

PSC 4010
Elections and Governance
Spring 2015

Instructor: Mr. Jonathan Doc Bradley
Location: BEH 213
Time: MW 10:00 – 11:15 am

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Office: WRI A 217
Office Hours: M/W 11:30a-1:30p

Course Overview and Learning Outcomes:

The purpose of this class is to investigate the causes and consequences of the decoupling of contemporary electoral politics from governance, as well as evaluate potential reforms to each of these processes. Elections are the primary means by which public opinion is infused into the political system and representation is achieved. Governance, not to be confused with *government*, is the process whereby policy goals are developed and implemented. Ideally, these two processes should reinforce each other. However, today, as the costs of contemporary elections continue to escalate, they offer more negativity and less substance, while the institutionalization of the permanent campaign has made it nearly impossible for policy makers to address the country's myriad policy challenges. In other words, the necessity to permanently campaign has decreased the actual ability to govern.

This class incorporates material from the Brookings Institution's Governance Studies program and is highlighted by guest lectures by Brookings scholars who will be visiting UNLV during the term. In addition, this course will meet all five University Undergraduate Learning Outcomes (UULOs). By the end of the course, students will be able to:

1. More effectively use their critical thinking, writing, and information gathering skills.
2. Assess how institutional arrangements and processes and the preferences of political actors determine policy and electoral outcomes.
3. Understand the inter-relations between different levels of government and how these relationships affect the delivery of governmental policy.
4. Analyze how electoral and policymaking institutions function at different levels of government.
5. Produce a public policy memo addressing an area of concern presented in this class, evidence of the issue and viable solutions for the issue.

University Undergraduate Learning Outcomes (UULOs)

This course supports the following UULOs:

- 1) Intellectual Breadth and Lifelong Learning - Integrate basic principles of the social sciences and develop skills and a desire for lifelong learning.
- 2) Inquiry and Critical Thinking - Be able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems
- 3) Communication - Communicate effectively in written and verbal modes
Citizenship and Ethics - Participate knowledgeably and actively in the public life of our communities and

make informed, responsible, and ethical decisions in one's personal and professional lives.

- 4) Multicultural Knowledge and Awareness – Develop knowledge of multicultural societies and an awareness of one's place in and effect on them
- 5) Citizenship and Ethics - Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one's personal and professional lives.

Readings:

Edwards, Mickey. 2012. *The Parties Versus the People*. New Haven: Yale University .
Mann, Thomas E. and Norman J. Ornstein. 2012. *It's Even Worse Than It Looks*. New York: Basic Books.
Wittes, Benjamin (ed.). 2012. *Campaign 2012*. Washington DC: Brookings Institution.

Additional course readings will be available via the course WebCampus site. These will be posted at various times throughout the semester.

Policy Paper, weekly reading critical responses, and grading.

Your main assignment for the class is to produce a strong and coherent public policy memorandum. It will be based largely on Brookings Policy Papers either produced at Brookings Institute or at Brookings Mountain West. This assignment will be broken down into several component parts which will be graded and due at various times during the course. You will also be expected to continually improve on the work you have submitted so that by the end of the semester you will produce a well-polished policy memorandum. Each assignment will have the opportunity to be corrected and resubmitted for grade improvement. The final completed work will be a policy memorandum containing a cover page with abstract, a one (1) page facts sheet, a three (3) page synopsis, and a 12 or so page memorandum with footnotes. The entire memorandum with cover, facts sheet, synopsis, and body will be around 4,500 words.

You are instructed to select one issue or aspect of this course (see list below) and fully investigate the matter so as to provide detailed information about the subject. To that end you will be tasked with completing the following graded assignments (due dates listed in calendar):

- 1) Meet with professor at some point in the first three (3) weeks of class to select and discuss memorandum topic. You will need to make an appointment with me. Expect the meeting to last 20 minutes or so. You will need to answer the following questions concerning you topic selection:
 - a. What is it?
 - b. Why do you want to research it?
 - c. What your initial position is on the subject (which may change after your research)?
 - d. How you plan to research and what you expect to find?
 - e. Your understanding of the level of work required to complete the memorandum.
(2% of grade).
- 2) A 150 to 200 word abstract explaining all the things discussed in the meeting.
(5% of grade)

