say “yes, this element contributes to answering my research question directly OR contributes critical background or theoretical information necessary for answering it.” I am looking for a cohesive project where all aspects work together.

Specifically for the presentations I will be looking to see that you state your research question, provide background/motivation for the topic, discuss the literature/theories you found and utilized, present your findings with an eye toward your research question, and bring your findings to bear on how you see Congress today given this project. I may ask a question or two afterward or maybe someone in class will (time allowing). A portion of your grade for your presentation will be derived from attending class on your peers’ presentation days.

Extra Credit

Extra credit can be earned in two ways in this course. The first avenue for earning extra credit is detailed above and requires students to be one of the top five biggest winners in the election prediction market. For students who don’t want to leave their extra credit hopes to chance, there is another way. Students may volunteer for a political campaign for a minimum of 10 hours (verified by Prof. McGee with the campaign). Beyond these two opportunities, there may occasionally be additional extra credit opportunities. If such opportunities arise, they will be announced both in class and online via Moodle announcements.

Late Assignments:

All assignments listed above (with the exception of the election updates) are due at the beginning of class on the due date listed in the course schedule. All assignments are to be submitted online on Canvas. Assignments will **not** be accepted via email. In the absence of extreme circumstances (with documentation), assignments turned in after their due date will be accepted but penalized based on how late the assignment is. In other words, turning in an assignment one class period late will receive a minor penalty, but an assignment turned in seven days late could be penalized as much as a full letter grade (or more). **Assignments later than one week will be accepted only under extreme and unpredictable circumstances.**

Grade Appeals:

I understand the pressure many students are under to succeed in every single course they take. I am happy to meet with any student during office hours to discuss the appeal of any grade earned **within seven days of the grade being posted**. If a student feels a grade has been evaluated incorrectly they should come prepared with a substantive argument about why they feel they should have earned additional points. Once the appeal has been made and I render my final decision the grade I assign will be final.

College Statements and Policies

Academic Integrity:

At Kenyon College we expect all students, at all times, to submit work that represents our highest standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty.

I expect everyone to conduct themselves with integrity and honesty in this class. All of the work you do in this class must be your own original work. Please don't cheat. Don't plagiarize. Don't take short cuts. All of the work that you submit in this course must have been *written for this course and not another, and must originate with you in form and content* with all sources fully and specifically cited.

If you commit an act of academic dishonesty, I am bound to follow the procedures outlined in the Kenyon College Faculty Handbook. The Handbook describes what constitutes academic honesty and penalties for violation. If you have a question about what is considered plagiarism or how to cite sources properly, come talk to me or visit the Writing Center.

Accessibility Accommodations:

Kenyon College values diversity and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessments of this course, you are encouraged first to contact the office of Student Accessibility and Support Services (SASS) by emailing sass@kenyon.edu, then to meet with the instructor to discuss accommodation options or adaptations.

Title IX:

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of harassment, discrimination, and intimate partner violence and stalking. Meaning, I must report any such discussion to the Civil Rights/Title IX coordinator. I cannot keep information involving sexual harassment, sexual misconduct, interpersonal violence, or any other form of harassment or discrimination based on a protected characteristic, confidential. The Health and Counseling Center, the College chaplains, and the staff at New Directions Domestic Abuse Shelter & Rape Crisis Center are confidential resources.

Land Acknowledgement Statement:

Kenyon College acknowledges that the lands on which we live, work, celebrate, and heal are the ancestral homelands of the Miami, Lenape, Wyandotte, and Shawnee peoples, among others. The disputed Treaty of Greenville (1795) and the forced removal of Indigenous peoples from this region allowed for the founding of the College in the early 1800s. As a community, we are committed to confronting this dark past while also embracing through education and outreach the many Indigenous communities that continue to thrive in Ohio.

Copyright of Course Materials:

Course materials created by the faculty instructor such as slide presentations, handouts, assignments, outlines, quizzes, tests, and classroom recordings are protected by copyright law. You may share these materials

with other students enrolled in the course. You may not reproduce, distribute, or display course materials for anyone outside of the class without the faculty member's explicit, written consent. Students are not permitted to record class sessions without the permission of the instructor.

Course Outline:

The table below shows the course outline, including reading assignments, assignment deadlines, and the dates for activities in class. Everything is required unless otherwise noted. All non-book readings will be available on Canvas. You should do each day's readings before that day's class.

