

Hofstra University
Peter S. Kalikow Center for the Study
of the American Presidency
Fall 2020

PSC 151: Winning the White House in 2020

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This seminar will examine the 2020 race for the presidency, focusing on how the intense partisanship and polarization in current American politics shapes the campaign. In 2016, Donald Trump's unorthodox and ultimately successful presidential campaign challenged and upended much of the conventional wisdom regarding modern American presidential elections. He possessed no electoral experience, entered the race relatively late, raised and spent relatively little compared to his opponents, communicated via social media and appearances on cable news, largely eschewed television advertising and political organization, and exhibited a campaign style notable for an extraordinary degree of bombast and vitriol against opponents and the media.

Did Trump's strategy and tactics in 2016 represent a temporary aberration from the way presidential campaigns are conducted, or did they constitute a new set of rules for winning the nation's highest office? Will Trump's record as president be an asset or liability in his reelection campaign? How is Trump's rise to power and governance influencing aspirants for the Democratic presidential nomination? And how will the outcome of the 2020 election affect American government and politics in the future?

This seminar will explore these questions by studying the evolution of modern American presidential campaigns and placing the 2020 election in institutional context. Through Hofstra's Peter S. Kalikow Center for the Study of the American Presidency, we will have special opportunities to speak informally with guest speakers as well. Because Hofstra has had the honor of hosting three presidential debates, we will devote particular attention to examining how campaign debates inform the selection process. Grades will be based on class participation and multiple writing assignments, as discussed below.

COURSE REQUIREMENTS AND POLICIES

Daily participation in this seminar is *essential* to understanding the readings and developing your knowledge of presidential campaigns and elections. We will analyze both secondary and primary sources, and careful reading will be necessary for informed participation. The course also contains a significant writing component, which will require preparation throughout the semester.

Grades will be based on the following:

Participation (attendance and participation)	100 points
Current events articles and discussion	100 points
Essay #1	200 points
Essay #2	200 points
Essay #3	200 points
Essay #4	200 points
TOTAL	1,000 points

1. **Participation** – A seminar requires involvement from *all* participants, and you are expected to attend class and speak regularly. You **must** let the professor know beforehand if you will not be able to attend class. Questions and discussion are welcome, and indeed are the means through which we all learn about the course material.
2. **Current events articles and discussion** – Each student will be responsible for selecting two short news articles on the presidential race for the class to read (dates will be assigned by the second week of the semester) and leading, with the instructors and peer teacher, a 10-minute discussion with the class about the articles.
3. **Essays 1-4** – Each essay will be approximately 1,000 words and will focus on one or two of the course texts as well as a few additional sources. Specific assignments will be discussed in class and posted on Blackboard.

Please note the following class policies:

ASSIGNMENTS: All assignments/exams **MUST** be turned in/taken on time. An assignment submitted after the due date without previous clearance by the instructor (which will be granted only in *exceptional* circumstances) will have the grade reduced by 10 percent each day it is late.

ALL assignments must be completed to pass the course, and each assignment **MUST** be original work for this course that is **NOT** used to satisfy another academic requirement (past or present). Students must keep electronic copies of every assignment for the duration of the course, to be submitted upon request by the instructor.

ATTENDANCE: Attendance is a **requirement**, and students may **not** arrive late or leave early.

ETIQUETTE: Students are expected to be prepared for and participate in every class. We regularly will review excerpts from the reading assignments in class, so you must bring them with you or make arrangements to share with a peer. **ALL** electronic devices other than a computer or electronic reader must be out of sight during class time; focusing on anything other than the class is rude and disrespectful to the instructor and your peers. Students may use approved electronic devices for note taking and reviewing material on Blackboard, but any non-class activity (i.e., e-mail, WWW surfing, etc.) is strictly prohibited, and any student who misuses technology in this way will not be permitted to use it in class again.

