

POSC 450: PRESIDENTIAL NOMINATION CAMPAIGNS SPRING 2016

Dr. Jack D. Collens
jcollens@siena.edu

Course Time: 1:30pm – 2:30pm
Monday, Wednesday, & Friday
317 Siena Hall

Office Hours: 2:30pm–4:30pm
M, W, & Th
321C Siena Hall

Students in this course will combine political science theory and research with practical campaign analysis and experience to develop a comprehensive understanding of the presidential nominations process. The semester will begin with a week in Manchester, NH, where students will work at least 20 hours for the campaign of their choice, attend campaign events, and meet with experts from a variety of backgrounds. Upon returning to Siena, students will learn how political scientists have studied the presidential nominations process, including the dominant theories used to explain how parties choose their presidential nominees under the contemporary process. The primary method of assessment for the course will be students' posts at the [Political Saints](#) blog. In addition to providing original content which is accessible to the public, these posts will also develop students' abilities to analyze the 2016 nominations process and apply the theoretical material learned in class to a campaign as it develops.

Texts

The texts below are **required** and can be found in the Siena College bookstore or online. Note that some may be available as eBooks or for rental via Amazon or the publisher's website. Both are often cheaper options than purchasing the books. Other required readings can be found on the course Blackboard page. Additionally, students will be expected to keep up with the 2016 nominations process—certain news articles may be required and will be announced in advance of the class period for which the reading is due. Students may share additional interesting readings via the course Twitter feed ([@SienaPolSaints](#)).

Moore, David W. and Andrew E. Smith. 2015. *The First Primary: New Hampshire's Outsize Role in Presidential Nominations*. Durham, NH: University of New Hampshire Press. (ISBN: 978-1-61168-798-9)

Norrander, Barbara. 2015. *The Imperfect Primary: Oddities, Biases, and Strengths of U.S. Presidential Nomination Politics, 2nd ed.* New York: Routledge. (ISBN: 978-1-138-78638-7)

Steger, Wayne P. 2015. *A Citizen's Guide to Presidential Nominations: The Competition for Leadership*. New York: Routledge. (ISBN: 978-0-415-82759-1)

Learning Goals

This course addresses the following college, school, and departmental learning goals:

Siena College Learning Goals

1. INFORMED REASONING: Students will think critically and creatively to make reasoned and informed judgments. Through engagement with contemporary and enduring questions of human concern, students will solve problems in ways that reflect the integration of knowledge across general and specialized studies, and they will demonstrate competence in information literacy and independent research.
2. EFFECTIVE COMMUNICATION: Students will read texts with comprehension and critical involvement, write effectively for a variety of purposes and audiences, speak knowledgeably, and listen with discernment and empathy.
6. MORAL RESPONSIBILITY: Students will commit to building a world that is more just, peaceable, and humane. They will lead through service.

School of Liberal Arts Learning Goals

1. Apply evaluative thinking skills to investigate the complexities of the human past and its connections to artistic, ethical, sociopolitical, moral, and spiritual dimensions of contemporary life.
2. Use analytical problem-solving skills and appropriate theoretical and methodological approaches.
3. Utilize effective oral, written, and artistic communication relevant to academic disciplines.
4. Exhibit mastery of appropriate technologies and information literacy competencies in academic pursuits.
5. Demonstrate civic, social, and personal responsibility in support of a more peaceful, just, and humane world.

Major/Program Learning Goals

The Political Science program aims to provide students with:

- A foundation for future careers;
- A solid theoretical, empirical, and methodological foundation for future graduate study;
- A knowledge and awareness, as citizens, of the responsibility that membership within a democratic society entails;
- A sensitivity to the cultural and political diversity within the United States and the world community.

Learning Outcomes

To accomplish these learning goals, students in this class will learn to:

- ☑ Discuss the process by which the major parties choose their nominees for the presidency
- ☑ Compare and contrast the utility of different theories in explaining the nominations process
- ☑ Apply political science research and theory to the 2016 presidential nominations process via a student-run blog
- ☑ Develop the skills necessary to help elect their preferred candidate through campaign volunteering during a week-long trip to Manchester, NH

Student Responsibilities

Attendance & Participation

Reading is necessary for a successful college experience, but it is far from sufficient. Class attendance is more than mere reinforcement of material you may have read in the assigned readings. As such, students must attend class regularly, take comprehensive notes, ask for clarification when necessary, and participate in discussion. I will draw test questions from the texts, lectures, and discussion material, so you must pay attention. Attendance is mandatory. I will forgive up to two unexcused absences per student. **For each unexcused absence beyond the permitted two, students will lose two full grade points from their final course grade** (*i.e.*, a 91 becomes an 89 if the student has missed three classes without a valid excuse).

