

**Campaign Semester  
Fall Semester, 2022**

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Office Hours:

TR 11:45am-1pm

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Office Hours:

Mondays 11am-1pm By [Zoom Appointment](#)

Thursdays 11:30-12:30 In-Person, Johnson 305, First Come, First Served

**Class sessions: 3-5 pm; TreeHouse South**

**Tuesday November 15**

**Wednesday, November 16**

**Thursday, November 17**

**Monday, November 21**

**Tuesday, November 22**

**Tuesday, November 29**

**Wednesday, November 30**

**Thursday, December 1**

**Monday, December 5**

**Tuesday, December 6 – Public Presentation**

**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; contemporary campaigns in historical context, and much more.

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, satisfying the second stage writing requirement for the Politics major. 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

### **Policies and Resources**

#### **Statement of the Shared Academic Integrity Commitment**

- Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

### Student Academic and Health Support Resources

- a. The College has a wide range of [Student Academic Support Resources](#).
- b. If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to [academiccoaching@oxy.edu](mailto:academiccoaching@oxy.edu). Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.
- c. The Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#). We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact Samantha Hilton [hiltons@oxy.edu](mailto:hiltons@oxy.edu) for more information).
- d. Peer Tutors are available to assist students on [discipline-specific peer tutoring for coursework](#), and content review and study skills support in a variety of academic departments. Information about tutoring for all subject, including languages, can found at: <https://www.oxy.edu/academics/student-success/peer-learning>
- e. The Writing Center offers opportunities to work on all forms of writing for any class and other writing tasks such as personal statements, proposals, fellowships, senior comprehensives, and more. We offer peer-to-peer consultations with

knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to sign up for appointments. Please contact the Writing Center Director, Prof. Prebel ([jprebel@oxy.edu](mailto:jprebel@oxy.edu)) for more information on Writing Center resources.

The [Emmons Health and Counseling Center](#) provides support for issues of stress, medical and mental health. [www.departments.oxy.edu/emmons](http://www.departments.oxy.edu/emmons)

Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we enter a new season of the pandemic and transition back to campus. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, strained relationships, and feelings of not belonging can occur. Emmons Counseling staff are committed to supporting the mental health needs of our students. Due to the nature of our work and the safety for all, Emmons counseling services will continue via teletherapy. Emmons will provide ongoing individual therapy, walk-ins, support groups and consultations through a virtual platform. Emmons staff will also support students with finding local therapy referrals. In case of an emergency or a crisis, there will be counselors onsite to assist the Oxy community. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

- COVID-Specific Policy on Masks.  
Students are expected to wear masks at all times during all indoor classroom activities. You should step outside if you need to remove your mask for even a brief period of time.
- Importance of Not Coming to Class When Ill.
  - Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow the instructions for testing and isolating sent to you by Emmons and the COVID Operations team, and wear a high-quality mask when around other individuals for 10 days.”

Discrimination, Harassment, and Retaliation policy:

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

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([young@oxy.edu](mailto:young@oxy.edu))
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

- 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. Students are encouraged to contact or meet with the instructor to discuss how accommodations can support them in meeting the course learning objectives. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) 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/student-life/resources-support/orsl/academic-accommodations> “

- Equity & Justice in an Inclusive Learning Environment.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

- Land Acknowledgement.

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

### Lived name policy

Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name and pronouns. These can be set at <https://occidental.zoom.us/profile>.

### Intercultural Community Center

The Intercultural Community Center (ICC) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, having a low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact [icc@oxy.edu](mailto:icc@oxy.edu), or reach out directly to Robin Maxile: [maxile@oxy.edu](mailto:maxile@oxy.edu)

## **Campaign Semester Program Requirements**

Each student will receive three grades for the entire semester.

### **Campaign Fieldwork Internship (POLS 270 – 8 units)**

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 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 (4 units)**

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 that frames the context and discussion of details and it should engage political science theory as appropriate. We have put several campaign case studies on Moodle so you can see how a good case study is written. They are included under the "Summer Reading" section

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 how 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 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 framed by the research question, not a choppy list of responses to the questions above. You should use a consistent citation style with footnotes for 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 – 4 units)**

#### **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.

## Pols 271 - Campaign Semester Seminar

Fall 2022

### 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 Shaw, Matt Grossman, and Keena Lipsitz, Campaigns and Elections, 4th edition, 2022 Election Update, W.W. Norton and Co.