GRADES: To complete HUHC 020K successfully, you must demonstrate achievement of the course objectives. The professor reserves the right to adjust final grades upward or downward depending on improvement, contributions to course, etc. The course grading scale follows:

<u>Level of Achievement</u>	<u>Letter Grade</u>	<u>Percentage</u>	<u>Subjective Interpretation</u>
Mastery	A	>93	Mastery of concepts. Can apply concepts to new situations.
	A-	90-92	
Excellence	B+	88-89	Solid understanding of concepts. Strong foundation for future work.
	B	83-87	
	B-	80-82	
Proficiency	C+	78-79	Acceptable understanding. Questionable foundation for future work.
	C	73-77	
Marginal Proficiency	C-	70-72	Doubtful understanding. Weak foundation for future work.
	D+	68-69	
	D	63-67	
Failure	F	<63	Definitely failed to demonstrate understanding.

REQUIRED TEXTS

Genovese, Michael. *Memo to a New President: The Art and Science of Presidential Leadership*. New York: Oxford University Press, 2007. ISBN-10 0195332458.

Nelson, Michael, ed. *The Elections of 2016*. Washington, D.C.: CQ Press, 2017. ISBN 978506378084.

Wayne, Stephen J. *The Road to the White House 2020: The Politics of Presidential Elections*. 11th ed. Boston: Cengage Learning, 2019. ISBN 0357136020.

White, Theodore H. *The Making of the President 1968*. Landmark Political Series Reissue ed. New York: Harper Perennial, 2010 [originally Atheneum Publishers, 1969]. ISBN 978-0061900648.

Daily reading of the news compilation website <http://www.realclearpolitics.com> also is required, with particular emphasis, of course, on articles about the 2020 presidential race.

CLASS SCHEDULE (27 classes)

1. Tuesday, Aug. 25 – Introduction/ State of the United States: A Deeply Divided Nation
Reading: Azari, Julia, “It’s the Institutions, Stupid: The Real Roots of America’s Political Crisis,” *Foreign Affairs*, July/August, 2019. [Article posted on Blackboard.]

Brick, Cameron and Sander van der Linden, “How Identity, Not Issues, Explains the Partisan Divide,” *Scientific American*, June 19, 2018.

<https://www.scientificamerican.com/article/how-identity-not-issues-explains-the-partisan-divide/>

Edsall, Thomas B., “Is Politics a War of Ideas or of Us Against Them?” *New York Times*, November 6, 2019.

<https://www.nytimes.com/2019/11/06/opinion/is-politics-a-war-of-ideas-or-of-us-against-them.html>

Mounk, Yascha, “The Rise of McPolitics,” *New Yorker*, June 25, 2018.

<https://www.newyorker.com/magazine/2018/07/02/the-rise-of-mcpolitics>

Teixeira, Ruy, “Demography is Not Destiny,” *Persuasion*, 16 July 2020.

<https://www.persuasion.community/p/demography-is-not-destiny>

2. Thursday, Aug. 27 - State of the United States: A Deeply Divided Nation
3. Tuesday, Sept. 1 – State of the United States: A Deeply Divided Nation
4. Thursday, Sept. 3 – Presidential Nominations: The Old Rules and the New Rules
Reading: Nelson, ed., *The Elections of 2016*, ch. 1, 2.
Wayne, *Road to the White House*, ch. 1, 4, 5.
5. Tuesday, Sept. 8 – Presidential Nominations: Strategy and Tactics
6. Thursday, Sept. 10 – Summer Interregnum and Party Conventions
Reading: Wayne, *Road to the White House*, ch. 6.
7. Tuesday, Sept. 15 – Money I
Reading: Nelson, ed., *The Elections of 2016*, ch. 6.
Wayne, *Road to the White House*, ch. 2.
8. Thursday, Sept. 17 – Money II; Essay I Workshop
9. Tuesday, Sept. 22 – Role of the Media
Reading: Nelson, ed., *The Elections of 2016*, ch. 5.
Wayne, *Road to the White House*, ch. 8

