

POLS 4520
Electoral Behavior
FALL 2020

Instructor: Mr. Sam Marcotte

Time and Location: T/TH 2:20 - 3:35, Baldwin 101D

Email: marcotte@uga.edu

Office Hours: By appointment

Overview and Objectives

We the People are the sole source of political power in the United States and it is through elections that we choose who will use the powers of government. But who votes? How are they deciding who to vote for? How do the conduct of campaigns and elections in the US impact voter behaviors? These are the motivating questions behind the design of this course and their answers invariably have profound implications for American government.

Requirements

This course is a seminar—a format that only works if you have read and critically thought about the week’s readings and if you actively participate in the discussion so please come prepared. We will be using Perusall this semester to analyze all course readings.

The Persuall code for this course is: MARCOTTE-ZV7AG

In order to ensure you are keeping up with these readings, there will be online quizzes throughout the course of the semester. You will also write one paper critically analyzing *Congress: The Electoral Connection*. This essay should try to engage the text by doing one or more of the following: juxtaposing and commenting on alternative explanations or approaches to the substantive topic; criticizing the methodologies used and proposing other strategies of research; criticizing the conceptualization and/or measurement of a particular construct; analyzing the implications of a set of findings; suggesting new questions or hypotheses for research; developing similarities and contrasts with arguments or research found in the readings from previous weeks. More generally, this paper should *contain an argument*, not a summary or description of the text. This paper should run about 3-5 pages double spaced and is due by 6:30 PM on the date of the final exam (12/15) via email. There will be 2 online exams—a midterm and a final exam. As this is a discussion-based seminar, you will also be graded on your participation. The grading scale is as follows.

- **Quizzes: 20%**
- **Paper: 20%**
- **Participation: 15%**
- **Midterm 20%**
- **Final: 25%**

COVID-19

Face coverings

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

How is this course affected?

I will be using the “HyFlex” model. There will be no attendance policy this semester; however I expect participation in all online activities. Certain activities/discussions will be better suited to an online format this semester.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Required Texts

- Mayhew, D.R., 1974. Congress: The electoral connection. Yale university press.
- All other readings will be uploaded to Perusall

Grading Scale

93 - 100 A	90 - 92 A-	
87 - 89 B+	84-86 B	80-83 B-
77 - 79 C+	74-76 C	70-73 C-
60 - 69 D		
0 - 59 F		

Grading Policy

Formal grade appeals must be made in writing, and in the case of a paper, I will re-grade your entire paper. Therefore, your grade can go up or down. A final grade of “Incomplete” will only be given in this course under exceptional circumstances and is solely at the discretion of the instructor. If an incomplete is given, it is the student’s responsibility to complete the necessary requirements as early in the following semester as possible. Legitimate excuses for absence from class (e.g., religious holiday, medical emergency, or illness) must be presented to me prior to the class when feasible. Late assignments will be docked 5 percent per day (half letter grade), for each day that a project is late (including weekends).

Office Hours

Students who are having difficulty with the course materials and/or assignments are encouraged to make an appointment with me. Don’t be afraid to come by. However, please note that office hours are for clarification of material, not for recreating a lecture if you skipped class. If you like to talk to me, feel free to stop by my office during office hours but please email me in advance if possible.

Culture of Honesty Policy

You are responsible for knowing and complying with the policy and procedures relating to academic honesty. To understand what constitutes dishonest work, as defined by the University, please carefully review the policy here: <https://ovpi.uga.edu/academichonesty/academic-honesty-policy>

Course Outline

Introduction (8/20)

- The Syllabus. Read the syllabus. Please.
- Perusall introduction

Thinking Formally about Electoral Behavior (8/25, 8/27)

- Downs, A. (1957). “An economic theory of political action in a democracy.” The Journal of political economy, 135-150.

- Riker, W. H., Ordeshook, P. C. (1968). "A Theory of the Calculus of Voting." *American political science review*, 62(01), 25-42.
- Goodman, N., Stokes, L. C. (2018). Reducing the cost of voting: an evaluation of internet voting's effect on turnout. *British Journal of Political Science*, 1-13.

Electoral Systems and Voter Turnout (9/1, 9/3)

- Geys, B. (2006). "Explaining voter turnout: A review of aggregate-level research." *Electoral studies*, 25(4), 637-663.
- Krupnikov, Yanna. 2011. When does negativity demobilize? Tracing the conditional-effect of negative campaigning on voter turnout. *American Journal of Political Science*, 55(4), 797-813
- Charles R. Hunt, (2018). "When does redistricting matter? Changing conditions and their effects on voter turnout." *Electoral Studies Volume 54*: 128-138

Institutional Barriers (9/8, 9/10)

- McDonald, M. P., Popkin, S. L. (2001). The myth of the vanishing voter. *American Political Science Review*, 95(4), 963-974.
- Brians, Craig, and Bernard Grofman. 2001. "Election Day Registration's Effect on US Voter Turnout." *Social Science Quarterly* 82: 170-83.
- Richey, S. (2008). "Voting by mail: Turnout and institutional reform in Oregon." *Social Science Quarterly*, 89(4), 902-915.
- Alvarez, R. M., Bailey, D., Katz, J. N. (2008). "The effect of voter identification laws on turnout." *California Institute of Technology Social Science Working Paper*, (1267R).