We also have a number of articles, podcasts, videos, etc. that are listed below by topic. While most of these sources are also uploaded onto Moodle, be sure to consult the list of required readings below. In this 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. If you discover that any articles are missing or that links are broken, please alert us as soon as possible.

### Seminar Assignments

All assignments should be submitted as WORD documents, not PDFs.

\*What Happened: By Monday, November 14 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.

\*Campaign Strategy and Media: By Wednesday, November 16, 5 pm PST, please upload onto Moodle a document with accessible link(s) and author(s)/title(s) for 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. Also, on the same document please send us accessible links and a brief title to one or two videos of advertisements that your campaign and your opponent's campaign used. We will discuss these in the seminar on Wednesday, November 30. Also, if you know of particularly

interesting or controversial ads from other campaigns, please send accessible links to those to us as well.

\*Daily Log due Monday, November 21, 5pm. (\*note this is part of your Pols 270 course)

\*Final Paper due Sunday, December 11, 5pm.

### Schedule of Topics

#### **#1 Tuesday, November 15 - Introductions, Overview, Debrief**

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- 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 Wednesday, November 16 - What Happened?**

\*Campaign Strategy and Media Assignments Due 5pm PST

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 2022 Different From The 2018 And 2020 Elections?

United States Elections Project [Http://Www.Electproject.Org/Home](http://www.Electproject.Org/Home)  
National Popular Vote Tracker <https://www.cookpolitical.com/2020-national-popular-vote-tracker>

Victor, "A Beginner's Guide To The U.S. Midterm Elections," NY Times, October 29, 2022  
<https://www.nytimes.com/article/midterm-elections-basics-explained.html?action=click&pgtype=Article&state=default&module=styln-2022->

[midterms&variant=show&region=BELOW\\_MAIN\\_CONTENT&block=storyline\\_flex\\_guide\\_re  
circ](#)

Bardella, “No One Really Has Any Clue About What’s Going To Happen In The Midterms,” The Republic November 3, 2022 <https://www.therepublic.com/2022/11/03/kurt-bardella-no-one-really-has-a-clue-about-outcome-of-midterms/>

### Polling

Vanderbilt University Research News, “Pre-election polls in 2020 had the largest errors in 40 years” July 19, 2021 <https://news.vanderbilt.edu/2021/07/19/pre-election-polls-in-2020-had-the-largest-errors-in-40-years/>

Campbell, “With Memories Of Embarrassments Still Fresh, Election Pollsters Face Big Tests In 2022 Midterm Elections,” The Conversation, October 24, 2022 <https://Theconversation.Com/With-Memories-Of-Embarrassments-Still-Fresh-Election-Pollsters-Face-Big-Tests-In-2022-Midterm-Elections-192700>

Other Readings Provided By You, The Students.

### **#3 Thursday, November 17 - 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 key issues - Such As Abortion, Immigration, The Economy and Inflation, The Pandemic, Health Care, Threats to Democracy and Voting Rights, Racial Injustice, The Economy, Recent Supreme Court Rulings, The Biden Presidency, the Trump Presidency, The January 6<sup>th</sup> Congressional Hearings, Gun Violence, Critical Race Theory (CRT), 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?

Sides, Saw, Grossman, And Lipsitz, Campaigns And Elections, 4th Edition, 2022 Chapter 3: The Transformation Of American Campaigns, (Pages 85-90 Only)  
Chapter 9: Presidential Campaigns, (Pages 262-264 Only)

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/>

Montanaro, “Poll: Abortion and inflation collide as top issues in midterm elections” NPR, Sept. 8, 2022 <https://www.npr.org/2022/09/08/1121535686/poll-abortion-inflation-midterm-elections>

Stange, “The Five Issues That Will Decide The Midterm Elections,” The Hill, September 9, 2022 <https://thehill.com/homenews/administration/3635973-the-five-issues-that-will-decide-the-midterm-elections/>