ESSAY I DUE TUESDAY, SEPTEMBER 22

10. Thursday, Sept. 24 – Presidential Debates
11. Tuesday, Sept. 29 – Presidential Debates II
12. Thursday, Oct. 1 – State of the Presidential Race: Assessing the First Presidential Debate
13. Tuesday, Oct. 6 – General Election: Strategy and Tactics
Reading: Nelson, ed., *The Elections of 2016*, ch. 3, 4, 8, 9.
Wayne, *Road to the White House*, ch. 3, 7, 8, 9.
14. Thursday, Oct. 8 – State of the Presidential Race: Assessing the Vice Presidential Debate
15. Tuesday, Oct. 13 – General Election II
16. Thursday, Oct. 15 – General Election III
17. Tuesday, Oct. 20 – State of the Presidential Race: Assessing the Second Presidential Debate;
Electoral College; Essay II Workshop
Reading: Wayne, *Road to the White House*, ch. 10.
18. Thursday, Oct. 22 – Electoral College II

ESSAY II DUE THURSDAY, OCTOBER 22

19. Tuesday, Oct. 27 – State of the Presidential Race III: Assessing the Third Presidential
Debate; Reforming Presidential Elections
20. Thursday, Oct. 29 – Comparing the 2020 Election with the 1968 Election
Reading: White, Theodore, *The Making of the President, 1968*, all.
21. Tuesday, Nov. 3 – Comparing the 2020 Election with the 1968 Election II
22. Thursday, Nov. 5 – Analysis of 2020 Election
23. Tuesday, Nov. 10 – Governing as President
Reading: Genovese, *Memo to a New President*, all.
24. Thursday, Nov. 12 – Guest Lecture: 2020 Lives in Public Policy and Public Service Address
(Zoom – to be discussed in class)
25. Tuesday, Nov. 17 – Governing as President II
26. Thursday, Nov. 19 – Lessons from the 2020 Election: What Have We Learned?; Essay III
Workshop
27. Tuesday, Nov. 24 – Lessons from the 2020 Election: Where Do We Go From Here?

ESSAY III DUE TUESDAY, NOVEMBER 24

ESSAY IV DUE TUESDAY, DECEMBER 8 [FINAL EXAM PERIOD -- DETAILS TO FOLLOW]

CURRENT EVENTS DISCUSSION ASSIGNMENT

Each student will be responsible for assigning two current events articles about the 2020 presidential race and leading a short (approximately ten minutes) class discussion on the articles with the instructors and peer teacher. Discussion assignment dates will be made by the second week of classes. Students will be responsible for sending **two articles** to both professors and the peer teacher **by 3 p.m. the day before** the class discussion; **two paragraphs** explaining why each article was selected and how it contributes to our understanding of the presidential race; and **three discussion questions** for each article. We will post all of this information on Blackboard for the class review. On the discussion date, students will explain briefly why the topic merits attention in studying the race for the White House and then engage peers in discussion. Instructors will grade the discussion leader using the evaluation sheet at the end of the syllabus.

ESSAYS

ASSIGNMENT

Each student will be responsible for writing four short essays, approximately 1,000 words each, in this course. Each essay will focus on an aspect of the presidential campaign, with topics based upon course texts and also requiring some additional research. The first three essay topics will be posted on Blackboard approximately three weeks before the due date, and we will reserve class time for a writing workshop for each essay. The fourth essay topic will be posted on Blackboard two weeks before the due date, which will be on the final exam date for the course.

RESEARCH

In conducting research for each paper, you will not have trouble finding sources about presidential elections – but you will need to spend some time selecting sources that are **relevant** to your topic. In examining possible sources, you need to consider whether the source will be helpful for your topic, the information it provides, the reliability of the source, and the questions it may raise for further analysis.

Each paper must have a bibliography of at least **two** course texts (from the syllabus) and **four** additional sources, and each source **must** be cited in the paper. The bibliography is **not** included in the word count for the paper.

