



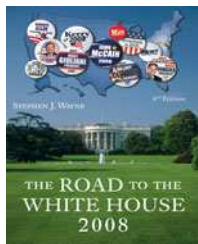
POLS 3123 **THE ROAD TO THE WHITE HOUSE** (CRN 2532)
Time: M,W,F 12²⁰ to 1¹⁵; **Location:** 209 Young Hall; **Credit:** 3 hours
Professor: Carl Cavalli; **Office:** 338 West Main Hall
Phone: 706-864-1872; **E-mail:** ccavalli@ngcsu.edu
Office Hours: M,W,F 11⁰⁵-12²⁰, T,R 2⁵⁰-4⁰⁰; by email or appointment

This is the presidency... I didn't think folks wanted a lot of that crap. It was a terrible mistake.
 -Michael Dukakis

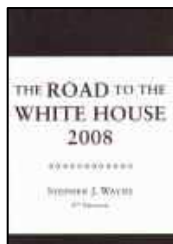
Course Description:

Prerequisite: POLS 1101
 This course covers the presidential selection and election processes, raising several theoretical questions about elections and examining the empirical evidence available to answer those questions. In particular, the issues of campaign finance, media coverage, and candidate selection will be covered.

Required Readings:
Texts:



Wayne, Stephen. 2008. *The Road to the White House 2008*, 8th Edition.



Wayne, Stephen. 2008. *The Road to the White House 2008*, 8th Ed. Epilogue.



Nelson, Michael, ed. 2010. *The Elections of 2008*.

Web Sites:

YAHOO! NEWS
 Politics
<http://news.yahoo.com/politics>
Presidential Elections
<http://news.yahoo.com/politics/elections/presidential-elections>

Additional material: see <http://www.ngcsu.edu/cavalli/3123.htm>

WEB SITES: Main – <http://www.ngcsu.edu/cavalli/3123.htm>; Turnitin.com - <http://turnitin.com/static/index.html>; WebCT Vista - <https://ngcsu8.view.usg.edu>

Course Objectives and Format:

Civic participation is the life blood of our democracy, and knowledge is key to civic participation. Understanding presidential elections is an essential part of any political and civic education. The **objectives** of this course are to 1) acquire an **understanding** of presidential elections; 2) explore the **issues** involved in electoral activity from both an analytical and practical viewpoint; 3) promote the value of **open-mindedness** when confronting these issues; and 4) promote a sense of political **efficacy** with the practical applications of the knowledge and skills acquired in class.

The substance of this course consists of **information from several sources**. In class, we will engage in as much **discussion** and as little lecture as possible. To that end, *you need to do the readings before their assigned date*. Be familiar enough with them to *discuss* and answer *questions* about them. We will also examine recent presidential campaigns to get a “real time” view of the electoral process. Therefore, you must also *stay informed* of the progress of these events. We will follow current events as covered in the *Yahoo! News/Politics* (<http://news.yahoo.com/politics>) web site.

For other mutual **sources of information** (so we know what each of us is talking about), I suggest **reading** the *New York Times* (<http://nytimes.com>) or the *Washington Post* (<http://washingtonpost.com>); **listening** to *Morning Edition* (5-9am) or *All Things Considered* (4-6:30pm) on National Public Radio (<http://www.npr.org>; WABE-FM, 90.1 in Atlanta or WNGU-FM, 89.5 in Dahlenega) or **watching** the *NewsHour with Jim Lehrer* (6-7pm) on PBS (<http://www.pbs.org>; WGTV, Channel 8 in Atlanta), or C-SPAN (<http://cspan.org>; when appropriate). Online, you may also check the Federal Election Commission (<http://fec.gov>) site for detailed campaign finance data and the Electoral College (<http://archives.gov/federal-register/electoral-college/>) site for electoral data. Nongovernmental sources include political party web sites (see <http://www.politics1.com/parties.htm> for site links). Media sites include CNN’s *Politics.com* (<http://www.cnn.com/politics/>), or FOX News’ *Politics* (<http://www.foxnews.com/politics/>) sites. For these and other relevant sites, see my *Government and Politics* (<http://www.ngcsu.edu/cavalli/gov-pol.htm>) site.

In addition to the assigned readings, we will review articles from the *Yahoo! News/Politics* web site each week. *You will present* and lead **class discussions** of the articles. Together, we will select articles from the web that complement class topics¹. So in a very real sense, you will help to shape the content of the course! Of course, you **all** are responsible for **all** of the assigned articles, text, and any other course materials. In presenting these articles, I would like each class member to assume a particular role (e.g., candidates, party strategists, the press, etc.). This will help us to gain particular insights into the different perspectives on various electoral issues. A list of roles appears at the end of this syllabus.