- 3) A bibliography with 10 citations (other than class material) which you plan to use for your memorandum. Five of those citations will need to be annotated with 100 words or so answering the following questions:
 - a. What is the work and what does it say?
 - b. What level of quality is the work?
 - c. How relevant is the work?
 - d. How relevant is the work to you?
 (10% of grade)
- 4) A one page “facts page” composed of bullet point facts about your subject (5% of grade).
- 5) Interview with elected official or public/community leader concerning issue. Before the interview the student will need to email the professor with a brief description of who they intend to interview, why, and a list of general question they intend to ask.
ASSIGNMENT MUST BE COMPLETED BEFORE THE 15TH OF APRIL!
 (10% of grade)
- 6) Rough draft which must contain (but not limited to) **(2,000 words at minimum)**:
 - a. Introduction
 - b. Issue with evidence that it actually exist
 - c. Projection of issue if it goes unchanged or worsens
 - d. Solutions
 - e. Conclusions
 (15% of grade)
- 7) Final memorandum with coversheet, fact sheet, 3 PAGE SYNOPSIS, memorandum.
 (25% of grade)

Issues:

**(These are big issues so you will probably want to concentrate on a single aspect)
 (And remember, it is possible that there is no “there, there.”)**

- Lack of political efficacy of citizens
- Demoralization of citizens with the political process
 - Political parties are too powerful
 - Political parties are too weak
- Media’s (news) role in perpetual elections
- Media’s (other than news) role in perpetual elections
- Media’s role in partisanship or polarization
- Redistricting of federal elections
- Redistricting of state elections (Nevada, California, Texas, Ohio, New York, or Florida).
 - The Presidential Primary process.
 - The Nevada primaries for state elections.
 - Campaign finance (some aspect of it).
 - State ballot initiatives (pick a state, preferably ours)
 - Direct democracy
- The uniqueness of Las Vegas, Clark County, and the resort corridor
 - The political power and clout of large cities
 - The relationship between Carson City and Las Vegas
 - Elections and Governance in the Silver State

Weekly reading critical response:

Nine (9) times throughout the semester you will need to submit a one page critical response to the upcoming week's readings. It will be one page in length (no exceptions), cannot be smaller than 11 point font, Times New Roman or Arial font, and there need to be at least ½ inch margins around the paper border. They do not need to be referenced and you can simply address the authors directly by their last name. Understand this paper is not a report or review of what you read, but rather a critical response to what you read. That means you need to relay a general theme of the readings, what they have in common, how well the authors explain the concepts, what they get right (and why they get it right), what they get wrong (and why they get it wrong). You do not need to include everything you have read, but instead can concentrate on a singular or a few threads (but it would be wise to reference all the readings).

Think of it this way. Say you are debating with your professor about the issues in the readings. You will first need to know what the issues are, and more, importantly, the evidence presented in the readings to make your point. Or you can take the authors head on for what they are writing. You can do it by opposing what they have written (the easier), or praising what they have written (the harder because you will need to provide better evidence (it is always easier to tear down than build up)). I don't care if you "liked the reading" or if it was easy or hard to read. In these papers show me that you understand what is being said, why it is important (either right or wrong), and what it all means in the parameter of the class. As the semester goes on I will expect these to get better and you to incorporate more general understanding of the material.

Each critical response paper will be worth 2% (for a total of 18%) of your final grade, and will be graded on a 4 point scale. These can be resubmitted for a higher grade, but you will still need to complete 9 total. There will be no makeups, and it is not my responsibility to keep up with the total you have done. *They will be due at the start of each Monday's class for the upcoming week's readings.* You will need to retain the graded copies I return to you as proof of completion. (18% of final grade).

***** Final test 10% of grade*****

***** Class participation and behavior will account for 5% of grade*****

Grading:

100% - 93% = A, 92.9%-90% = A-, 89.9%-87% = B+, 86.9%-83% = B, 82.9%-80% = B-, 79.9%-77% = C+, 76.9%-72% = C, 71.9% -70% = C-, 69% - 60% = D below 60% = F

Schedule: (This schedule is subject to change and all guest lecturers are tentative)

January 19th: Doctor, Reverend Martin Luther King Jr. Day, no class

January 21st: Class introduction

Read: Mann and Ornstein "Introduction"
Wittes "Introduction"
Edwards "Preface"

January 26th: Parties and media as agents of polarization?