Active & Informed Participation

This course will be taught using the seminar format and thus requires *active* and *informed* participation. As such, students are expected to speak up in class and contribute to all discussions with relevant points and questions. Note that this approach emphasizes quality of participation over quantity. I will monitor your contributions each week and provide you with a current participation grade at the midpoint of the semester. Participation is worth 20 percent of the final course grade and will assess students' critical thinking and oral communication skills.

Exam

You will receive one exam—a cumulative final. This exam will consist of short answer questions and/or essay questions. I shall draw exam questions from lectures, discussions, and the required texts. The exam will be a **take-home** final exam, due Friday, May 6. Makeup exams will differ significantly from the original exam and will only be granted with a valid, college-recognized excuse.

Blog Posts

The largest portion of your grade will be the course blog, which will constitute 30 percent of your final grade. For this component, students will be responsible for providing original content to the Political Saints blog. Each student will contribute a minimum of 10 blog posts—6 of which will feature required content (outlined below) and 4 posts with the topic at the students' discretion. The 6 required topics and deadlines are:

1. **Iowa Prediction** (Due Friday, January 29)
2. **New Hampshire Prediction** (Due Friday, February 5)
3. **South Carolina & Nevada Prediction** (Due Friday, February 19)
4. **March 1 Prediction** (Due Friday, February 26)
5. **Florida & Ohio Prediction** (Due Friday, March 11)
6. **Evaluation of Nominations Process & Proposed Reforms** (Due Friday, April 29)

Students must work in pairs for each required post. No student may work with the same partner more than twice for these posts. For the 4 discretionary posts (those without a required topic), students may work individually or in groups of up to four.

Each required post must contain no more than 300 words. Each discretionary post must contain between 500 and 1000 words. Additional details about format will be provided well in advance.

I must approve all discretionary topics before you begin researching and writing them. **At least two of these discretionary posts must be completed before the March 24–March 28 Easter break.**

Reading Quizzes

Fifteen percent of the final course grade will come from students' grades on reading quizzes. These quizzes will mostly be unannounced and will test students' abilities to summarize the key points from assigned readings. As many as ten quizzes will be offered throughout the semester, with students' lowest quiz grade dropped at the end of the semester.

New Hampshire Trip

Fifteen percent of the course grade will come from students' work on the trip to Manchester, New Hampshire prior to the start of the semester. Students are required to work 20 hours for the campaign of their choice. Students who have completed the requirement will receive full credit for this component of the course, but note that students should include anecdotal evidence from their experiences in blog posts and in course discussions.

Availability

The best way to contact me is via email. Please include the course number in your subject line ("POSC 182"). If your question requires more than a few sentences to ask, please feel free to visit my office hours. My door is always open. If you have concerns about your grade, I highly recommend that you come to see me as soon as possible. I am available to help you, but it is your responsibility to demonstrate to me that you want to improve your performance. If you cannot meet during office hours, feel free to email me to schedule another time. Note, however, that failure to appear during any meetings scheduled outside of my regular office hours will count against your participation grade.

Grading

A = 93–100; A- = 90–92; B+ = 87–89; B = 83–86; B- = 80–82; C+ = 77–79; C = 73–76; C- = 70–72; D+ = 67–69; D = 63–66; D- = 60–62; F ≤ 59.

Item	Percentage
NH Trip	15 percent
Course Blog	30 percent
Participation	20 percent
Reading Quizzes	15 percent
Final Exam	20 percent
TOTAL	100 percent

Disabilities & Illnesses

Students with disabilities of any kind are strongly encouraged to notify me and the Office of Services for Students with Disabilities at the beginning of the semester, so the appropriate accommodations can be made. Please note that I am willing to work with students who contract illnesses, but it is the student's responsibility to contact me as soon as they are aware of the illness to plan their coursework for the duration of the illness. I can help you during and immediately after any illnesses, but I cannot help you if you wait until the end of the semester to make up any missed work.

