

Campaign Semester

Fall Semester, 2020

Professor Peter Dreier

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Tuesday and Thursday, 3-4 pm and by appointment

Professor Regina Freer

rfreer@oxy.edu

Monday 2-4pm and Thursday 10-11:30am

[Appointment Link](#)

Class sessions: 1:30-2:55 pm

Friday, November 6

Tuesday November 10

Wednesday, November 11

Thursday, November 12

Tuesday, November 17

Wednesday, November 18

Thursday, November 19

Tuesday, November 24

Tuesday, December 1

Wednesday, December 2

Course Overview

The Campaign Semester experience is three distinct classes based on the general theme of an applied campaign experience. The fieldwork portion of the experience introduces you to the real world intricacies of campaign work, including organizing, mobilizing, fundraising, and candidate marketing. This approximately ten-week part of the course provides you with a front row seat for these critical elections.

The scholarly portion of the experience – the pre-departure assignments and seminar in the post-election parts of the semester – introduces you to academic analysis of such campaign topics as media coverage and biases; the role of money in campaigns; issues of race, class, sexuality, gender, and age in elections; the rise of candidate-centered politics; the evolving role of the political parties in campaigns; technology in campaigning; the electorate; the Electoral College; and contemporary campaigns in historical context.

The independent study part of the Campaign Semester experience requires you to meld your “real world” campaign work with academic literature on the subject through production of a major research project and paper. This Campaign Semester capstone will

connect your learning in the field and classroom dialogue and the larger national debate about one important aspect of campaigns in America.

Learning Objectives

- Gain a nuanced understanding of how political campaigns operate
- Understand the role political parties play in campaigns;
- Understand the ways in which money and interest groups are influential in campaign outcomes;
- Understand the role of media and media coverage in campaign outcomes;
- Understand the way that the rules of our electoral system – such as the Electoral College, voting laws and voter suppression, campaign finance laws, redistricting, and others – influence the outcome of elections;
- Gain a nuanced understanding of electoral campaign strategies;
- Understand the roles of race, ethnicity, gender, sexuality, class, and age in political campaigns;
- Identify and understand key political science theories related to campaigns and elections;
- Use evidence from campaigns to test the applicability of these theories;
- Write a comprehensive case study that analyzes the nuances of a particular campaign and/or election

Support Services

A variety of support services are available here at Occidental College to ensure that you excel in your academic and social development.

<https://www.oxy.edu/academics/academic-support>

- **Title IX statement**, and statement of role of faculty member as a mandatory reporter ([Link](#) to Title IX)

In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, federal and state education laws require that, as your instructors and designated Responsible Employees, we notify the Title IX office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructors, you can speak confidentially with the following people on campus:

- Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)*
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

**Emmons can also help you locate resources out-of-state.*

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>.

- **Language on Special Accommodations/Learning Differences** ([Link to Disability Services](#))
 - Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.
- **Accommodations for Reasons of Faith and Conscience** ([Link to the policy in Catalog](#))
 - Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

The Emmons Health and Counseling Center is available for assistance with **medical and mental health problems**. Visit their website for information on specific services provided: <http://departments.oxy.edu/emmons/>

Academic Ethics

Students are expected to comply with the Student Handbook, in particular the section on Academic Ethics. ([Link to the policy in the Student Handbook](#)). Whenever outside sources are used, they must be properly credited.

Academic Integrity ([Link](#) to Student Handbook on Academic Misconduct) [faculty cannot replace or override the college policy]

Cheating, plagiarism, and academic dishonesty

Plagiarism is a very serious offence. Stealing a scholar's or colleague's ideas—or words—is like any other form of theft. Moreover, it is an extreme sign of disrespect to scholars who labor long and hard to craft their ideas and arguments.

In our experience, students resort to plagiarism and cheating when they feel overwhelmed or ill-prepared to meet the course requirements or standards. Whether they feel intellectually inadequate or they simply have not cleared enough time to accomplish the degree of sophistication required, they believe that cheating is the only way out. They are wrong. Even if, at times, they are able to pass off another's work as their own and get a good grade, they have failed to grow up and learn how to become an adult who thinks for him/herself and who takes responsibility for his/her intellectual contributions. When they are discovered (which will happen eventually if cheating becomes a habit), they seriously jeopardize their standing at Oxy. We urge you, therefore, to address the root causes and anxieties that might prompt you to cheat. Please consider us (and your other faculty and your advisor) a resource—come see us at the first sign of trouble. In the long run, it will save time and distress.