For **most weeks** (see course schedule, below), the class meets **Wednesdays/Fridays only**. **Online discussion replaces Monday classes:** We will begin new topics and readings *after* each Friday class. You are **required** to post comments on that material to our WebCT discussion site. You are **required** to post at least one **substantive response** (1. *not* just “I liked...”, or “I didn’t like” or similar words; 2. *analytical*, not judgmental) to discussion/notes I will post on WebCT each week *and* at least one **substantive original comment**. Treat online discussions as required readings – you are responsible for, and may be tested on them. There may be videos to view or other activities assigned as part of these discussions.

There are **two ‘mid-term’ exams and a final**. Each is 15% of your grade. They consist of two essay questions. A few days *before* the exam, I will give you a set of four essay questions. On the *day* of the exam, I will select 2 of these questions for you to answer. *Please do not miss the exams* (you know *our* schedule *now* and so can plan *your* schedule well ahead). *I will not give makeups unless you* 1) **notify me or the department in advance** (no exceptions); and 2) **verify extreme circumstances in writing**. A **team research project** of at least 18 (typed, double-spaced, one-inch margins, 12-point font or smaller) pages (another 10% of your grade) is due no later than *November 16th*. The exact format and topics will be discussed in class, but you must discuss them with me before proceeding. To prepare you for the project, an **annotated bibliography** is due by *October 28th*. An **annotated outline** of your project is due by *November 4th*. Together, the bibliography and proposal/outline are worth 5% of your grade. A **revision** of your project, worth 10% of your grade, is due *in class during the last week* (see the schedule for details). *Do not turn in late papers!* If I accept them (and I may not!), you will lose either 5% or 1 point of your paper grade (whichever is *greater*) for each *day* late. Your **online posts** are worth another 10% of your grade. A **presentation** of your project during the last two weeks of class is another 10% of your grade. Another 5% consists of your **web article presentations**. Finally, 5% consists of your **participation** in and **attendance** of class.

Exams	Written exercises		Other		
Exam #1	15%	Bibliography/Proposal	5%	Online Discussions	10%
Exam #2	15%	Project	10%	Articles/Role-Playing	5%
Final	15%	Presentation	10%	Participation/Attendance	5%
		Revision	10%		
Total:	45%		35%		Grand Total: 100%

¹ Each week, we will select articles for discussion for the *following* week’s class. Links to articles will be posted on our main web site.

While I do not **grade** on a curve (You earn what you earn, and I *hope* you all earn “A”s!), the typical class average is around a middle or upper “C” (*Despite* the often inflated nature of grading, a “C” is *average* — *not* below average; and a “B” is *above* average). Simply completing the course requirements will most likely earn a “C” (70-79). A “B” (80-89) requires some demonstration of effort *beyond* just the requirements. An “A” (90-100) requires *extraordinary* performance. *Two final notes on attendance:* 1. While the **NGCSU attendance policy** (see the *NGCSU Student Handbook*, or the *NGCSU 2008-2010 Bulletin*, p. 79) applies to this course, and while I *will* take attendance, I’m only interested in your general attendance. I’m only interested in your general attendance. If you’re only absent once or twice, don’t worry. If you’re absent a *lot* (NGCSU does not recognize “cuts”), your grade *will* suffer (note also: late=absent!); 2. Any class **announcements** are considered sufficient notice. So, one way or the other, *attendance matters*.

Course Schedule:

Legend: **Road** = *The Road to the White House*; **Elections** = *The Elections of 2008*; **Epilogue** = paper supplement to *Road* text. **Numbers** following the names are chapter numbers. Other names refer to articles; **italicized titles** refer to videos. **Articles** = **Yahoo! News** articles (to be selected in class—see updates on <http://www.ngcsu.edu/cavalli/3123.htm>). **Grey** cells are off days, **Red** cells are exams, **Dark** cells are online past topics (and other out of class activities).

Week	Monday/WebCT discussion (due by Noon Tuesday)	Wednesday	Friday
8/17	—Brace yourself!—	Introduction (“Hello, my name is...”)	History: Road 1; Elections 1
8/24	History: Issacharoff; Pepe; Drop/Add ends 5p Tues.	Class Discussion	Class Discussion
8/31	Campaign Finance: Road 2; Elections 8; DNC [official]	<i>Follow the Money</i>	Class Discussion; Articles
9/7	Environment: Road 3; RNC [official]	Class Discussion	Articles
9/14	Nomination – Delegates: Road 4,5	<i>Primary</i>	Class Discussion; Articles; Exam questions
9/21	Nomination – Delegates: Elections 2	—Exam #1 (material through 9/18)—	<i>So You Want To Be President</i> ; Class Discussion; Articles
9/28	Nomination – Delegates: Epilogue	<i>9 Days in New Hampshire</i>	Class Discussion; Articles
10/5	Nomination – Convention: Road 6	<i>Historic convention excerpts</i>	—Fall Break (Not a moment too soon!)—
10/12	Campaign – Organization: Road 7; Tue. Is last day to drop	<i>2008 convention excerpts</i> ; Class Discussion	Articles
10/19	Campaign – Media: Road 8; Goldstein & Freedman	<i>Making the Message</i>	Class Discussion; Project Workshop ; Exam questions
10/26	Campaign – Media: Elections 6	—Exam #2 (material through 10/23)— Annotated bibliog. due 5pm	<i>Every Four Years</i> ; <i>Run, Spot, Run</i> ; Articles; It's my b-day – be nice!
11/2	Election – The Vote: Road 9; Elections 3,7	Class Discussion; Annotated outline due 5pm	Articles
11/9	Election – Reform: Road 10; Elections 9	Class Discussion; Articles	—No Class: I'll be out drinking – er, I mean, at a conference!—
11/16	Project due 5pm	Presentations	Presentations
11/23	Presentations; Revisions due for last week's presenters	—No Class: Thanksgiving (Turkey! Football!!! Relative who stay too long!!! I can't wait!)—	
11/30	Presentations; Exam questions	—...The nightmare is almost over!—	FINAL: 3:30pm; Revisions due for remaining presenters

