

Campaign Semester

Fall Semester, 2018

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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 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 last five weeks 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; 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 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 interests are influential in campaign outcomes;
- Understand the role of media and media coverage in campaign outcomes;
- 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.

The Center for Academic Excellence (CAE) is available for **academic support**. Please visit their website at <http://departments.oxy.edu/cae/> to see the variety of services offered.

*Students with **documented disabilities** 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 experiences significant physical or mental impairments 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>

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/>

Cheating, plagiarism, & 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. I urge you, therefore, to address the root causes and anxieties that might prompt you to cheat. Please consider me (and your other faculty, your advisor, and the CAE) a resource—come see me at the first sign of trouble. In the long run, it will save both of us 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. (To be clear—in this class, there is no need for you to consult outside sources.) 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 the frequency and quality of your 1) weekly check-ins, 2) daily log and, 3) weekly journal analyses. To achieve a passing grade for this class, you will have completed all of your weekly check-ins by email 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 are to be done via Moodle (completed by Sunday evening) to let us know you are ok and to offer occasional pithy comments about the campaign experience. In two or three paragraphs, offer some insights, questions, and/or analysis.

The Daily Log 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.

The Weekly Journal should be a more thoughtful and considered reflection on the week. You will maintain the journal throughout the campaign and turn it in with your final paper. 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.

Political Campaign Analysis (POLS 271) 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.

- 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)
- Pearson, Flanigan and Zingale, “Campaign Cash, Negative Ads, and Court Battles: Coleman vs. Franken vs. Barkley in Minnesota’s (2008) Senate Race” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2010)
- Baumgartner, Francia, Lockerbie and Morris, “Back to Blue? Shifting Tides in the Tar Heel State: Dole vs. Hagan in North Carolina’s [2008] Senate Race” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2010)
- McKee and Craig, “Rubio vs. Crist vs. Meek in Florida’s [2010] Senate Race: Coming Out of Nowhere,” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2nd edition, 2012)
- 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)
- Steen, “Mitchell vs. Schweikert in Arizona’s Fifth Congressional District [2010]: A Rematch in the Desert” (from Randall Adkins and David Dulio, editors, *Cases in Congressional Campaigns*, 2nd edition, 2012)
- Sabato, Kondik and Skelley, “The Surprisingly Dramatic Terry & Ken Show” (from *Crystal Ball*, November 7, 2013)
- 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)
- Greenberg, Murphy vs Domino
- Gray, “The Making of an Upset”
- Newkirk, “African American Voters Made Doug Jones a U.S. Senator in Alabama
- Jacobson, “What it Takes for a Governor to Lose Reelection”

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 (POLS272)

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 on December 5th in Choi Auditorium, 4:30-6 pm in Choi Auditorium. After the panel there will be a reception with potential donors to the Campaign Semester program and you are expected to attend this as well.

Campaign Semester Seminar

Fall 2018

Tuesdays and Thursdays 3:30-5:30 pm - Fowler 111
Wednesdays 3:30-5:30 pm - Johnson 103 (Varelas)
Monday 3:30-5:30 pm - Room TBD

Assigned Readings

The assigned readings are listed below. There are two required books.

Donald Green and Alan Gerber, *Get Out the Vote: How to Increase Voter Turnout*, 3rd edition, 2015.

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

#1 Tuesday, November 13 - 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 Wednesday, November 14 - What Happened?

By **Friday, November 9**, please send Professors Dreier and Freer one article from a newspaper, a magazine, or a blog that summarizes and/or explains what happened on Election Day.

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?

Readings:

Carney, "Democracy Is on the Ballot," *American Prospect*, October 18, 2018
<http://prospect.org/article/democracy-on-ballot>

Other readings provided by you, the students.

By **Wednesday, November 14**, please send Professors Dreier and Freer 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 November 28. Also, you know of particularly interesting or controversial ads from other campaigns, please send those to us as well.

#3 Thursday, November 15 - 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?
- What are three things that the exit polls tell us about the national mood and the issues that mattered to voters?
- How important were such issues as health care, immigration, the economy, the Kavanaugh hearings, 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?