Less regularly, students plagiarize without knowing that they have committed an offense. Most often they use internet or outside sources without citing them properly or without citing them at all. Ignorance, however, is not a viable excuse. It is your responsibility to familiarize yourself with Oxy's policies regarding academic ethics and plagiarism found in the student handbook or on the library website:

<http://www.oxy.edu/student-handbook/academic-ethics> or

<http://www.oxy.edu/center-academic-excellence/writing-center/citing-sources>.

Whether intentional or unintentional, no form of academic dishonesty will be tolerated in this course. Any student caught cheating or plagiarizing will be reported to the judicial examiner on the FIRST offense.

Program Requirements

Each student will receive three grades for the entire semester.

Campaign Fieldwork Internship (POLS 270)

Your campaign fieldwork grade will be based on internship performance and frequency and quality of your weekly check-ins, daily log and weekly journal analyses. Your campaign supervisor will provide an evaluation of your work at the mid-point and at the end of the internship. To achieve a passing grade for this class, you will have completed

all of your weekly check-ins by Moodle to Professors Dreier and Freer. Additionally, your daily log and weekly journal analyses should include great detail and critical assessment and analysis of what you were doing day-to-day. Students who fail to complete any of these tasks in a satisfactory manner will not pass this course.

The Weekly Check-Ins (10%) are to be done via Moodle (completed by Sunday evening) to let us know you are ok and they offer the opportunity to offer occasional pithy comments about the campaign experience. At a minimum, let us know you are healthy and safe. We appreciate the addition of one or two paragraphs offering some insights, questions, and/or analysis but this is not required.

The Daily Log (10%) should include a list of the tasks performed each day of the campaign. Set aside time each day to complete this so that you don't miss any details. This should be type written and submitted on Moodle.

The Weekly Journal (60%) should be a more thoughtful and considered reflection on the week. You will maintain the journal throughout the campaign and turn it in at the mid-point and again at the end of the campaign. Some entries may focus on a single broad question – what did you learn? What most surprised you? What frustrated or excited you? – other entries may focus on a topic we will cover in the seminar – media, finance, interest groups, etc. This Weekly Journal is your opportunity to step back a bit and ponder the meaning and significance of what you are witnessing and experiencing on the campaign. These entries will likely serve as a foundation for your final paper. Keep in mind we will be reading these journals so do not write anything you want to keep private. This should be type written and submitted on Moodle.

The Supervisor's Evaluation (20%) will be a composite of the midterm and final assessments of your work ethic, conscientiousness, readiness to learn, timeliness, professionalism, teamwork, and ethics.

Political Campaign Analysis (POLS 272) Independent Study

At the end of the semester, you will be expected to hand in a 20-page paper about the campaign you worked on. This paper should not simply be a summary of your experiences, like a diary or a journal. It should, instead, be a thoughtful reflection about and analysis of the campaign. It should draw on your daily experiences, and on your weekly journals for examples and insights, but it should not be limited to your experiences. Instead, it should situate your experiences in the larger context of campaigns and elections. It should also draw on media coverage of the campaign and the readings you did over the summer, and the readings you will do when you return to campus after the campaign for five weeks. It should posit and respond to a central research question and engage political science theory as appropriate. We have put several campaign case studies on course reserve so you can see how a good case study is written.

- Sabato, “The Blue Wave: Trump at Midterm” (from Larry Sabato and Kyle Kondik, editors, *The Blue Wave: The 2018 Midterms And What They mean for the 2020 Election*, 2019).

