
BLENDING THEORETICAL AND APPLIED APPROACHES TO TEACHING POLITICAL CAMPAIGNS

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INTRODUCTORY ESSAY

This “Political Campaigns” course is a face-to-face, upper-division course to be taught during the fall of a midterm or presidential election year. Most of the learning activities and assessments are designed for a seminar-style course with fewer than 20 students. At The University of Notre Dame, where it was most recently taught, the majority of students took the course as one of several options for a junior-level writing-intensive seminar as required for the political science major. The course met twice per week for 75 minutes, but could be easily adapted to other formats, including online learning.

Political campaigns courses, which are relatively common in political science and government programs, often tend to adopt one of two approaches. The first, what might be called the theoretical approach, emphasizes the theory and history of elections in the United States. Topics may include research on voter behavior and turnout, public opinion polls, and historical trends in the development of political parties, campaigns, and their effect on the public and American democracy. This is the method usually preferred by instructors trained in traditional Ph.D. programs. The second, what might be called the applied approach, is often the product of master’s programs in campaign management or an internship requirement for a political science degree. These courses focus on how to successfully work on or run a political campaign, and frequently rely on the wisdom and expertise of practitioners as much as (or more than) empirical political science research. This approach tends to be preferred by instructors who are currently active in politics or who have extensive experience working on political campaigns. As such, instructors tend to adopt the axiom of “teach what you know” – following their preferred personal style, usually the one in which they learned about political campaigns. Additionally, the types of students in the programs may dictate the preferred approach to the course. As Coffey et al. (2011) note, attitudes of students in an applied politics program may “range from ambivalent to hostile towards theoretical arguments” (pg. 14); the same attitude may also be present for students who expect a certain degree of application in a theoretical course. Finally, practical considerations of finding real internships for students and the logistical burden of coordinating a live applied course can lead some to rely on a theoretical approach even if they prefer the benefits of applied learning (e.g. Rank & Tylock 2018). However, each approach offers unique and useful skills for students.

The motive for this course is to blend these two approaches, generating a hybrid course that focuses on readily accessible and applicable research that impacts the strategy and tactics of a political campaign. It is intended for students who wish to work on campaigns in the future (as a campaign consultant or operative) and students who are interested in applying political science research to the day-to-day operations of political campaigns. While students are not required to work on a campaign during the semester, the course provides a context and backdrop for those who are, and a formalized requirement

could be adopted for those looking to train students for campaign work. Furthermore, the experiential component (reading a book, watching a film, and attending an event related to campaigns) offers a light introduction to the broader world of political campaigns outside of the classroom, giving students additional examples of historical context. This requirement could likewise be adjusted (either increased or eliminated) based on a department’s intention for the course.

The 2016 election, with its divisive rhetoric and unconventional nature, offered a provocative setting for teaching this course. Students came from a range of political backgrounds and many were invested in the success of a particular candidate. Furthermore, the candidacy of Donald Trump in many ways challenged the conventional wisdom of how a candidate comes to gain his or her party’s nomination and, ultimately, the presidency. At the time, several political scientists commented on the unique challenges the “Trump phenomenon” posed to their teaching pedagogy and the discipline as a whole.* Given the topic of the course, one might expect that outside political events would lead to comparatively less civil discussions and more “hot moments” in the classroom. However, anecdotal experiences and results from student evaluations suggest the opposite. Even our “election post-mortem” held the morning immediately following Election Day could have served as a model of effective civil discourse.

Although the reasons for this are varied, I contend that one reason lies in the hybrid approach to the course described above. Throughout the semester, students tracked the campaign of the candidate of their choosing (predominately senatorial or gubernatorial candidates) and were also tasked with following the presidential race. Each week, they wrote a white paper (memo) advising the candidate as to the strategy the campaign should pursue in regards to a given topic (examples below). These corresponded to the theories and skills developed in that week’s class sessions, and functioned as the “applied” or informal “lab” component of class. The end result was a scaffolded (Ambrose et al. 2010) assessment of the campaign, which evaluated why their chosen candidate won or lost their election. Coupled with the evidence-based assessments of campaigns and activities in class, students adopted the role of an objective campaign consultant – having enough information to critique campaigns on both sides of the aisle without necessarily adopting what some would call the blind devotion of a campaign worker. This resulted in class discussions with an impressive display of critical thinking regarding the successes and failures of both Republican and Democratic political campaigns, and a tone of objectivity in an election which arguably took an opposing route. Moreover, the discussions of normative issues in political campaigns (such as privacy concerns with microtargeting, shaming GOTV techniques, or mobilizing new demographics) took on a more personal tone as students had to grapple with their own decision of whether to recommend an effective technique that they personally disagreed with.