Readings:

“Trumpland: The Naked Truth” (40 minute documentary about Trump supporters) <http://fusion.net/video/360796/the-naked-truth-trumpland>

Sides, Campaigns and Elections, Chapter 1 (Introduction)

“How Popular Is Donald Trump?” (*FiveThirtyEight*) - approval ratings are updated regularly -- <https://projects.fivethirtyeight.com/trump-approval-ratings/>

“Are Democrats or Republicans Winning The Generic Ballot?” (*FiveThirtyEight*) - polls are updated regularly <https://projects.fivethirtyeight.com/congress-generic-ballot-polls/>

Pew Research Center, “Political Typology Reveals Deep Fissures on the Right and Left,” October 24, 2017 <http://www.people-press.org/2017/10/24/political-typology-reveals-deep-fissures-on-the-right-and-left>

Pew Research Center, “2018 Midterm Voters: Issues and Political Values,” October 4, 2018 <http://www.people-press.org/2018/10/04/2018-midterm-voters-issues-and-political-values/>

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>

Kulwi, “Steve Bannon on How 2008 Planted the Seed for the Trump Presidency,” *New York*, August 10, 2018 <http://nymag.com/intelligencer/2018/08/steve-bannon-on-how-2008-planted-the-seed-for-the-trump-presidency.html>

Johnson, “Why so many people are coming to see Beto O’Rourke: A revolt against Trump and a demand for compassion,” *Washington Post*, August 31, 2018 https://www.washingtonpost.com/politics/a-demand-from-texas-voters-in-the-era-of-trump-compassion/2018/08/30/f26cc678-a077-11e8-83d2-70203b8d7b44_story.html?utm_term=.7d4cd83b98b6

Lord, “America 2018: Even More Gilded Than America 1918,” *Inequality.Org*, September 28, 2018 <https://inequality.org/great-divide/america-2018-more-gilded-america-1918/>

Shapiro, “Don’t be fooled: Working Americans are worse off under Trump,” *Washington Post*, Sept. 30, 2018 <https://www.washingtonpost.com/opinions/dont-be-fooled-working->

[americans-are-worse-off-under-trump/2018/09/30/f789f198-be82-11e8-be70-52bd11fe18af_story.html?utm_term=.6dba49709ea0](https://www.nytimes.com/2018/09/30/f789f198-be82-11e8-be70-52bd11fe18af_story.html?utm_term=.6dba49709ea0)

Magness, “‘Exhausted Majority’ Feels Left Out By Politics Talk, Study Says. Are You One of Them?” *Miami Herald*, October 10, 2018

<https://www.miamiherald.com/news/nation-world/national/article219787295.html>

Goldberg, “A Cure for Political Despair,” *NY Times*, October 19, 2018

<https://www.nytimes.com/2018/10/19/opinion/midterms-democrats-women-michigan.html>

Jordan and Clement, “Rally the Nation,” *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/?utm_term=.149465961e62

Mzezewa, “I Loved Kanye West and Hated Taylor Swift. Then 2018 Happened,” *NY Times*, October 11, 2018

<https://www.nytimes.com/2018/10/11/opinion/kanye-taylor-swift-white-house.html>

Kanefield, “Why Trump’s Supporters Will Believe Any Lie He Tells,” *Slate*,

October 19, 2018 <https://slate.com/news-and-politics/2018/10/trump-lies-kavanaugh-khashoggi.html>

Kilgore, “Why Trump Supporters Might Not Care That He’s Not Getting Anything Done,” *New York*, Sept. 12, 2017

<http://nymag.com/intelligencer/2017/09/base-voters-may-not-care-how-much-stuff-gop-gets-done.html>

Meyerson, “The Return of American Socialism,” *American Prospect*, Fall 2018

<http://prospect.org/article/return-american-socialism-0>

Gay, “Hate That Doesn’t Hide,” *NY Times*, August 18, 2017

<https://www.nytimes.com/2017/08/18/opinion/sunday/hate-that-doesnt-hide.html>

Gest, “The 2016 Election Was Ultimately About One Big Thing,” *American*

Prospect, October 19, 2018 <http://prospect.org/article/2016-election-was-ultimately-about-one-big-thing>

Haberkorn, “Republicans who tried to kill Obamacare now claim they want to save its popular parts,” *LA Times*, October 18, 2018

<http://www.latimes.com/politics/la-na-pol-congress-healthcare-20181018-story.html>

Davis, "G.O.P. Finds an Unexpectedly Potent Line of Attack, Immigration," *NY Times*, October 14, 2018
<https://www.nytimes.com/2018/10/14/us/politics/immigration-midterm-election.html>

Chessler, "The Indelible Pain of the Kavanaugh Hearings," *The Nation*, October 17, 2018 <https://www.thenation.com/article/the-indelible-pain-of-the-kavanaugh-hearings/>

#4 Tuesday, November 20 -- Campaign Strategy, Candidates, 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 of 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?