- Dreier, “Progressive Victories Lay the Groundwork for 2020,” Public Seminar, November 21, 2018
- Skocpol “The Elite and Popular Roots of Contemporary Republican Extremism” ((from Theda Skocpol and Caroline Tervo, editors, *Upending American Politics*, 2020)
- Zooros and Skocpol, “The Overlooked Organizational Basis of Trump’s 2016 Victory” (from Theda Skocpol and Caroline Tervo, editors, *Upending American Politics*, 2020)
- Caffrey, “From Obama Victories to a GOP Edge in Florida” ((from Theda Skocpol and Caroline Tervo, editors, *Upending American Politics*, 2020)
- Sally Marsh, “How Trump Flipped Michigan” (from Theda Skocpol and Caroline Tervo, editors, *Upending American Politics*, 2020)
- Frank, “How Grassroots Resistance Networks Boosted Pennsylvania Democrats in 2018” (from Theda Skocpol and Caroline Tervo, editors, *Upending American Politics*, 2020)
- Farrier, “All Politics Is *Still* Local: McConnell vs. Lunsford in Kentucky’s [2008] Senate Race” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2010)
- Damore, “Reid vs. Angle in Nevada’s [2010] Senate Race: Harry Houdini Escapes the Wave” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2nd edition, 2012)
- Bullock and Owen, “Marshall vs. Scott in Georgia’s Eighth Congressional District [2010]: The Power of Incumbency Fails” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2nd edition, 2012)
- Sabato, Kondik, and Skelley, “Republicans: “Thank God for Mississippi! Dissecting Thad Cochran’s Comeback and Other Notes from Tuesday’s Primaries” (from *Crystal Ball*, June 26, 2014)
- Gray, “The Making of an Upset” (Atlantic, December 13, 2017)
- Newkirk, “African American Voters Made Doug Jones a U.S. Senator in Alabama” (Atlantic, December 12, 2017)
- Jacobson, “What it Takes for a Governor to Lose Reelection” (from *Governing*, January 5, 2012)

Your paper should include several things:

First, it should examine and evaluate the campaign you worked on. For example, explain who you were working for and who the opponent was. Discuss the strengths and weaknesses of the candidate and their opposition. Discuss the overall campaign strategy in terms of voting patterns, policy positions, media images, and how it used polling and other information. Examine the use of technology in the campaign. Explain the area (state, county, Congressional district, etc) that your office was responsible for. Discuss the demographics, voting patterns, and issue concerns in that area. Explain whether this was a "battleground" area and what the campaign was doing to win. Examine what your segment of the campaign (e.g.; the state or local campaign office) was responsible for accomplishing. Explain how it was staffed and run. Who was in charge and what was the division of responsibilities in the campaign? What was the relationship between the

campaign headquarters and your campaign office? Explain what activities it engaged in. Describe how it recruited volunteers and what they did. Describe the background and motivations of volunteers. Explain how effective the campaign was in terms of dealing with the media, organizing media events and rallies, research (on issues, voters, and the opponent), canvassing and identifying voters, voter registration and turnout, linking up with organized groups (unions, religious groups, student groups, anti-war groups, women's groups, etc), recruiting volunteers, phone banking, leafleting, TV and radio ads, etc. How did the campaign use newer techniques and technologies -- text-messaging, Instagram, Twitter, YouTube, Facebook, emails, etc -to reach voters? How well-organized or chaotic was the campaign? How did it deal with unexpected events and crises? How did people within the campaign -- staff, volunteer leaders, rank-and-file volunteers, long-time supporters and new supporters -- get along? Give the reader a sense of the moods and emotions of the campaign, the highs and the lows, and the pace of the campaign. What were the campaign's strengths and weaknesses? What was the outcome of the campaign? Did you candidate win or lose, and by how much? What did the exit polls tell you about who voted for your candidate and the opponent, about voter turnout, and about how effective the campaign was in targeting, mobilizing, and turning out voters? What does it take to be an effective campaign staff-person, including the person(s) in charge of the campaign?

Second, you should discuss your own experiences in the campaign. What did you do? What skills did you need to do your job(s) effectively? Did you already have those skills? If not, how did you learn them? How much responsibility did you have? Did you assume more or less responsibility as the campaign evolved? Did you work on your own or with a team? What were your experiences like in terms of organizing events, talking with voters in person, on the phone, or via the internet, working with the campaign staff and other volunteers? Did you feel that your talents were being utilized well? What did you learn about how campaigns are run? How did you figure out what works and doesn't work in terms of talking with voters, organizing events, and other tasks? Did the campaign confirm your expectations about how campaigns are run, or were you surprised by some things? If so, what and why? How hard did you work? What were your emotions and feelings during the campaign? Did they change? Why and how? Did the work feel like "grunt" work or was it inspiring and uplifting? Why? Did it change or confirm your views about politics, campaigns, candidates, and issues? Did it change or confirm your views about your own participation in the political world? Did it make you more hopeful, more cynical, or something else?