Date	Topic	Readings Due/Notes
F 8/30	<i>Course Introduction</i>	- Syllabus
W 9/4	<i>Republican Principles & Elections in the Early Republic</i>	- Federalist Papers No. 10, 54, 56 - Schlozman, Daniel and Sam Rosenfeld. 2024. <i>The Hollow Parties: The Many Pasts and Disordered Present of American Party Politics</i> . Princeton University Press., Ch 2 - REVIEW: Articles I & II of the U.S. Constitution
F 9/6	<i>The Structure and Administration of American Elections</i>	- Gibson, Nadine Suzanne. 2020. "Privatized Democracy: The Role of Election Services Vendors in the United States." <i>American Politics Research</i> . - Mohr, Zachary et al. 2019. "Strategic Spending: Does Politics Influence Election Administration Expenditure?" <i>American Journal of Political Science</i> .
W 9/10	<i>Representation</i>	- Minta, Michael D. 2011. <i>Oversight: Representing the Interests of Blacks and Latinos in Congress</i> . Princeton University Press. Ch 1 - Kaslovsky, Jaclyn. 2021. "Senators at Home: Local Attentiveness and Policy Representation in Congress." <i>American Political Science Review</i> . - Elections for Prediction Market Assigned
F 9/12	<i>Polling and Prediction Markets</i>	- Gelman, Andrew. 2021. "Failure and Success in Political Polling and Election Forecasting." <i>Statistics and Public Policy</i> . - Huber, Gregory A. and Patrick D. Tucker. 2024. "What to expect when you're electing: citizen forecasts in the 2020 election" <i>Political Science Research and Methods</i> .
W 9/18	<i>Prediction Market Kickoff</i>	- Election Update Presentations
F 9/20	<i>Prediction Market Kickoff; Voters & Their Biases</i>	- Election Update Presentations - Fulton, Sarah A. and Kostanca Dhima. 2021. "The Gendered Politics of Congressional Elections." <i>Political Behavior</i> . - Sorensen, Ashley and Philip Chen. 2021. "Identity in Campaign Finance and Elections: The Impact of Gender and Race on Money Raised in 2010–2018 U.S. House Elections." <i>Political Research Quarterly</i> . - First bets due by 11:59 pm on Sunday (9/22)

Date	Topic	Readings Due/Notes
W 9/24	<i>Voter Turnout and America's History of Disenfranchisement</i>	<ul style="list-style-type: none"> - Gray, Thomas R. and Jeffery A. Jenkins. 2024. "Estimating Disenfranchisement in US Elections, 1870–1970" <i>Perspectives on Politics</i>. - Prompt for Voter and Representation Response Paper Distributed
F 9/26	<i>Deciding to Vote (or Not...)</i>	<ul style="list-style-type: none"> - Rolfe, Meredith. 2012. <i>Voter Turnout: A Social Theory of Political Participation</i>. Cambridge University Press. Ch 1. - Fraga, Bernard L. and Michael G. Miller. 2022. "Who Do Voter ID Laws Keep from Voting?" <i>Journal of Politics</i>. - Qi, Dan. and Sylvia Gonzalez. 2022. "Immigrant status, race, and voter turnout in the American mass public" <i>Social Science Quarterly</i>. - Annotated Bibliography due
W 10/2	<i>Partisanship, Polarization, and Contemporary Campaigns</i>	<ul style="list-style-type: none"> - Mason, Lilliana. 2018. <i>Uncivil Agreement: How Politics Became Our Identity</i>. University of Chicago Press. Ch 1, Ch 2
F 10/4	<i>Midpoint Market Updates</i>	<ul style="list-style-type: none"> - Election Update Presentations
W 10/9	<i>Midpoint Market Updates; Issues, Incumbency, and Political Communication</i>	<ul style="list-style-type: none"> - Election Update Presentations - Voters and Representation Response Paper due - Enders, Adam M., Jason Gainous, and Kevin M. Wagner. 2022. "Say it again with feeling: Issue ownership and candidate communication using Twitter." <i>Social Science Quarterly</i>. - Treul, Sarah et al. 2022. "The Primary Path for Turning Legislative Effectiveness into Electoral Success." <i>Journal of Politics</i>.
F 10/11	<i>October Break</i>	<ul style="list-style-type: none"> - NO CLASS - Second bets due by 11:59 pm on Sunday (10/13)
W 10/16	<i>Politics as a Business and the Era of Insecure Majorities</i>	<ul style="list-style-type: none"> - Sheingate, Adam. 2016. <i>Building a Business of Politics: The Rise of Political Consulting and the Transformation of American Democracy</i>. Oxford University Press. Ch 7, Ch 8 - Lee, Ch 1