Readings:

Sides, *Campaigns and Elections*, Chapter 3 (The Transformation of American Campaigns), Chapter 4 (Financing Campaigns), Chapter 5 (Modern Campaign Strategies)

Klingel, "Democrats or Republicans, who will outspend on midterms?" (*Fox Business Network*, October 19, 2018) <https://www.foxbusiness.com/politics/democrats-or-republicans-who-will-outspend-on-midterms>

Martin and Burns, "Republicans Rushing to Save House Seats From Onslaught of Democratic Money" (NYT, October 27, 2018)
<https://www.nytimes.com/2018/10/27/us/politics/house-republicans-elections.html>

Bouie, “Bernie’s Change” (Slate, July 13, 2016)
http://www.slate.com/articles/news_and_politics/politics/2016/07/how_bern_ie_s_small_donor_revolution_could_change_politics_on_the_left.html

Armstrong, “How Technology is Really Going to Change Politics in the Next 20 years” (*Forbes*, March 1, 2018)
<https://www.forbes.com/sites/paularmstrongtech/2018/03/01/how-technology-is-really-going-to-change-politics-in-the-next-20-years/#7662fc671eb3>

Broockman and Kalla, “Experiments show this is the best way to win campaigns. But is anyone actually doing it?” (*Vox*, Nov. 13, 2014)
<http://www.vox.com/2014/11/13/7214339/campaign-ground-game>

Willis, “The Trouble With Campaign Volunteers” (*NY Times*, Nov. 7, 2014)
<http://www.nytimes.com/2014/11/08/upshot/the-trouble-with-campaign-volunteers.html?smid=fb-share>

Hertel-Fernandez and Skocpol, “Democrats are losing to Republicans at the state level, and badly. Here’s why.” (*Vox*, August 3, 2016)
<http://www.vox.com/2016/8/3/12368070/democrats-losing-state-level>

#5 Monday, November 26 - 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 this year’s election differ from the 2008 election 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?

Readings:

Green and Gerber, *Get Out the Vote*, 3rd edition (re-read)

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

Brennan Center on Justice - This organization is devoted providing up-to-date information on voting rights and voter disenfranchisement. Spend some time on this website and explore these issues in terms of the national scene as well as in your own districts and states:

<https://www.brennancenter.org/issues/voting-rights-elections>

Montanaro, "Voter Turnout Could Hit 50-Year Record For Midterm Elections," *NPR*, October 18, 2018 <https://www.npr.org/2018/10/18/658255884/voter-turnout-could-hit-50-year-record-for-midterm-elections>

Berman, "How Voter Suppression Could Swing the Midterm," *NY Times*, October 28, 2018 https://www.nytimes.com/2018/10/27/opinion/sunday/voter-suppression-georgia-2018.html?fbclid=IwAR22nylhDwu9A83SvFj51Zakuuzo9VNmC3nN31u0I3jm5iR9j7XEcqur_I0

Walsh, "Stacy Abrams Always Knew They'd Try to Cheat," *The Nation*, October 18, 2018 <https://www.thenation.com/article/stacey-abrams-always-knew-theyd-try-to-cheat/>

Spector, "Fighting Republicans' Voter Purges in Ohio," *American Prospect*, Fall 2018 <http://prospect.org/article/fighting-republicans-voter-purges-ohio>

Berman, "Voter Suppression is Much Bigger Problem Than Voter Fraud," *The Nation*, October 20, 2016 <https://www.thenation.com/article/voter-suppression-is-a-much-bigger-problem-than-voter-fraud>

Staples, "The Racist Origins of Felon Disenfranchisement," *NYT*, November 18, 2014 <https://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.html>

"Voting Should Be Easy. Why Isn't It?" *NY Times*, October 18, 2018 https://www.nytimes.com/2018/10/18/opinion/registration-vote-midterms.html?emc=edit_th_181019&nl=todaysheadlines&lid=171324951019

Badger, "What If Everyone Voted?" *NY Times*, October 29, 2018 <https://www.nytimes.com/2018/10/29/upshot/what-if-everyone-voted.html>

McAlevey, "Three Lessons for Winning in November and Beyond," *NY Times*, October 10, 2018 <https://www.nytimes.com/2018/10/10/opinion/unions-democrats-organizers-midterms.html?login=email&auth=login-email>

#6 Tuesday, November 27 - 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?

Readings:

Sides, et al., Campaigns and Elections, Chapter 6 (Political Parties), Chapter 7 (Interest Groups)

Watch this three-minute video: Howell, “Will Young Americans Sway Midterms After Parkland?” October 3, 2018 <https://www.newsy.com/stories/parkland-shooting-may-have-boosted-youth-voter-registration/>

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#7 Wednesday, November 28 - Media

- What was the media strategy of your campaign?
- How much money was spent on media and what types was it spent on?
- How did your campaign attempt to frame your candidate, the opponent, and the issues? Did your campaign cultivate reporters?

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, November 29 - Ethnicity, Race, Age, and Gender

- What role did ethnicity, race, immigration, 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?

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#9 Tuesday, December 4 - What Does It All Mean for America’s Future?

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#10 Wednesday, December 5 - Panel discussion/public presentations
(Choi Auditorium, 4:30-6 pm)

Final papers due: Wednesday, December 12 by 5 pm