Academic Honesty

All Siena College policies relating to academic honesty will be upheld in this course. An outline of the college's Academic Integrity Policy is available [here](#). The use of Turnitin guarantees that I will catch any attempts at plagiarism. Please note that I have a "zero tolerance" policy towards cheating and plagiarism. It is your responsibility to know what constitutes plagiarism and cheating.

Assistance

Students requiring assistance with their writing may see me in my office or contact the Siena College [Writing Center](#). As you will not be allowed to rewrite any assignments, I suggest you take advantage of the resources available to help you with your writing before turning in any written assignments.

Laptop Policy

The current generation of college students grew up in the connected age; as such, computers are as much a part of your learning experience as textbooks and pens. However, the [most current research](#) on laptop and tablet use in classrooms suggests that significant majorities of students who use laptops in class spend more than 10 minutes in class on social networking sites and non-course related sites, that these types of activities can distract those around you, and that taking notes by hand is a far more effective strategy than using a laptop. As such, I require that any students who choose to use laptops must sit in the back half of the classroom. Students taking notes by hand may sit in the front half of the classroom, free from the distractions of their neighbors' favorite YouTube clips and cat photos.

A final word on the use of laptops: Most faculty members recognize the tension between wanting to allow laptops (which will help students develop the skills they will need to incorporate technology in their future careers) and wanting to ensure adequate delivery of course material. My policy is somewhat of a compromise. Note, however, that I retain the right to alter this policy and ban laptops from my classroom (exceptions would apply to those with relevant disabilities). My goal in this class is to ensure that you become better-informed consumers of political information and are able to participate in the political process. I will work with you to ensure that you are able to use your laptops effectively to that end and will, from time to time, encourage the use of laptops or even smart phones to retrieve relevant material in class, but students should be careful not to take this as a *carte blanche* to distract themselves and others.

Important Deadlines

Required Blog Deadlines

Topic	Deadline
Iowa Prediction	01.29.2016
New Hampshire Prediction	02.05.2016
South Carolina & Nevada Prediction	02.19.2016
March 1 Prediction	02.26.2016
Florida & Ohio Prediction	03.11.2016
Evaluation of Process & Proposed Reforms	04.29.2016

Class Schedule[†]

Date	Topics	Reading(s)
01.09–01.16	NH Trip	
01.20.2016	Course Introduction	[1] Syllabus [2] Putnam (2015a)
01.22.2016	Process Overview	[1] Steger (2015, Ch. 1) [2] Gurian and Haynes (2003)
01.25.2016	Early Primaries: Iowa	[1] Lewis-Beck and Squire (2009) [2] Malone (2015)
01.27.2016	Early Primaries: New Hampshire	[1] Moore and Smith (2015) [2] Fowler, Spiliotes and Vavreck (2003)
01.29.2016	Early Primaries: Predictions	
02.01.2016	History & Evolution	[1] Steger (2015, pp. 18–25) [2] Norrander (2015, pp. 1–17)
02.03.2016	History & Evolution	[1] Steger (2015, pp. 25–36) [2] Norrander (2015, pp. 17–28)
02.05.2016	History & Evolution	Putnam (2015b)
02.08.2016	Dynamics: The Party Decides	[1] Steger (2015, Ch. 3) [2] Marx (2011)
02.10.2016	Dynamics: The Party Decides	Steger (2015, Chs. 6 & 7)
02.12.2016	Dynamics: The Party Decides	[1] Masket (2016) [2] Levy (2016) & Alexander (2016)

