

L32 Pol Sci 336 AMERICAN ELECTIONS & VOTING BEHAVIOR*

M and W, 10AM to 11:30AM in Seigle 204

Professor Andrew Reeves

reeves@wustl.edu

Office: 231 Seigle Hall

<http://andrewreeves.org>

Office hours: Wednesdays 11:30 to noon and 1:30 to 3:00PM and by appointment. Sign up at <http://www.andrewreeves.org/office-hours>.

Teaching Assistant Maggie Lalor

lalor@wustl.edu

Office: 257 Seigle Hall

Office hours: Mondays Noon to 2PM.

Course website available through <http://bb.wustl.edu/>

1 Course Description

We are a democracy because we have democratic elections. Selecting representatives is the fundamental democratic right of the citizenry. This class is an examination of the state of and development of this system. First, we examine the basic components of our system – the voter. What shapes the opinions and explains the actions of the individual voter? Why does she vote the way that she does? Why does she chose to be a Democrat or a Republican? Is it because of political ideology or is it because her friends and family are of a particular party? Second, we explore campaigns – the battlefield of electoral politics. Do campaigns matter? If we can predict individual vote choice using behavioral characteristics and aggregate vote outcomes using economic and presidential approval data, what room is there for campaigns to shift the electorate? Finally, we will examine the consequences of elections. Do they really make a difference in terms of policy outcomes?

This course is a broad survey of topics related to both voters and the U.S. electoral system. We cover many topics ranging from institutional questions about the operation of elections to behavioral questions about the origins and operation of an individual's political identity.

*This syllabus is subject to change. Any changes will be announces in class. Students who miss class are responsible for consulting the latest version of the syllabus to learn of any changes. It was last updated Monday 18th November, 2013 at 12:02.

2 Course Expectations

2.1 What are we doing today?

This syllabus presents the course schedule in Section 4. It is subject to change, any of which will be announced in class. Students who miss class are responsible for consulting the latest version of the syllabus to learn of the changes.

Students should come to class having read the assignment listed in Section 4 of the syllabus for the respective class meeting. All readings are posted on blackboard. There are no required texts for purchase for this course.

Each class will consist of short to medium length lectures with an in-depth discussion and analysis of the readings for that week.

2.2 Assignments

- In-class Reading Quizzes (5%): 4 to 5 to 8 unannounced throughout the semester. Lowest score dropped. Quizzes will be about 5 question and consist of true / false or short identification question.
- Short Response Papers (15%): Due throughout the semester, 1 to 2 pages. Assignments will be handed out on September 4 along with a handout detailing expectations for short response papers.
- Long(er) Paper (20%): Due December 4 in class; 6 to 8 pages; Topics handed out in class along with a handout detailing expectations.
- Presentation based on paper (5%): In class on November 25 and December 2.
- First Exam (25%): In class on October 9.
- Final (Comprehensive) Exam (30%): December 16 at 10:30AM.

2.3 Grading Scale

Score	Grade	Score	Grade	Score	Grade	Score	Grade
≥ 94	A	≥ 83	B	≥ 73	C	≥ 63	D
≥ 90	A-	≥ 80	B-	≥ 70	C-	≥ 60	D-
≥ 87	B+	≥ 77	C+	≥ 67	D+	< 60	Fail

3 Course Policies

Academic Integrity. Unless otherwise noted, all assignments are to be completed individually. Plagiarism is unacceptable. Students should see me or the teaching assistant if he or she has the slightest question about or concern of potentially committing this most horrendous academic offense. Students should adhere to all ethical codes set forth by Washington University. Please carefully review the College

of Arts and Sciences Academic Conduct Code at <http://wustl.edu/policies/undergraduate-academic-integrity.html>. Cases of academic misconduct will be referred to the academic integrity committee, and students found guilty will receive a failing grade in the course.