The University of Notre Dame is highly selective and considered by some to be an elite institution, meaning many (though not all) students there are prepared for a rigorous classroom environment. However, students tend to have a very high number of commitments outside of class, making an applied approach with campaign requirements difficult to manage, which necessitated the blended approach. Most students were interested in and actively following the 2016 election and some had worked on political campaigns previously, but the vast majority had little experience working for a campaign and little historical background on political campaigns in the U.S. In my experience working at different types of institutions, the overall expectations seem reasonable for students at four year universities who have a background in political science (and especially political behavior), though the reading and writing levels could be adjusted accordingly for students depending on the level. For example, given that this

* For example, see Sam Sander’s (2016) report “How Do You Teach Politics in the Year of Donald Trump?”

was designed to meet the requirements of a writing-intensive course, the number of white papers may be reduced or the experiential writing may be eliminated if one wished to reduce the amount of writing students would be doing. Although I was very satisfied with the student learning outcomes, it should be noted that the course includes a lot of grading time on the part of the instructor. The next time it is taught, I may increase the number of free weeks students may select for the white papers (described below) and also include periodic meetings with students outside of class to provide more individualized instruction on following their campaign of choice, as the schedule permitted relatively few in-class opportunities to check in with students about their campaigns. These features add preparation time on behalf of the instructor, so one may choose to pare down other components to compensate for the added instructional time included in this course design.

In sum, the syllabus that follows is one attempt to bridge the gap between theory and praxis in the teaching of political campaigns. This type of course would work well for programs seeking to attract undergraduate political science students who express an interest in working on campaigns or seeking further education in campaign management. Furthermore, the blended approach may be one method of generating enhanced critical thinking skills and promoting civil discourse about politics in an unusual political age.[†]

SYLLABUS : POLITICAL CAMPAIGNS

COURSE CATALOG DESCRIPTION

This course examines the theory and technique of political campaigns in the United States. Students will research the effectiveness of various campaign strategies and apply this research to a semester-long project “advising” a political campaign of their choosing.

COURSE DESCRIPTION

This is the course I always wished I had as a political science major. It is geared toward students who want to work on campaigns, run for office, or those who want to learn more about the science of campaigns and elections. In this seminar, we’ll examine political campaigns in the United States from a practitioner’s perspective, using political science literature to discuss campaign tactics and strategies, including recent innovations that have transformed the campaign process. We’ll decide what works, what doesn’t work, and how to evaluate a political campaign. We will also discuss the highly dynamic roles of candidates, political parties, the media, voters, and interest groups. To put theory into practice, over the course of the semester you will “advise” a 2016 political campaign of your choosing.

LEARNING OBJECTIVES:

After successfully completing this course, you will be able to:

- Identify campaign tactics and strategies that are effective or not effective.

[†] This article does not directly empirically assess whether this approach to teaching political campaigns increases civility in the classroom, although this would be a fascinating extension of the paper. I am grateful to an anonymous reviewer for this suggestion.

- Explain how internal and external forces affect campaign decisions and success.
- Apply political science literature to real-world campaigns.
- Think critically about the role of political campaigns in American democracy, both empirically and normatively.
- Better synthesize and intelligently express your own points of view, both orally and in writing.

ASSESSMENT[‡]

To help you achieve the course objectives, final grades will be assessed through the following evaluations:

- Weekly White Papers (40%)
- Final Campaign Paper (20%)
- Experiential Video, Event, and Book (20%)
- Class Participation (20%)

WEEKLY WHITE PAPERS:

As a campaign consultant, every week you will write a 2-4 page (double-spaced) white paper (a campaign strategy memo) that will examine a particular aspect of your candidate's campaign. Most memos will include: an evaluation of what the candidate's current strategy is, what strategies you recommend, and (most importantly) justification for your recommendations. While our class discussions and course materials are a starting point for these papers, outside research is expected. Some memos will also include a small project, such as analyzing poll numbers, creating a radio advertisement, or designing a campaign poster.

You are allowed to choose 2 "free weeks" where you do not have to write a memo, with the exception that everyone must write a memo and complete the assignment on campaign advertisements. If you complete all campaign memos, I will drop the two lowest scores. While this may seem like a lot of work up front, these memos actually replace all exams for the course and will form the basis for your final paper.