POLS 3123 Roles:

Article presentations and other class discussions will use *Socratic Dialogues*, requiring class members to assume various roles during discussions.

What is a Socratic Dialogue? The Socratic Dialogue format uses role playing, hypothetical case studies, and a roving inquisitor to compel panelists to confront what they would do in situations where the “right” choice is not clear. The question “What would you do?” is different from “What do you think?” in that it drives a participant to reveal how he or she would confront a specific problem. The exercise is designed to identify the perceptions and decision-making processes of all sides and to enable participants to better understand both their own positions and the imperatives driving others’ actions. As panelists wrestle with the hypothetical situations, the drama created helps illuminate complex issues in an enlightening way. [Viewer’s Guide, *Beyond Black and White: Affirmative Action in America*. 1999. *PBS*. [WWWdocument]. URL <http://www.pbs.org/pov/tvraceinitiative/beyondblackandwhite/viewer.html#socratic>]

These are suggestions for 'characters' to assume when presenting articles and leading discussion in class:			
Presidential Candidates	Party & Campaign Specialists	Outside Actors	
Republican Presidential Candidates	Republican Campaign Strategists	Interest Groups	
Democratic Presidential Candidates	Democratic Campaign Strategists	The Press	
Independent Presidential Candidates	State Party Leaders	The Public	

Each class member must either select one of these roles or suggest another one subject to approval.

Additional Material (NOTE: Articles are only available on either the R-drive (PS/CJ | Cavalli | POLS3123) or the WebCT Vista mirror):

Articles: 1. Issacharoff, Samuel. Spring 2005. Law, Rules, and Presidential Selection. *Political Science Quarterly*. 120(1). 113-129. 2. Pepe, Phil. June 13, 2005. 1960 World Series: A cryin' shame. YESNetwork.com <http://yesnetwork.com/announcers/article.asp?article_id=395&print=yes> (Retrieved June 14, 2005). NOTE: link is no longer active. 3. Goldstein, Ken, and Paul Freedman. 2002. Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *Journal of Politics*. 64(3). 721-40.

Videos: 1. *Follow the Money*. June 29, 2004. *DiscoveryTimes Channel*. 45 min. 2. *Primary*. 1960. *Time-Life Broadcast*. 53 min. 3. *So You Want To Be President*. 1984. *Frontline*. *PBS*. 54 min. 4. 9 Days in New Hampshire. 2004. *DiscoveryTimes Channel*. 45 min. 5. A Look Back: Political Conventions (excerpts). 2000. **C-SPAN**. 6. *The Daily Show* Special Presentation: The Democratic National Convention (excerpts). August 25-28, 2008. **Comedy Central**; *The Daily Show* Special Presentation: The Republican National Convention (excerpts). September 1-4, 2008. **Comedy Central**. 7. *Making the Message: The Fight for the Presidency*. 2004. *DiscoveryTimes Channel*. 90 min. 8. *Citizens '96: An Election Survival Guide* (excerpts: “*Every Four Years*”, 13 min.; “*Run Spot Run*”, 10 min.). 1996. *PBS*.

Plagiarism in any form is a violation of NGCSU Academic Integrity policies and will not be tolerated:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

NGCSU Early Intervention required statement:

As part of NGCSU’s Early Intervention commitment to your academic success, I may refer you to university services designed to help you succeed. Please understand that such referrals are not a form of punishment – they are intended to help you. In turn, I expect you to take advantage of the offer.

NGCSU Integrity Code: “I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those that do.”

All students in this class are bound by the above Integrity Code. For information on Academic Integrity as defined by NGCSU, see the *NGCSU 2008-2010 Undergraduate Bulletin*, p. 90. See also the *FAQs* page on *Turnitin.com*.

Information Literacy (IL): Our class project addresses IL Outcomes #1-4 (see <http://www.il.ngcsu.edu/outcomes.htm>). Using turnitin.com meets #5.



Disability Access:

North Georgia College & State University (NGCSU) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

To receive disability accommodations, please contact the Coordinator of Disability Resources, Office of Academic Support Programs, 122 Barnes Hall (phone: 706-867-2782). Approval of reasonable accommodations will be made on a case-by-case basis.