Third, what did your participation in the campaign, and your observations about this and other campaigns during the semester, teach you about American democracy, our election system, the media, public opinion, and other key aspects of American politics? What did it teach you about the strengths and weaknesses of the system by which we elect our public officials?

The tone of your paper should be serious and straightforward. You can write your paper in the first person or the third person. It should be a holistic narrative, not a choppy list of responses to the questions above. You should use footnotes to refer to books, articles, campaign memos, campaign ads, leaflets, and other sources. You can use your journals to

help you remember what you did, but you should not quote directly from your journals except to give examples of how you were feeling about something during the campaign.

Your paper is essentially a case study of an American political campaign. It should be written so that someone unfamiliar with American political campaigns - say, someone from another country -- will learn about campaigns by reading your paper. Assume that your audience is a general reader, not someone very knowledgeable about politics and political campaigns. In other words, you need to explain things clearly and concisely, and define all key terms. Campaigns differ a great deal in specifics, but they all have to deal with the same basic things such as the candidates, issues, media, voters, voting laws, fundraising, and staffing.

Seminar on Political Campaigns (POLS 271)

Campaign Pre-Departure Research Paper – 10%

Write a 4-5 page paper (double-spaced, one-inch margins, full citations for sources) providing a profile of the important background for your campaign and analyzing the significance of these facts for your candidate and her/his challenger. This should not be a simple list of facts gathered through research. Rather, it should be written in full narrative form and offer an analysis of what the facts are and why they matter. If you are working on a Congressional campaign you should seek district-level data. If you are working on a Senate campaign, you should seek state-level data. If you are working on the Presidential race, you should select either district or state-level data depending on your assignment.

Classroom Contribution/Discussion -- 80%

This is based on your reading of all materials and actively participating in discussion in every class meeting. Students who come to class prepared, contribute to discussions, and bring in materials to enrich the experience (e.g., YouTube videos, articles, etc.) will do well on this portion of their grade.

Public Presentation/Panel Discussion -- 10%

We expect you to make a public presentation of your campaign experience. This presentation will be part of a panel discussion sponsored by the class to which the entire campus will be invited – it will take place online.

Campaign Semester Seminar

Fall 2020

Assigned Readings

The assigned readings are listed below. There are two required books and it is important to obtain these specific editions:

Donald Green and Alan Gerber, *Get Out the Vote: How to Increase Voter Turnout*, 4th edition, 2019.

John Sides, Daron Saw, Matt Grossman, and Keena Lipsitz, *Campaigns and Elections*, 3rd edition, 2018 Election Update, W.W. Norton and Co.

In this unusual election, a lot of information about the outcomes in different districts and states will be coming out while we're in the seminar. So we may be adding and subtracting articles as the seminar goes on. We will do our best to keep you abreast of changes in a timely manner. If you identify any particular readings that you think we should all read to update us on the outcome and analysis of the election, please let us know.

All Moodle uploads must be in Word, not PDFs.

#1 Friday, November 6 - Introductions, Overview, Debrief

- Please come to class prepared to discuss the following:
- What things surprised you about your campaign?
- Did this election campaign season conform to the typical campaign season?
- What did you learn about politics?
- What did you learn about yourself?
- What lessons did you learn about campaigns that you'd want to impart to future campaign staffers and volunteers?
- How would you change and/or improve the campaign semester program?

#2 Tuesday, November 10 - What Happened?

By Monday, November 9 at 5 pm pst, please upload onto Moodle one article from a newspaper, a magazine, or a blog that summarizes and/or explains what happened during the election, including (if you know) the outcome.

Please come to class prepared to discuss the following:

- The basics: what happened in the senate, the house, governors' races, state legislative elections, and important ballot measures?
- What were the trends?
- Were there any big surprises?
- What does this tell us about the nation's "mood"?
- How was voter turnout?
- What impact will the outcome of the election have on policy and social and economic conditions?
- How was 2020 different from the 2016 and 2018 elections?