FINAL CAMPAIGN PAPER:

In lieu of a final exam, you will write a comprehensive paper that analyzes why your candidate won or lost their election. You should feel free to draw heavily from your white papers, while adding in additional research on political campaigns. The papers should be around 10 (double-spaced) pages, though I am more concerned about coverage of the material and you demonstrating success in the course objectives than the ultimate length of the paper.

[‡] Sample rubrics for two white papers and the final paper are available at the end of the syllabus.

EXPERIENTIAL VIDEO, EVENT, AND BOOK

At any point over the course of the semester, you will watch one video, attend one event, and read one book related to political campaigns. After each one, you should write a 1-2 page (double-spaced) response paper of how it related to the readings, what we are talking about in class, or to your candidate's race. This is meant to give you additional "real-world" experience with political campaigns and the ability to apply the course materials to your own political interests. If you complete more than one experiential paper in each category (video, event, or book), I will count only the highest score. All experiential papers must be turned in by the final class period. Suggestions are given on the final page of the syllabus.

CLASS PARTICIPATION

This is a seminar, which means that it is essential that you come to class ready to actively participate. This includes (but is not limited to): attending class regularly, carefully reading the assigned texts, sharing your thoughts, opinions, and insights in discussion, considering and raising opposing viewpoints, engaging in respectful dialogue with others, listening attentively to others' perspectives, and following the discussion policies listed in this syllabus. Participation grades will be calculated from: your assessment of your participation in class, my assessment of your participation in class, and in-class discussion and activities. You will receive an advisory midterm participation grade to help you assess where you are at halfway through the course.

REQUIRED TEXTS

The following four books are required, and additional materials are available on the online course management system.

Burton, Michael John, William J. Miller, and Daniel M. Shea. 2015. *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management*, 5th ed. Santa Barbara, CA: Praeger.

Green, Donald P., and Alan S. Gerber. 2015. *Get Out the Vote: How to Increase Voter Turnout*, 3rd ed. Washington, D.C.: Brookings.

Issenberg, Sasha. 2016. *The Victory Lab: The Secret Science of Winning Campaigns*. New York, NY: Broadway.

Johnson, Jason. 2012. *Political Consultants and Campaigns: One Day to Sell*. Boulder, CO: Westview.

SELECTED COURSE POLICIES

LATE WORK/EXTRA CREDIT

An important part of career preparation and campaign work is the ability to meet deadlines and fulfill the requirements of your work. Therefore, late assignments will be subject to a half-letter grade reduction for every 0-24 hour period that the assignment is late. Additionally, there will be no extra credit given on an individual basis.

LAPTOPS AND ELECTRONIC DEVICES

Unless instructed otherwise, you are permitted to use laptops in class for note-taking purposes only. Cell phones and other electronics should be put away during class. To do otherwise detracts not only from your learning, but from other students' as well.

ATTENDANCE

Class attendance is expected, but not required, in this course. However, keep in mind that it is impossible to participate if you do not attend class. Furthermore, you are responsible for all of the material covered in class, and it is thus in your best interest to attend every class. If you must miss a class, it is your responsibility to get notes from another student or to contact me before the next class to discuss the material you missed.

DISCUSSION POLICIES

The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Specifically, our goal in this course is to consider various components of and to think critically about American democracy. Just as multiple voices are necessary for a healthy democracy, your participation is important for the learning experiences of your fellow classmates and your instructor. Therefore, participation will be graded on the quality, and not just quantity, of your contribution to this endeavor. To create an environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. In sum, you are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the classroom.

COURSE OUTLINE

DAY 1: IS THE 2016 ELECTION AN "OUTSIDER" ELECTION

- Introductions to each other and the course topic, go over syllabus.

DAY 2: CAMPAIGN FUNDAMENTALS: SMART CAMPAIGNS PLAN AHEAD

- Burton et al. Chapters 1-2.
- "Napolitan's Rules: 112 Lessons Learned From a Career in Politics" in Faucheux 2003.
- **DUE: Candidate selection via email by Noon.**

DAY 3: CAMPAIGN FUNDAMENTALS II: THE CANDIDATE AND THE CAMPAIGN

- Johnson. Chapter 1.
- "50 Things Never to Do in a Political Campaign" in Faucheux 2003.
- "Campaign Self-Examinations: Taking Your Political Pulse" in Faucheux 2003.
- Skim: "The Candidate," in Shaw 1999.