Regrades. If you would like a regrade, you must prepare a one page memo describing why you would like additional credit for your response. You must submit a hard copy of this memo to your TA within 24 hours of when the assignment is returned. If I accept the appeal, I will regrade your *entire* assignment. The re-grade will replace the original grade and may be lower than the original. Except in the case of an obvious oversight on the teaching staff, there will be no partial or spot regrades of an assignment. While I am happy to meet with any student to discuss a grade, I require that you first meet with your teaching assistant to discuss the matter.

Late work. Work is considered late if it is not turned in when collected in class or, in other cases, immediately after the established deadline.

Late work is accepted but penalized. Papers received within 12 hours after the deadline will be deducted half a letter grade (a B becomes a B-). Papers received between 12 hours and 24 hours after the deadline will be penalized a full letter grade, and so on.

Extensions. Extensions are offered under the same terms as late work (see above).

Religious observances. If any conflicts arise between religious observances and a class assignment, notify at least two weeks beforehand and I will work with you to find an alternate means to complete the assignment.

Accommodations. If you are qualified for learning, testing, or access accommodations, inform me during the first week of class. For further information see <http://cornerstone.wustl.edu/DisabilityResources.aspx>.

4 Course Schedule

What follows is a schedule for the course detailing which topics and readings will be discussed on what dates. All readings should be completed by class on the date listed. I reserve the right to make any and all changes to this schedule and I will provide you with ample notification if do so.

1. August 28: Overview and Introduction
2. September 2: No Class (Labor Day)
3. September 4: Introduction to Political Models
 - Tufte, E. R. (1974). *Data Analysis for Politics and Policy*. Prentice-Hall, Inc. Chapter 1 and skim Chapter 2.
 - March, J. G. and Lave, C. A. (1975). *Introduction to Models in the Social Sciences*. Harpercollins, New York. Chapter 1.

4. September 9: Political Culture

- Morgan, E. (1988). *Inventing the People: the rise of popular sovereignty in England and America*. WW Norton & Company. Introduction, Chapters 1 and 2.
- Elazar, D. J. (1984). *American Federalism: A View from the States*. Harper & Row, New York. Chapter 5.

Suggested further reading:

- Fischer, D. H. (1989). *Albion's Seed: Four British Folkways in America*. Oxford University Press, Oxford.
- Acharya, A., Blackwell, M., and Sen, M. (2013). The political legacy of american slavery. Typescript.<http://scholar.harvard.edu/files/msen/files/slavery.pdf>

5. September 11: The Right to Vote

- Stevens, J. P. (2013). The court and the right to vote: A dissent. *New York Review of Books*, 60(13).
- Keyssar, A. (2000). *The Right to Vote: The Contested History of Democracy in the United States*. Basic Books, New York. Introduction and Chapter 1.

6. September 16: What if Everyone Voted?

- Citrin, J., Schickler, E., and Sides, J. (2003). What if everyone voted? stimulating the impact of increased turnout in senate elections. *American Journal of Political Science*, 47(1):75–90.
- Powell, G. B. (1986). American voting turnout in comparative perspective. *American Political Science Review*, 80(1):17–43.

7. September 18: Voting

- Menand, L. (2004). The unpolitical animal: How political science understands voters. *New Yorker*.
- Campbell, A., Converse, P. E., Miller, W. E., and Stokes, D. E. (1960). *The American Voter*. University of Chicago Press, Chicago. Chapters 1 to 4.

8. September 23: Partisanship

- Campbell, A., Converse, P. E., Miller, W. E., and Stokes, D. E. (1960). *The American Voter*. University of Chicago Press, Chicago. Chapter 7.
- Kriner, D. L. and Reeves, A. (2013). Responsive partisanship: Public support for the clinton and obama health care plans. Typescript.

9. September 25: Participation

- Rosenstone, S. and Hansen, J. M. (2002). *Mobilization, Participation, and Democracy in America*. Longman. ISBN 978-0321121868. Chapters 1, 2, and 7.