### Abortion

Karmarck, “The Abortion Issue In The 2022 Midterms,” Brookings Institution, Sept. 29, 2022 <https://www.brookings.edu/blog/fixgov/2022/09/29/the-abortion-issue-in-the-2022-midterms-unlike-any-other-issue/>

### Crime

Treisman, “Many Midterm Races Focus On Rising Crime. Here’s What The Data Does And Doesn’t Show” NPR, October 28, 2022 <https://www.npr.org/2022/10/27/1131825858/us-crime-data-midterm-elections>

Parks And Steward, “Republicans Seize On Crime In The Midterms, But Some Locals Say They Are Still Waiting For Real Solutions,” ABC News, October 26, 2022 <https://abcnews.go.com/Politics/Republicans-Seize-Crime-Midterms-Locals-Waiting-Real-Solutions/Story?id=92083749>

### The Economy

Trudo, “Left to Democrats, It’s the Economy Stupid,” The Hill, October 23, 2022 <https://thehill.com/homenews/campaign/3698726-left-to-democrats-its-the-economy-stupid>

Mihm, “It’s Not Just The Economy stupid” Washington Post, October 31, 2022  
[https://www.washingtonpost.com/business/its-not-just-the-economy-stupid/2022/10/31/2b4b89e8-5910-11ed-bc40-b5a130f95ee7\\_story.html](https://www.washingtonpost.com/business/its-not-just-the-economy-stupid/2022/10/31/2b4b89e8-5910-11ed-bc40-b5a130f95ee7_story.html)

Gibson, “Voters Pessimistic On Economy, Inflation As Election Day Approaches,” Politico, October 19, 2022 <https://www.politico.com/news/2022/10/19/voters-economy-inflation-election-day-00062435>

Smarsh, “Liberal Blind Spots Are Hiding The Truth About ‘Trump Country,’” NY Times, July 9, 2018 <https://www.nytimes.com/2018/07/19/opinion/trump-corporations-white-working-class.html>

### Immigration

Ulloa, “Democrats Twist and Turn on Immigration As Republicans Attack In Waves,” NY Times, November 3, 2022  
<https://www.nytimes.com/2022/11/03/us/politics/midterms-immigration-democrats-republicans.html>

### The War on Government and Democracy

Cooper, “The 2024 Presidential Election Is On The Ballot This Year,” American Prospect, May 20, 2022 <https://prospect.org/politics/2024-presidential-election-is-on-the-ballot-this-year/>

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>

Brenan, “Americans Less Optimistic About Next Generation's Future,” Gallup Poll, October 25, 2022 <https://news.gallup.com/poll/403760/Americans-Less-Optimistic-Next-Generation-Future.aspx>

Fields And Cassidy, “Many Remain Critical Of State Of US Democracy,” Associated Press, October 19, 2022 <https://apnews.com/article/2022-midterm-elections-presidential-election-2020-democracy-33823de7f22a601a192fc82eeb88e630>

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### **#4 Monday, November 21 – Campaign Strategy And Money**



\*Daily Log is Due

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?

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## **#5 Tuesday, November 22 – Voters, Voter Turnout, and Election Rules**

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 2018 And 2020 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 And Sabotaged: The Fight To Vote”  
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**NO CLASS 11/23-11/28 – THANKSGIVING BREAK**

**#6 Tuesday, November 29 – 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?
- \*Did your campaign bring in new voters or concentrate on likely voters?

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## #7 **Wednesday, November 30 - 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.

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## #8 Thursday, December 1 – Identity, Campaigns, and Elections

- What Role Did Ethnicity, Race, Immigrant Status, 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? Are There Important Intersectional Understandings?

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Optional One Hour Film: “First Vote- Season 08, Episode 6” Yi Chen, C35 Films And The Center For Asian American Media And World Channel <https://worldchannel.org/episode/arf-first-vote/>

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## **#9 Monday, December 5 – What Does It All Mean For America’s Future?**

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**#10 Tuesday, December 6 - Panel Discussion/Public Presentations**

**Sunday, December 11 -- Final Papers Due, 5 P.M.**