Read: Edwards chapters 1 and 2

Wittes chapter 1

Check Webcampus for additional readings

January 26th: Last day to drop without a penalty

Electoral Institutions and How They Affect the System

January 28th: The permanent campaign and ambitious politicians.

Read: Edwards chapter 3

Mann and Ornstein chapter 1 and 2

Check Webcampus for additional readings

February 2nd: Redistricting: The ugly and the ...

Read: Check Webcampus for readings

February 4th: Picking the president.

Read: Edwards chapter 4

Check Webcampus for additional readings

Must meet with professor for memorandum topic by this date

February 9th: Campaign Finance part 1

Read: Edwards chapter 5

Check Webcampus for additional readings

February 11th: Campaign Finance part 2

Read: Check Webcampus for readings

Hand in 150-200 word abstract

February 16th: Washington's Birthday, no class

February 18th: Carol Graham

Read: Check Webcampus for readings

Email revised 150-200 word abstract by COB (Close Of Business, 5pm)

Policy Making and Governance at the National Level

February 23rd: Partisan polarization as the new normal

Read: Edwards Chapter 6

Check Webcampus for additional readings

February 25th: Elizabeth Ferris: Central America in U.S. Politics.
Read: Check Webcampus for additional readings

February 27th: Final day to drop with a 50% refund

March 2nd: Polarization in the congress and the affect in policy.
Read: Edwards chapters 7 and 8
Mann and Ornstein chapter 3 and 4
Check Webcampus for additional readings

March 4th: Jennifer Vey
Read: Check Webcampus for readings
Hand in Bibliography

March 9th: Making presidential policy and ruling by bureaucracy
Read: Edwards chapters 9 and 10
Wittes chapters 5 and 7
Check Webcampus for additional readings

March 11th: Joshua Meltzer
Read: Check Webcampus for additional readings
Email in revised Bibliography by COB

March 16th: The effects of partisanship on the federal courts.
Read: Edwards chapters 11 and 12
Mann and Ornstein chapter 5

March 18th: John Hudak
Read: Check Webcampus for additional readings
Hand in facts page

Policy and Governance Below the Federal Level

March 23rd: The Laboratories of Democracy
Read: Wittes chapter 4
Check Webcampus for additional readings

March 25th: Ross A. Hammond
Email in revised facts page by COB

March 30th -April 4th: Spring Break. Have fun, make some memories, but be safe.
April 3rd: Final day to withdraw.

April 6th: Local level governance
Read: Check Webcampus for readings

April 8th: Jeremy Shapiro “Politics and the State Department”

Read: Check Webcampus for readings

Hand in rough draft (There will be no grade revisions for the rough draft)

April 13th: Direct democracy as a curative...uhhhh....? Part 1

Read: Edwards chapter 13 and the Appendix

Check Webcampus for additional readings

April 15th: Jeffrey S. Gutman

Interview must be conducted by this date

April 20th: Direct democracy and the solution to all our problems (We need an emoticon for sarcasm). Part II

Read: See April 13th

Check Webcampus for additional readings

April 22nd: The Metro Revolution Part I

Read: Check Webcampus for additional readings

April 27th: The Metro Revolution Part II

Read: Check Webcampus for additional readings

April 29th: Presentations of Policy:

A 10 to 15 minute presentation on your policy position. You need to sell me and the rest of the class on your position. And you need to do it out of the goodness of your heart and the sweat of your brow. There is no grade for this. Much like most of the things you will do in life you will do them for no reward and simply because you have to.