Who Votes?(9/15, 9/17)

- Brians, C. L., Grofman, B. (1999). When registration barriers fall, who votes?: An empirical test of a rational choice model. *Public Choice*, 99(1-2), 161-176.
- Berinsky, A. J., Burns, N., Traugott, M. W. (2001). "Who votes by mail?: A dynamic model of the individual-level consequences of voting-by-mail systems." *Public Opinion Quarterly*, 65(2), 178-197.
- Uggen, C., Manza, J. (2002). Democratic contraction? Political consequences of felon disenfranchisement in the United States. *American Sociological Review*, 777-803.
- Stewart III, C. (2013). Voter ID: Who has them; who shows them. *Okla. L. Rev.*, 66, 21.

Social Influences on Electoral Behavior (9/22, 9/24)

- Skocpol, T., Ganz, M., Munson, Z. (2000). “A nation of organizers: The institutional origins of civic voluntarism in the United States.” *American Political Science Review*, 94(03), 527-546.
- Cho, W. K. T., Gimpel, J. G., Dyck, J. J. (2006). “Residential concentration, political socialization, and voter turnout.” *Journal of Politics*, 68(1), 156-167.
- Cebula, Richard J. (2017). “Unemployment and voter turnout revisited: A brief note.” *Electoral Studies* 48: 149-152

Media and Participation (9/29, 10/1)

- Prior, M. (2005). “News vs. entertainment: How increasing media choice widens gaps in political knowledge and turnout.” *American Journal of Political Science*, 49(3), 577-592.
- Schlozman, K. L., Verba, S., Brady, H. E. (2010). “Weapon of the strong? Participatory inequality and the Internet.” *Perspectives on Politics*, 8(02), 487-509.
- Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., Fowler, J. H. (2012). “A 61-million-person experiment in social influence and political mobilization.” *Nature*, 489(7415), 295.
- Gil de Zúñiga, H., Jung, N., Valenzuela, S. (2012). “Social media use for news and individuals’ social capital, civic engagement and political participation.” *Journal of computer-mediated communication*, 17(3), 319-336.

Campaign Effects (10/6, 10/8)

- Kalla, J. L., Broockman, D. E. (2018). The minimal persuasive effects of campaign contact in general elections: Evidence from 49 field experiments. *American Political Science Review*, 112(1), 148-166.
- Kruikemeier, S., Sezgin, M., Boerman, S. C. (2016). Political microtargeting: Relationship between personalized advertising on facebook and voters’ responses. *Cyberpsychology, Behavior, and Social Networking*, 19(6), 367-372.
- Endres, K., Kelly, K. J. (2018). Does microtargeting matter? Campaign contact strategies and young voters. *Journal of Elections, Public Opinion and Parties*, 28(1), 1-18.

Midterm Review (10/13)

Midterm (10/15)

How Voters Decide (10/20, 10/22)

- Abramowitz, A. I. (1989). “Viability, electability, and candidate choice in a presidential primary election: A test of competing models.” *The Journal of Politics*, 51(04), 977-992.
- Pease, A. and Brewer, P.R., 2008. The Oprah factor: The effects of a celebrity endorsement in a presidential primary campaign. *The international journal of press/politics*, 13(4), pp.386-400.
- Fausey, C.M. and Matlock, T., 2011. Can grammar win elections?. *Political Psychology*, 32(4), pp.563-574.

Information Shortcuts (10/27, 10/29)

- Popkin, S. L. (1995). “Information shortcuts and the reasoning voter.” *Information, participation and choice: An economic theory of democracy in perspective*, 17-35.
- Lupia, A. (1994). Shortcuts versus encyclopedias: Information and voting behavior in California insurance reform elections. *American Political Science Review*, 88(1), 63-76.
- Lau, R. R., Redlawsk, D. P. (2001). “Advantages and disadvantages of cognitive heuristics in political decision making.” *American Journal of Political Science*, 951-971.

Partisanship (11/3, 11/5)

- Weinschenk, Aaron C. (2013). “Partisanship and Voting Behavior: An Update.” *Presidential Studies Quarterly* 43(3): 607-617.
- Abramowitz, A. I., Webster, S. (2016). “The rise of negative partisanship and the nationalization of US elections in the 21st century.” *Electoral Studies*, 41, 12-22.
- Huddy, L., Mason, L. and Aarøe, L., 2015. Expressive partisanship: Campaign involvement, political emotion, and partisan identity. *American Political Science Review*, 109(1), pp.1-17.

Rainy Day Readings(11/10, 11/12)

- Ojeda, C. (2015). Depression and political participation. *Social Science Quarterly*, 96(5), 1226-1243.
- Gomez, B. T., Hansford, T. G., Krause, G. A. (2007). “The Republicans should pray for rain: Weather, turnout, and voting in US presidential elections.” *The Journal of Politics*, 69(3), 649-663.

- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., & Hutchings, V. L. 2011. Election night's alright for fighting: The role of emotions in political participation. *The Journal of Politics*, 73(1), 156-170.

Institutions (11/17, 11/19)

- Mayhew, D.R., 1974. *Congress: The electoral connection*. Yale university press.

Thanksgiving Break

- Have fun! Stay safe!

Final Review(12/1, 12/3)

Final Exam (12/15)

- 3:30-6:30
- Paper due via email