10. September 30: Political Knowledge

- Downs, A. (1957). *An Economic Theory of Democracy*. Harper & Row, New York. Chapters 11 through 13.
 - Popkin, S. (1994). *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. University of Chicago Press, Chicago. Chapters 1 through 4.
11. October 2: Political Geography
- Bishop, B. (2008). *The Big Sort: Why the Clustering of Like-Minded American is Tearing Us Apart*. Mariner Books, New York. Part 1.
 - Reed, J. S. (1993). *My Tears Spoiled My Aim: and Other Reflections on Southern Culture*. University of Missouri Press, Columbia. Chapter 2.
12. October 7: Catch-up
13. October 9: Midterm Exam
14. October 14: Political Accountability
- Gasper, J. T. and Reeves, A. (2011). Make it rain? retrospection and the attentive electorate in the context of natural disasters. *American Journal of Political Science*, 55(2):340–355.
 - Huber, G. A., Hill, S. J., and Lenz, G. S. (2012). Sources of bias in retrospective decision making: Experimental evidence on voters’ limitations in controlling incumbents. *American Political Science Review*, 106(4):720–741.
15. October 16: Campaigns
- Holbrook, T. M. (1996). *Do Campaigns Matter?* Sage Publications, Thousand Oaks. Chapters 1 through 3.
 - Sides, J. and Haselswerdt, J. (2012). “Campaigns and Elections” in *New Directions in Public Opinion*, ed. Adam J. Berinsky. Routledge, New York.
16. October 21: Forecasting Elections
- Silver, N. (2012). *The Signal and the Noise: Why So Many Predictions Fail – but Some Don’t*. The Penguin Press. Introduction, Chapters 1 and 2.
 - Abramowitz, A. I. (2008). Forecasting the 2008 presidential election with the time-for-change model. *PS: Political Science & Politics*, pages 691–695.
17. October 23: Presidential Nominations
- Bartels, L. M. (1988). *Presidential Primaries and the Dynamics of Public Choice*. Princeton University Press, Princeton. Chapters 1 and 2.
18. October 28: Old Media
- Patterson, T. E. (1993). *Out of Order*. Alfred A. Knopf, New York. Chapters 1 and 2.
19. October 30: New Media

- **Paper topics handed out.**
 - DiGrazia, J., McKelvey, K., Bollen, J., and Rojas, F. (2013). More tweets, more votes: Social media as a quantitative indicator of political behavior.
20. November 4: Presidential Campaigns
- Druckman, J. N. (2003). The power of television images: The first kennedy-nixon debate revisited. *Journal of Politics*, 65(2):559–571.
21. November 6: Money and Politics
- Ansolabehere, S., de Figueiredo, J. M., and Snyder, Jr., J. M. (2003). Why is there so little money in us politics? *Journal of Economic Perspectives*, 17(1):105–130.
 - Klein, E. (2012). Our corrupt politics: It’s not all money. *New York Review of Books*, Mar 22.
22. November 11: Campaign Strategy
- Shaw, D. R. (2006). *The Race to 270: The Electoral College and the Campaign Strategies of 2000 and 2004*. University of Chicago Press, Chicago. Chapter 4.
23. November 13: Congressional Elections
- Jacobson, G. C. (2013). *The Politics of Congressional Elections*. Longman Classics in Political Science. Longman, New York, eighth edition. Chapters 2 and 3.
24. November 18: Congressional Elections, continued
- Jacobson, G. C. (2013). *The Politics of Congressional Elections*. Longman Classics in Political Science. Longman, New York, eighth edition. Chapters 6.
25. November 20: Elections and Policy
- Ansolabehere, S., Gerber, A., and Snyder, J. (2002). Equal Votes, Equal Money: Court-Ordered Redistricting and Public Expenditures in the American States. *American Political Science Review*, 96(4):767–778.
 - Bartels, L. M. (2008). *Unequal Democracy: The Political Economy of the New Gilded Age*. Princeton University Press, Princeton. ISBN 978-0691136639. Chapters 1 and 2.
26. November 25: Presentations.
27. November 27: No Class (Thanksgiving).
28. December 2: Presentations.
29. December 4: Conclusion.