Final Memorandum

May 4th: Presentations of Policy:

May 6th: Presentations of Policy:

May 11th—16th: *Finals week.*

Final Memorandum with revisions due during finals testing period

Final Test

Requirements:

1. Attendance: Attendance is mandatory. It is difficult to earn a passing grade in this class if you are not present for the lectures. Students are responsible for all information taught and provided in class, whether they are present or not. Attendance will be taken at random, and I reserve the right to take attendance at multiple times during one class period. Two (2) absences will result in

0% given for class participation and attendance. Any additional absences will result in a half letter grade reduction per absence. Valid absences for scholastic reasons, religious reasons or medical reasons will be allowed and will not count against overall attendance. Scholastic and religious absences need to be preapproved. Medical absences need to be proven with medical paperwork from a medical professional concerning the date missed.

2. Tardiness: I loathe tardiness. Constant tardiness will not be tolerated. **DO NOT BE TARDY WHEN WE HAVE A GUEST LECTURER.** It is disrespectful to your fellow students, and much more importantly, it is disrespectful to me and our guest. Continued tardiness will result in a lowering of your class participation grade, and could also result in a lowering of your overall final grade. I reserve the right to restrict access to the class if tardiness by any student(s) becomes an issue. If you have extenuating circumstances that will cause you to be consistently tardy, please contact me at the beginning of the semester about the situation. I am willing to make allowances for valid reasons.

3. Communications: Email communications must be via RebelMail and Webcampus. Do not send an email via Google, Yahoo, or other commercial providers. For all communications send me an email via RebelMail or Webcampus, or come see me directly. I will not answer emails sent in any medium other than RebelMail. I check my office phone messages infrequently, and there is no way on this Earth I am giving you my cell number. Do not leave an important message on my office line and expect me to retrieve it rapidly. If you do leave a message it would behoove you to also send an email with the same information. Please avail yourself of my office hours. I am here to help you and teach you. I am thrilled by visits from students (honestly) who are seeking to learn and understand.

Classroom Behavior: Every student is entitled to a distraction-free classroom. Students may not behave in any manner that interferes with the learning of another student or my teaching. This includes, but is not limited to, the following:

- 1) You will be utmost respectful to your instructor, but most especially our guest. All of the below rules will be enforced throughout the entirety of the class, but especially when our guest lecturers are present. Violation of any of the below rules can result in a lowering of your final grade.
- 2) You must arrive and be prepared to begin class on time.
- 3) **Cell phones must be turned off and stored out of sight.** Texting, accessing the internet, or reading email during class is absolutely prohibited and will result in your being asked to leave the classroom. Continual cell phone use during the class will result in a lowering of your class participation grade. I have no tolerance for cell phones in class. We have survived in various forms of society for 8,000 years without cell phones. You can survive for a few hours without yours. I don't even want to see them out. If they are out I will assume you are using it and I will ask you to put it away. Unless you are a brain surgeon on call or in possession of the nuclear launch codes there is absolutely no reason you need to be talking or texting on your cell phone in our class.
- 4) Laptops and tablets are allowed in class ONLY to take notes. You are not to access the internet (unless I request you to do so), check email or perform any other function on your computer that is not class related. I reserve the right to discontinue the use of all or individual electronic devices in class if they disrupt the learning environment. **If you use a laptop or tablet to take notes a copy of your daily notes must be emailed to me before the next class.**

- 5) No “side-bar” conversations or passing notes. Ignoring this rule will result in your being asked to leave the classroom. I do not tolerate students who are disruptive or inconsiderate of other students.
- 6) Do not do another class’ homework in this class.
- 7) Recording devices will not be permitted.
- 8) No food or beverages (except water in a sealable container) are allowed in the classroom.
- 9) No sleeping
- 10) Classroom behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university.

University Policies and Resources:

1. Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* located at: <http://studentconduct.unlv.edu/misconduct/policy.html>. Any evidence of collaboration, plagiarism, or other violations of the honor code will be immediately referred for investigation.

2. UNLV requires all members of the university community to follow copyright and fair use requirements. You are individually responsible for violations of copyright and fair use laws. UNLV will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://provost.unlv.edu/copyright/statements.html>.

3. The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

4. The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor.

5. The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.
6. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>
7. Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 6, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably be avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.
8. By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
9. The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule (<http://www.unlv.edu/registar/calendar>)

This syllabus is subject to change at the university's, departments', and/or the instructor's desire.