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Date	Topic	Reading(s)
02.15.2016 02.17.2016 02.19.2016	Dynamics: Momentum and Electability Dynamics: Momentum and Electability NO CLASS—COMPENSATION DAY	Bartels (1988, Ch. 6)
02.22–02.26	NO CLASS—WINTER BREAK	
02.29.2016 03.02.2016 03.04.2016	Candidate Entry & Exit Candidate Entry & Exit Candidate Entry & Exit	[1] Steger (2015, Ch. 9) [2] Haynes et al. (2004) Silver (2015 <i>b</i>) [1] Bouie (2016) [2] Quealy (2016)
03.07.2016 03.09.2016 03.11.2016	Millennials & Presidential Nominations Millennials & Presidential Nominations Millennials & Presidential Nominations	McCutcheon (2015) [1] Silver (2016) [2] Ball (2016)
03.14.2016 03.16.2016 03.18.2016	The Role of the Media The Role of the Media The Role of the Media	[1] Steger (2015, Ch. 5) [2] Mutz (1995) [1] Silver (2015 <i>a</i>) [2] Nolan (2016) [1] Confessore and Yourish (2016) [2] Ayyar (2016)
03.21.2016 03.23.2016	Money & Resource Allocation NO CLASS—COMPENSATION DAY	Steger (2015, Ch. 4)
03.25–03.28	NO CLASS—EASTER BREAK	
03.30.2016 04.01.2016	Money & Resource Allocation Money & Resource Allocation	Wesleyan Media Project (2016) [1] Tucker, Biersack and Novak (2016) [2] Biersack (2016)
04.04.2016 04.06.2016 04.08.2016	Identity Politics & Presidential Nominations Identity Politics & Presidential Nominations Identity Politics & Presidential Nominations	[1] Carroll (2009) [2] Huddy and Carey (2009) Bauer (2016) [1] Tesler (2016) [2] Hopkins (2016)

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Date	Topic	Reading(s)
04.11.2016 04.13.2016	Divisive Primaries Divisive Primaries	Norrander (2015, Ch. 5) [1] Makse and Sokhey (2010) [2] Wichowsky and Niebler (2010)
04.15.2016	Divisive Primaries	Gurian (2016)
04.18.2016 04.20.2016 04.22.2016	The Conventions The Conventions NO CLASS—COMPENSATION DAY	Campbell, Cherry and Wink (1992) Issenberg (2016)
04.25.2016 04.27.2016 04.29.2016	Evaluating the Process Evaluating the Process NO CLASS—COMPENSATION DAY	Norrander (2015, Chs. 3 & 4) Norrander (2015, Ch. 6)
05.02.2016	NO CLASS—COMPENSATION DAY	
05.06.2016	Final Exam Due	

[†]*Note that I reserve the right to alter the course's schedule and all deadlines as I see fit.*

Reading List

- Alexander, Michelle. 2016. "Why Hillary Clinton Doesn't Deserve the Black Vote." *The Nation*, February 10. <http://www.thenation.com/article/hillary-clinton-does-not-deserve-black-peoples-votes/>. Accessed February 10, 2016.
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- Confessore, Nicholas and Karen Yourish. 2016. "Measuring Donald Trump's Mammoth Advantage in Free Media." *The Upshot*, March 15. <http://www.nytimes.com/2016/03/16/upshot/measuring-donald-trumps-mammoth-advantage-in-free-media.html?partner=rss&emc=rss>. Accessed March 15, 2016.
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- Gurian, Paul-Henri. 2016. "The Impact of Divided National Parties on Presidential Elections." *Frontloading HQ*, March 15. <http://frontloading.blogspot.com/2016/03/the-impact-of-divided-national-parties.html>. Accessed March 15, 2016.
- Gurian, Paul-Henri and Audrey A. Haynes. 2003. "Presidential Nomination Campaigns: Toward 2004." *PS: Political Science & Politics* 36(2):175–180.
- Haynes, Audrey A., Paul-Henri Gurian, Michael H. Crespin and Christopher Zorn. 2004. "The Calculus of Concession: Media Coverage and the Dynamics of Winnowing in Presidential Nominations." *American Politics Research* 32(3):310–337.

- Hopkins, Dan. 2016. "Rubio or Cruz Could Help the GOP Win over More Latino Voters." *FiveThirtyEight*, February 16. <http://fivethirtyeight.com/features/rubio-or-cruz-could-help-the-gop-win-over-more-latino-voters/>. Accessed February 16, 2016.
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- Issenberg, Sasha. 2016. "How to Steal a Nomination from Donald Trump." *Bloomberg Politics*, March 14. <http://www.bloomberg.com/politics/features/2016-03-14/how-to-steal-a-nomination-from-donald-trump>. Accessed March 15, 2016.
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