Your four additional sources for each paper should include **two** of the following types:

- **Books**
- **Scholarly journals** (Ex. *Political Science Quarterly*, *American Political Science Review*, *Presidential Studies Quarterly*, *Journal of American History*, *Foreign Affairs*)
- **Government documents** (*Public Papers of the Presidents*, *Compilation of Presidential Documents*, congressional hearings, etc.) **Presidential campaign speeches may be used as well.**
- **Periodicals** (Ex. *New York Times*, *Wall Street Journal*, *Washington Post*, *Atlantic*, *Economist*, *New Yorker*, *Politico*, *Weekly Standard*)

The World Wide Web (WWW) contains a vast array of resources, many of which **may** be useful in your research. You need to **evaluate** material from the WWW just as carefully as you review printed material. For example, who is publishing the website that you are using – an interest group, think tank, political party, newspaper, business, individual? The biases of the author affect the credibility of the material and need to be considered carefully in deciding whether the source is adequate for your research. Also be sure to collect **full bibliographical information** for any source on the WWW that you use. (See below.)

FORMAT/WRITING OF PAPERS

- Papers must be typed and double-spaced. Use a 12-point font, one-inch margins, and page numbers.
- Be sure to include a **complete** bibliography at the end of each paper. Each citation should list author, title, publisher, and copyright date (also journal number for periodicals). **Sources from the WWW should include as much of this information as possible – at least author, title, and publisher of website – along with the Internet address, and the date you accessed the source in parentheses.**
- Paper should contain a **title page** with a **thoughtful** and **creative** title, as well as an **introduction, body, and conclusion.**
- Be sure to provide **complete** citations (**endnotes, footnotes, or in-text citations**) whenever you **quote from or paraphrase** a source.
- The best writing is clear and direct. Do not waste space with long-winded phrases or convoluted sentences. Say precisely what you mean. Avoid slang and passive voice.
- **Double-check your spelling, grammar, and punctuation.**

DOCUMENTATION

Students must document all of their work in this course. Needless to say, whatever you submit should be **in your own words**. Direct copying of a text, or even copying the basic structure of the text while changing a few words here and there, constitutes plagiarism. Failure to attribute information taken from sources also is plagiarism.

Be sure to cite **all** sources that you use, not just for direct quotations but also for ideas, facts, etc. The documentation must leave no doubt about the source of ideas, words, data, or products of another person or about the specific nature and source of the collaboration or assistance received. **Any student who plagiarizes will automatically receive a failing grade in the course and will be reported to the Office of the Provost for further disciplinary action.** See the professor with questions.

HOFSTRA UNIVERSITY POLICIES

“For specific policies relating to COVID-19 guidelines including mask wearing, class attendance, and class seating see <https://www.hofstra.edu/about/administration/provost/provost-information-for-students.html> .

Information about Academic Dishonesty; Student Access Services; Deadlines and Grading Policies; Discrimination, Harassment, Sexual Misconduct; and Absences for Religious Observance, is also available.”

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CURRENT EVENTS DISCUSSION

Name:

I. Articles

- A. Selection
- B. Relevance to 2020 presidential race
- C. Consideration of multiple perspectives

II. Class Discussion

- A. Key topics for class
- B. Connection to course readings
- C. Analysis of underlying issues in presidential selection

III. Style

- A. Clear speaking
- B. Eye contact with class
- C. Smooth delivery
- D. Preparation

IV. Comments

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ESSAYS (200 points each)

Name:

I. Introduction

- A. Research question and significance
- B. Clearly articulated thesis statement

II. Empirical Material

- A. Strong topic sentences
- B. Balanced presentation of issues
- C. Sufficient evidence and thorough analysis
- D. Transitions

III. Conclusion

- A. Elaboration of thesis statement
- B. Implications of analysis for further research

IV. Style

- A. Well-written paragraphs
- B. Proper grammar and word choice
- C. Logical construction of argument
- D. Proper documentation

V. Administration

- A. Title page with word count (exclusive of citations, bibliography) and creative title.
- B. 1,000 words minimum each (exclusive of title page, notes, bibliography)
- C. No spelling or punctuation errors
- D. Correct format for citations and bibliography
- E. Minimum of **four** sources (course texts do not count toward minimum)
- F. Typed, double-spaced, page numbers

VI. Comments