United States Elections Project <http://www.electproject.org/home>

National Popular Vote Tracker

<https://docs.google.com/spreadsheets/d/133eb4qqmoxnvtesw2hdvns073r68ezx4sfcnp4igqf8/htmlview>

Stevens, Matt, "Cook Report Calls Democrats The 'Clear Favorite' To Take Senate Control, As Races Tilt Leftward," New York Times, October 13, 2020.

<https://www.nytimes.com/2020/10/13/us/elections/cook-report-calls-democrats-the-clear-favorite-to-take-senate-control-as-races-tilt-leftward.html>

Wang, "Our Polling Trauma," Columbia Journalism Review, Summer 2020

https://www.cjr.org/special_report/our-polling-trauma.php

Other readings provided by you, the students.

By **Tuesday, November 10, 5 pm pst**, please upload onto Moodle **one or two articles from the media about the campaign strategy of your campaign or your opponent's campaign, or both**. It can focus on what your (and/or your opponent's) campaign did (right or wrong) to shape the outcome – the use (or misuse) of resources, campaign organization, media strategy, a lucky break, an unfortunate mistake, and so on. We'll use some of these in our discussion of campaign strategy next week. **Also, please send us by this date one or two videos of advertisements that your campaign and your opponent's campaign used**. We will discuss these in the seminar on Thursday, November 19. Also, if you know of particularly interesting or controversial ads from other campaigns, please send those to us as well.

#3 Wednesday, November 11 - The National Mood and the Major Issues

Please come to class prepared to discuss the following:

- Is there such a thing as a national mood?
- If there are exit polls available (and there may not be), what do they tell us about the national mood and the issues that mattered to voters?

- How important were such issues as the covid19 crisis, health care, the upsurge of protest on the right and left, immigration, racial injustice, the economy, recent Supreme Court rulings, the Barrett Supreme Court confirmation hearings, gun violence, the criminal justice system, etc. In your campaign and your opponent's campaign?
- How did the candidates, the parties, and the media frame these issues?
- How did the major national issues play in your local campaigns?
- Were their issues specific to your congressional district or state that were not part of the national conversation on issues?
- How have political scientists looked at what motivated voters and whether policy issues are important in determining whether voters actually vote or whom they vote for? Did these academic theories square with your experience on the campaign trail?

Ornstein and Mann, "The Republicans Waged A 3-Decade War On Government. They Got Trump," *Vox*, July 18, 2016

<http://www.vox.com/2016/7/18/12210500/diagnosed-dysfunction-republican-party>

Sykes, "The Middle Finger Election," *The Bulwark*, October 27, 2020

<https://morningshots.thebulwark.com/p/the-middle-finger-election>

Saad, , "U.S. Conservatism Down Since Start Of 2020," Gallup Poll, July 27, 2020

<https://news.gallup.com/poll/316094/conservatism-down-start-2020.aspx>

Dreier, "Most Americans Are Liberal, Even If They Don't Know It," *American Prospect*, November 10, 2017 <https://prospect.org/power/americans-liberal-even-know/>

McCrummen, "Miranda's Rebellion," *Washington Post*, February 29, 2020

<https://www.washingtonpost.com/nation/2020/02/29/mirandas-rebellion/?arc404=true>

Sinha, "The Oligarchs' Revenge," *The Nation*, October 6, 2020

<https://www.thenation.com/article/culture/heather-cox-richardson-how-south-won-civil-war-review/>

Smarsh, "Liberal Blind Spots Are Hiding The Truth About 'Trump Country,'" *New York Times*, July 9, 2018 <https://www.nytimes.com/2018/07/19/opinion/trump-corporations-white-working-class.html>

Jordan and Clement, "Rallying Nation: In Reaction To Trump, Millions Of Americans Are Joining Protests And Getting Political," *Washington Post*, April 6, 2018

https://www.washingtonpost.com/news/national/wp/2018/04/06/feature/in-reaction-to-trump-millions-of-americans-are-joining-protests-and-getting-political/?tid=ptv_rellink

Klein, “Trumpism, Not Polarization, Drives America’s Disastrous Coronavirus Politics,” Vox, July 1, 2020 <https://www.vox.com/2020/7/1/21308809/covid-19-coronavirus-2020-trump-election-polls-polarization>

#4 **Thursday, November 12 – Campaign Strategy and Money**

Political scientists disagree about how important campaign strategy is in terms of the eventual outcome of elections.

