Campaign Semester
Fall Semester, 2024

Professor Peter Dreier (he/him) dreier@oxy.edu
Professor Regina Freer(she/her) rfreer@oxy.edu
Mondays/Wednesdays in Berkus 232
Tuesdays/Thursdays in Fowler 202 or 301

*Pre-departure research paper due: before you begin work on campaign or Friday, August 2nd, whichever comes first
First day of Campaign Semester – Tuesday, August 26
Election Day – Tuesday, November 5
Return to Oxy by Monday, November 11

Class sessions: 3-5 pm [11 sessions plus public presentation]
Tuesday November 12
Wednesday, November 13
Thursday, November 14
Monday, November 18
Tuesday, November 19
Wednesday, November 20
Thursday, November 21
Monday, November 25
Tuesday, November 26 – no class (Thanksgiving break)
Wednesday, November 27 – no class (Thanksgiving break)
Thursday, November 28 - no class (Thanksgiving break)
Monday, December 2
Tuesday, December 3
Wednesday, December 4
Monday, December 9 - Public Presentation
Tuesday, December 10 - Final paper due

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 classroom portion of the experience – the pre-departure assignment 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 a focused and 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; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment 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).

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, we 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)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (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 or call 323-259-1338.

Language on Special Accommodations/Learning Differences (Link to Disability Services)

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at 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

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Equity & Justice in an Inclusive Learning Environment

Drawing from the Shared Academic Integrity Commitment and the Office of Student Conduct, Oxy's commitment to academic integrity is fundamental to being an educational community. It represents our commitment to respectfully engage with each other and with ourselves. This is especially important when we discuss relevant topics and issues that are unfamiliar and/or at times, uncomfortable. In these situations, it is essential to guarantee the open and thoughtful intellectual exchanges that provide the foundation for teaching, learning, research, and knowledge production, and as such it reflects the high value we place in the processes and products of education at Oxy. With that in mind, classroom exchanges must be grounded in the values of trust, honesty, and respect. Ad hominem attacks are considered a violation of the Code of Student Conduct.

This classroom is a place where you will be treated with respect, and we 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 us know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

Links to Student Academic Support Resources

The College has a wide range of Student Academic Support Resources.

(a) Students who need support with their time management/organizational skills, online learning strategies, and other study skills, can schedule a I:I meeting with our Academic Success Coach. If interested, please email to academiccoaching@oxy.edu to schedule an appointment. In your email, please share what you'd like to work on, and an academic success coach will schedule an appointment with you within a few days.

(b) 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 for more information).

(c) 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 and schedules for drop-in tutoring in languages and in all other subjects can be found on their respective websites linked here.

(d) 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 drop-in or sign up for appointments. Please contact the Writing Center Director Prof. Prebel (jprebel@oxy.edu) for more information on Writing Center resources.

Discrimination, Harassment, and Retaliation policy:
https://www.oxy.edu/student-handbook/general-college-policies/discrimination-harassment-and-retaliation

We strive to foster an inclusive classroom environment and seek the support you in advocating for the same in your campaign placement. Consistent with College policy on discrimination, harassment, and retaliation, we seek to maintain an environment of mutual respect among all members of our community. Please come to us with any concerns.

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. We encourage you to research, acknowledge, and respect the traditional Indigenous inhabitants and contemporary stewards of the land upon which you reside during Campaign Semester.

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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 Canvas 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 Canvas (completed by Sunday evenings 5pm PST) 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 Canvas. (Due November 18, 5pm)

The Weekly Journal (completed by Sunday evenings 11:30pm PST) (60%) should be a more thoughtful and considered reflection on the week. You will maintain the journal throughout 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 Canvas.

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, 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. It should be a thoughtful reflection about and analysis of the significance of your campaign, honing in on a central argument/thesis about its larger significance and answer to this question. It should draw on your daily

experiences, and on your weekly journals for examples and insights as data, 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. We have put several campaign case studies on Canvas so you can see how a good case study is written. They will be included under the "Summer Reading" section.

In addition to posing an important question and developing a thesis in response, as a case study, 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 aimed at answering 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 -- 70%
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.

Attendance/Assignment Submittal – 10%
We expect you to attend every seminar session, be on time, and submit all assignments on time.