Date	Topic	Readings Due/Notes
F 10/18	<i>Partisan Strategies in Congressional Campaigns</i>	<ul style="list-style-type: none"> - Lee, Ch 5 - Miller, Kenneth M. 2019. "The Divided Labor of Attack Advertising in Congressional Campaigns." <i>Journal of Politics</i>. - Maneto, Cory. 2021. "Party crashers: Interest groups as a latent threat to party networks in congressional primaries." <i>Party Politics</i>.
W 10/23	<i>Contemporary Presidential Campaigns</i>	- Shaw et al., Ch 1 and Ch 2 (only until p. 42)
F 10/25	<i>The Electoral College and Strategies for Victory Therein</i>	<ul style="list-style-type: none"> - Shaw et al., Ch 6 - Broockman, David E. and Joshua L. Kalla. 2023. "When and Why Are Campaigns' Persuasive Effects Small? Evidence from the 2020 U.S. Presidential Election" <i>American Journal of Political Science</i> - Campaign Memo due
W 10/30	<i>Final Major Market Updates</i>	- Election Update Presentations
F 11/1	<i>Final Major Market Updates</i>	<ul style="list-style-type: none"> - Election Update Presentations - VOLUNTEER WEEKEND
Tu 11/5	<i>ELECTION DAY</i>	<ul style="list-style-type: none"> - GO VOTE! - Final bets due by 8 am today!
W 11/6	<i>Debrief of 2024 Election</i>	
F 11/8	<i>Governance, Messaging, and Generating Attention</i>	<ul style="list-style-type: none"> - Lee, Ch 6 and Ch 7 - Prompt for Campaigns and Polarization Response Paper Distributed
W 11/13	<i>Advertising Strategies and Resource Allocation</i>	<ul style="list-style-type: none"> - Shaw et al., Ch 7 - Fowler, Erika Franklin et al. 2021. "Political Advertising Online and Offline." <i>American Political Science Review</i>. - Kalla, Joshua L. and David E. Broockman. 2022. "'Outside Lobbying' over the Airwaves: A Randomized Field Experiment on Televised Issue Ads." <i>American Political Science Review</i>.
F 11/15	<i>Campaign Effects and Questions of Electoral Reform</i>	<ul style="list-style-type: none"> - Shaw et al., Ch 8 and Ch 9 - Stearns, Maxwell L. 2024. <i>Parliamentary America: The Least Radical Means of Radically Repairing Our Broken Democracy</i>. Johns Hopkins University Press., Ch 7

Date	Topic	Readings Due/Notes
W 11/20	<i>Raising Money to Build a War Chest</i>	<ul style="list-style-type: none"> - Porter, Rachel and Tyler S. Steelman. 2022. “No Experience Required: Early Donations and Amateur Candidate Success in Primary Elections.” <i>Legislative Studies Quarterly</i>. - Barber, Michael and Mandi Eatough. 2020. “Industry Politicization and Interest Group Campaign Contribution Strategies.” <i>Journal of Politics</i>. - IN CLASS: HBO Documentary, <i>Meet the Donors: Does Money Talk?</i>
F 11/22	<i>Money and Its Influence Beyond Campaigns</i>	<ul style="list-style-type: none"> - Campaigns and Polarization Response Paper due - Aldrich, John H. et al. 2017. “Does the Gift Keep on Giving? House Leadership PAC Donations before and after Majority Status.” <i>Journal of Politics</i>. - McKay, Amy Melissa. 2019. “Buying Amendments? Lobbyists’ Campaign Contributions and Microlegislation in the Creation of the Affordable Care Act.” <i>Legislative Studies Quarterly</i>. - IN CLASS: HBO Documentary, <i>Meet the Donors: Does Money Talk?</i>
W 11/27	<i>Thanksgiving Break</i>	- NO CLASS
W 12/4	<i>Campaign Finance Transparency and Reform</i>	<ul style="list-style-type: none"> - Wood, Abby K. and Christian R. Grose. 2022. “Campaign Finance Transparency Affects Legislators’ Election Outcomes and Behavior.” <i>American Journal of Political Science</i>. - Kang, Michael S. 2012. “The End of Campaign Finance Law.” <i>Virginia Law Review</i>. Introduction and Part IV ONLY
F 12/6	<i>Campaign Finance Transparency and Reform</i>	<ul style="list-style-type: none"> - Kilborn, Mitchell and Arjun Vishwanath. 2022. “Public Money Talks Too: How Public Campaign Financing Degrades Representation” <i>American Journal of Political Science</i>. - LISTEN: “The Price of \$5 Donations: Is Small-Dollar Fundraising Doing More Harm Than Good?” on <i>The Argument</i> podcast by <i>The New York Times</i> Opinion Section. 2022. (35 mins)
W 12/11	<i>Paper Presentations</i>	
F 12/13	<i>Paper Presentations</i>	- FINAL CLASS DAY
Th 12/19	<i>Final Exam Period</i>	- Term Paper Due
		<p><i>Note: This syllabus is subject to change at any time without written notice. Changes will likely be announced in class and via Moodle, but it is your responsibility to verify that you always have the most current version of the syllabus for this course.</i></p> <p style="text-align: right;"><i>Version: 09-12-21</i></p>