- How much of a campaign’s outcome is due to factors outside the campaign’s control – such as the state of the economy, or public opinion about the incumbent?
- How much of a campaign’s outcome is due to factors that campaigns do control – such as fundraising, message, allocation of resources, policy positions on key issues, use of media, mobilization of volunteers, and so on?
- What choices did your campaign make that shaped the rest of the campaign regarding such matters as money, issues and themes, targeting voters, etc.?
- How much money was spent in your campaign, who spent it, and where was it spent? What was the ratio or large to small donors?
- What was the impact of *Citizens United*?
- How well did the concepts covered by the textbooks explain the strategy and organization, and the role of money, in your campaign?

Strategy and Candidates

Sides, Saw, Grossman, and Lipsitz, Campaigns and Elections, 3rd edition, 2018 Election – Chapter 5: Modern Campaign Strategies

Warren, Zeleny, and Rogers, “McConnell Warns Democrats Are 'On Fire' As GOP Falls Behind On Fundraising And Polling,” CNN, October 12, 2020 <https://www.cnn.com/2020/10/12/politics/republican-senate-fears-election/index.html>

Glassner, “In Rural Virginia, A Tale Of Two Congressional Districts,” Columbia Journalism Review, August 25, 2020 https://www.cjr.org/special_report/year-of-fear-virginia-two-congressional-districts.php

Sifry, “To Change Voters’ Sympathies, It’s Time To Go Deep,” American Prospect, February 24, 2020 <https://prospect.org/politics/change-voters-sympathies-deep-canvassing/>

Thompson and Otterbein, “Biden Flip-Flops On Door-Knocking With Just 33 Days Left,” Politico, October 1, 2020 <https://www.politico.com/news/2020/10/01/biden-flip-flops-on-door-knocking-with-33-days-left-424642>

Darr, “In 2020, The Ground Game Is All Trump,” Mischiefs Of Faction, October 9, 2020
<https://www.mischiefsoffaction.com/post/2020-ground-game>

Harris, “How The Pandemic Reshaped Election Campaigns – Maybe Forever” Wired, August, 21, 2020
<https://www.wired.com/story/pandemic-reshaped-2020-election-campaigns-democrats-republicans/>

Editorial, “How To Campaign During A Pandemic” Richmond Times Dispatch
https://richmond.com/opinion/editorial/editorial-may-18-2020-how-to-campaign-during-a-pandemic/article_e8b61716-6586-5078-9209-446bed15ffco.html

Evers-Hillstrom, “Political Campaigns Are Staying Home Amid The Coronavirus Pandemic” Open Secrets, August 6, 2020
<https://www.opensecrets.org/news/2020/08/political-campaigns-stay-home-covid/>

Streeter, “What Trump Doesn’t Get About The Suburbs” American Enterprise Institute August 17, 2020
<https://www.aei.org/articles/what-trump-doesnt-get-about-the-suburbs/>

Money

Sides, Saw, Grossman, and Lipsitz, Campaigns and Elections, 3rd edition, 2018 – Chapter 4: Financing Campaigns.

Evers-Hillstrom, “Outside Spending In 2020 Election Surpasses \$1 Billion, On Track To Break Records” September 23, 2020
<https://www.opensecrets.org/news/2020/09/outside-spending-2020-on-track-to-break-record>

Graves, “Love The Billionaire Bucks Flooding The 2020 Elections? Thank Charles Koch,” The Guardian, February 7, 2020
<https://www.theguardian.com/commentisfree/2020/feb/07/charles-koch-elections-billions-money-cash>

Mays, “If A.O.C. Is So Heavily Favored, Why Has Her Race Drawn \$30 Million?” New York Times, October 24, 2020
<https://www.nytimes.com/2020/10/24/nyregion/aoc-money-campaign-spending.html>

“Outside Spending” Open Secrets
https://www.opensecrets.org/outsidespending/fes_summ.php

“Largest Political Action Committees” <https://www.opensecrets.org/elections-overview/top-pacs>

#5 **Tuesday, November 17 - Voters And Voter Turnout**

Ultimately, all election campaigns are about voters: who votes for whom?