Politics 271 - Campaign Semester Seminar
Topics, Readings, Assignments
Fall 2024

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Assigned Readings

There are two required books. The Campaign Semester program purchased both books for all students and distributed them prior to the end of last semester.

Donald Green and Alan Gerber, Get Out the Vote: How to Increase Voter Turnout, 5th edition, 2024.

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 Canvas, 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 11 at 5 Pm PST, please upload onto Canvas 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 Ads: By Thursday, November 14, 5 pm PST, please upload onto Canvas one or two videos of advertisements that your campaign and your opponent's campaign used. We will discuss these in the seminar on November 18. Also, if you know of particularly interesting or controversial ads from other campaigns, please send accessible links to those to us as well.

*Campaign Media and Strategy: By Friday, November 15, 5 pm PST, please upload onto Canvas 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 on November 20.

*Daily Log due Monday, November 18, 5pm. (*note: this is part of your Pols 270 course)

*Final Paper due Tuesday, December 10, 5 pm.

#1 Tuesday, November 12 - Introductions, Overview, Debrief, Ground rules

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 13 - What Happened? (Peter and Regina)

Reminder: By Thursday, November 14, 5 pm PST, please upload onto Canvas one or two videos of advertisements that your campaign and your opponent's campaign used. We will discuss these in the seminar on November 18. Also, if you know of particularly interesting or controversial ads from other campaigns, please send accessible links to those to us as well.

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? (Eligible voters, registered voters, voters)
- What impact will the outcome of the election have on policy and social and economic conditions?
- How was 2024 different from the 2018, 2020, and 2022 elections?

United States Elections Project https://www.electproject.org/home

National Popular Vote Tracker
https://www.cookpolitical.com/2020-national-popular-vote-tracker

#3 Thursday, November 14 - The National Mood And The Major Issues (Regina)

Reminder: By Friday, November 15, 5 pm PST, please upload onto Canvas 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 on November 20.

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 aftermath of January 6th, war in the Middle East, Trump's trials, gun violence, critical race theory, the criminal justice system, transgender controversies - 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 there 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?

Barak, "The Malaise of MAGA," Salon, February 10, 2024
https://www.salon.com/2024/02/10/the-malaise-of-maga/

Pollitt, "My Long, Strange Trip to Madison Square Garden to Meet the Trumpies," The Nation, October 29, 2024
https://www.thenation.com/article/politics/trump-rally-madison-square-garden-2/

Siegel, "From Bowling Alone to Scrolling Alone," New Statesman, January 12, 2024
https://www.newstatesman.com/ideas/2024/01/from-bowling-alone-to-scrolling-alone

Lemann, "Bidenomics Is Starting to Transform America: Why Has No one Noticed," The New Yorker, October 28, 2024
https://www.newyorker.com/magazine/2024/11/04/bidenomics-is-starting-to-transform-america-why-has-no-one-noticed

Greenhouse, “Trump wants you to believe that the US economy is doing terribly. It’s untrue,” The Guardian, October 30, 2024
https://www.theguardian.com/commentisfree/2024/oct/30/trump-biden-harris-us-economy

Cohn, “Why Are Democrats Having Such a Hard Time Beating Trump?” NY Times, November 2, 2024
https://www.nytimes.com/2024/11/02/upshot/democrats-trump-election.html

Robertson and Gebeloff, “Small Town Pennsylvania is Changing, and Democrats See Opportunity,” NY Times, October 16, 2024
https://www.nytimes.com/2024/10/16/us/pennsylvania-trump-harris-rural-demographic.html

Bouie, “There Is No Precedent for Something Like This in American History,” NY Times, October 18, 2024
https://www.nytimes.com/2024/10/18/opinion/trump-woodward-milley-mass-deportation.html

“The Political Values of Harris and Trump Supporters,” Pew Research Center, August 26, 2024
https://www.pewresearch.org/politics/2024/08/26/the-political-values-of-harris-and-trump-supporters/

“Issues and the 2024 Election,” Pew Research Center, September 29, 2024
https://www.pewresearch.org/politics/2024/09/09/issues-and-the-2024-election/

Field and Deveaux, “Yes We’re Divided. But New AP-NORC Poll Shows Most Americans Still Agree on Most Core American Values,” Associated Press, April 3, 2024
https://apnews.com/article/ap-poll-democracy-rights-freedoms-election-b1047da72551e13554a3959487e5181a

Brennan, “Economy Most Important Issue to 2024 Presidential Vote,” Gallup Poll, October 9, 2024
https://news.gallup.com/poll/651719/economy-important-issue-2024-presidential-vote.aspx

PBS New Hour “Abortion Measures Could Help Tip the Presidential Race”
https://www.pbs.org/video/abortion-on-the-ballot-1729199106/

#4 Monday, November 18 – Campaign Ads

#5 - Tuesday, November 19 – Voters, Voter Turnout, and Election Rules (Regina)

Please come to class prepared to discuss the following:

- 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 2020 and 2022 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?