- What were the key voting groups in this election?
- How did the campaigns decide which voting groups were critical to win the election?
- How did they try to attract those voters? What issues concerned voters?
- What did campaigns do to register voters and turn them out on election day?
- How did the increase in the number of people voting by mail influence your campaign’s strategy and the election outcome?
- Was voter suppression an issue in your race and, if so, how did it unfold?
- How did this year’s election differ from the 2016 and 2018 elections in terms of turnout, voting groups, and campaign outreach to different voting groups?
- How scientific is voter identification and turnout? What are some of the problems with the U.S. system of voter registration and voting?

Watch this video before class: “Suppressed 2020: The Fight to Vote” (38 minutes) <https://www.youtube.com/watch?v=9rynnRBQwrU>

Sides, Saw, Grossman, and Lipsitz, Campaigns and Elections, 3rd edition, 2018 – Chapter 12: Voter Participation and Chapter 13: Voter Choice

Green and Gerber, Get Out of the Vote, 4th edition, 2019

Stewart, “2018’s Record-Setting Voter Turnout, In One Chart,” Vox, November 19, 2018 <https://www.vox.com/policy-and-politics/2018/11/19/18103110/2018-midterm-elections-turnout>

Blow, “Trump’s Army Of Angry White Men,” New York Times, October 25, 2020 <https://www.nytimes.com/2020/10/25/opinion/trump-white-men-election.html>

Rutenberg, “The Attack On Voting,” New York Times, September 30, 2020 <https://www.nytimes.com/2020/09/30/magazine/trump-voter-fraud.html>

King, “Georgia’s Legacy Of Voter Suppression Is Driving Historic Black Turnout,” Politico, October 26, 2020 <https://www.politico.com/news/2020/10/26/georgia-voter-suppression-black-turnout-432405>

Cochrane and Fuchs, “Trump Makes Clear His Opposition To More Money To Support Mail Voting,” *New York Times*, August 13, 2020

<https://www.nytimes.com/2020/08/13/us/politics/trump-postal-service-mail-voting.html>

Liptak, “As Supreme Court Weighs Election Cases, a New Life for Bush v. Gore,” *New York Times*, October 28, 2020 <https://www.nytimes.com/2020/10/28/us/supreme-court-bush-gore-kavanaugh.html>

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#6 Wednesday, November 18 – Political Parties, Interest Groups, And Movements

- What interest groups played a role in your campaign?
- What role did the democratic party play in your campaign?
- What role did grassroots groups like Indivisible, unions, Planned Parenthood, environmental groups, and others play in your campaign?
- How was your campaign and the elections more broadly impacted by social movements like Black Lives Matter and others?

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#7 **Thursday, November 19 - Media**

- What was the media strategy of your campaign?
- How much did your campaign and your opponent’s campaign rely on paid media versus free media?
- How much money was spent on media and what types was it spent on?
- How did your campaign and your opponent’s campaign utilize social media?
- How did your campaign attempt to frame your candidate, the opponent, and the issues? Did your campaign cultivate reporters?
- Were the print and broadcast media in your state or district even-handed or biased in their coverage of your and your opponent’s campaign? Given all that’s been going on in the country and the world, was it difficult for your and your opponent’s campaign to get covered in the local and regional media?

We’ll ask you to show your favorite ads (from your candidate and/or your opponent) in class today. Please had it cued and ready for screen sharing.

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#8 Tuesday, November 24 – Age, Ethnicity, Gender, Race, and Religion

- What role did ethnicity, race, immigration, age, sexuality, and gender play in this election in terms of both candidates and voters.
- Did voters base their voting on the candidates’ age, ethnicity, race, and/or gender?
- Did candidates’ race and/or gender shape how the media covered the election and the candidates?
- How did the ethnicity, race and/or gender of the voters influence whether they voted and whom they voted for?

Look at these sites for data about youth voting: <https://genforwardsurvey.com/>
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Look at this site for data about LGBTQ voting: <https://williamsinstitute.law.ucla.edu/>

Look at this site for data about women and voting:
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#9 Tuesday, December 1 – What Does It All Mean For America’s Future?

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#10 Wednesday, December 2 - Panel Discussion/Public Presentations

Thursday, December 10 -- Final Papers Due, 5 p.m.