Green and Gerber, *Get Out the Vote: How to Increase Voter Turnout*, 5th edition, 2024 (entire book)

Chapter 12 (Voter Participation) and Chapter 13 (Voter Choice) in Sides., et al., *Campaigns and Elections*

Bouie, "The Black Box of the Undecided Voter Won't Yield Its Secrets," NY Times, September 24, 2024
https://www.nytimes.com/2024/09/24/opinion/undecided-voters-presidential-campaigns.html

"Suppressed and Sabotaged: The Fight to Vote," Brave New Films, updated 2024, 30 minutes: https://vimeo.com/936375832/bc5dd3da2f?share=copy

#6 Wednesday, November 20 – Campaign Strategy and Candidates (Peter)

Please come to class prepared to discuss the following:

- 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.?
- What are the qualities that distinguish good and bad candidates?
- What the the qualities that distinguish well-run and poorly-run campaigns?
- What are campaigns like as workplaces - for paid staff and volunteers?

Chapter 1 (Introduction), Chapter 3 (The Transformation of American Campaigns), and Chapter 5 (Modern Campaign Strategies) in Sides, Shaw, Grossman, and Lipsitz, *Campaigns and Elections*, 4th edition, 2023

Mifry, "One Last Thing to Win: Let's Go Relational!" The Connector, October 15, 2024
https://theconnector.substack.com/p/one-last-thing-to-win-lets-go-relational

Jacobson, "Grassroots Groups Know How to Win This Campaign—Do They Have What They Need to Pull It Off?" The Nation, November 1, 2024
https://www.thenation.com/article/politics/harris-walz-campaign-grassroots-organizing/

Walsh, "On the Ground in Georgia, Organizers Fight to Eke Out a Win," The Nation, November 1, 2024
https://www.thenation.com/article/archive/georgia-election-democrats/

Keeter and Kennedy, "Key things to Know About U.S. Election Polling in 2024," Pew Research Center, August 28, 2024
https://www.pewresearch.org/short-reads/2024/08/28/key-things-to-know-about-us-election-polling-in-2024/

Lowell, "America Pac Was Warned about Trump Ground Game Fraud Months Ago," The Guardian, November 1, 2014
https://www.theguardian.com/us-news/2024/nov/01/trump-musk-america-pac-fraudulent-door-knocks

Bump, "A New Reminder that Candidate Quality Matters," Washington Post, September 30, 2022
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#7 – Thursday, November 21 – Money (Peter)

Please come to class prepared to discuss the following:

- 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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#8 Monday, November 25 – Political Parties, Interest Groups, aAnd Movements (Peter)

Please come to class prepared to discuss the following:

- 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, Sunrise, gun rights, pro-choice, pro-life, and others?
- Did your campaign bring in new voters or concentrate on likely voters?

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#9 Monday, December 2 - Media and Polling

Please come to class prepared to discuss the following:

- Where do most voters and potential voters get their information about campaigns and candidates?
- 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 issue
- 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?
- Are the media biased in how they cover campaigns? What are the criteria for examining “bias”?
- 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?

- Did the media do a good job of reporting on this year's elections? What are your criteria for evaluating the media's performance?
- How much did your campaign - and campaigns in general - rely on polls to shape campaign strategy. What are the strengths and weaknesses of this?
- When media focus stories on polls, they are covering the "horse race." What are the pros and cons of this approach to reporting?

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#10 Tuesday, December 3 – Identity, Campaigns, and Elections

Please come to class prepared to discuss the following:

- What role did ethnicity, race, immigrant status, age, sexuality, gender, and religion 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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#11 Wednesday, December 4 – What Does It All Mean For America's Future?

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