DAY 4: TARGETING VOTERS: ALL ABOUT THAT BASE

- Burton et al. Chapter 4.
- "The Myth of Independent and Swing Voters" in Baumgartner and Francia 2010.
- **DUE: White Paper #1 via email by Noon.**

DAY 5: TARGETING VOTERS II: INTRO TO MICROTARGETING

- Burton et al. Chapter 6.
- Issenberg. Chapters 2 & 5.

DAY 6: POLITICAL MESSAGING: A GOOD MESSAGE IS HARD TO FIND

- Johnson. Chapter 2.
- **DUE: White Paper #2 via email by Noon.**

DAY 7: POLITICAL MESSAGING II: ASSEMBLING, AVOIDING, AND ADDRESSING ISSUES

- Burton et al. Chapter 3.
- Johnson. Chapter 3.

DAY 8: GOTV: THE ONE WITH THE MOST VOTES (USUALLY) WINS

- Burton et al. Chapter 10.
- Green & Gerber. Chapters 1-2.
- **DUE: White Paper #3 via email by Noon.**

DAY 9: GOTV II: GOT JUNK MAIL?

- Green & Gerber. Chapters 3-5.
- Issenberg. Chapter 3.

DAY 10: GOTV III: CONSTANT CONTACT

- Green & Gerber. Chapters 6, 8, 10.
- "Lawn Signs" in Shaw 1999.
- **DUE: White Paper #4 via email by Noon.**

DAY 11: GOTV IV: SHAME, SHAME

- Green & Gerber. Chapter 11.
- Issenberg. Chapters 7-8.
- "Radio Spots That Pop" in Faucheux 2003.

DAY 12: THE INTERNET AND NEW MEDIA STRATEGIES

- Green & Gerber. Chapter 7.
- Johnson. Chapter 5.
- **DUE: White Paper #5 via email by Noon.**

DAY 13: TRADITIONAL MEDIA: STILL IMPORTANT

- Burton et al. Chapter 8.
- Green & Gerber. Chapter 9.
- Johnson. Chapter 4.

DAY 14: THERE'S NO SUCH THING AS FREE MEDIA (ONLY EARNED MEDIA)

- Burton et al. Chapter 9.
- **DUE: White Paper #6 via email by Noon (*The only mandatory white paper*).**

DAY 15: CATCH-UP DAY

- Issenberg. Chapters 9-10.
- Johnson. Chapter 6.

DAY 16: \$\$\$: GET THAT CASH

- Burton et al. Chapter 7.
- "Fundraising Strategies in the 2012 Presidential Campaign" in Thurber and Nelson 2014.
- "Eight Cardinal Rules of Effective Fundraising Letters" in Faucheux 2003.

DAY 17: \$\$\$ II: MO' MONEY

- Burton et al. Chapter 11.
- "How to Ask for Money" in Faucheux 2003.
- "Fund-raising" in Shaw 1999.
- Explore opensecrets.org website.

DAY 18: JOIN THE PARTY...OR "RUN FROM IT"

- "The Roles of Party Organizations, Party-Connected Committees, and Party Allies in Elections" by Herrnson 2009.
- **DUE: White Paper #7 via email by Noon.**

DAY 19: INTEREST GROUPS ARE YOUR FRIENDS

- "PAC Mentality: How to Get Money from Political Action Committees" in Faucheux 2003.
- "Can Learning Constituency Opinion Affect How Legislators Vote? Results from a Field Experiment" by Butler and Nickerson 2011.
- "How Are Interest Groups Involved in Campaigns?" in Sides et al. 2014.

DAY 20: POLLS BEFORE GOING TO THE POLLS

- Burton et al. Chapter 5.
- "Science or Voodoo? Misconceptions about National Election Polls" in Baumgartner and Francia 2010.
- "The Use of Survey Research in Campaigns" in Thurber and Nelson 2014.
- **DUE: White Paper #8 via email by Noon.**

DAY 21: THE DAY AFTER

- No reading assignment – come prepared to talk about the election & your candidate

DAY 22: NEW VOTERS AND CANDIDATES

- "Reaching – and Winning – Young Voters" Faucheux 2003.
- "Why Are Women Still Not Running for Public Office?" by Lawless and Fox 2008.
- **DUE: White Paper #9 via email by Noon.**

DAY 23: MOBILIZING A NEW ELECTORATE

- "Proactive, Reactive, and Tactical: Mobilizing the Latino Vote in 2012" in Sanchez 2014.
- "Mobilizing Asian American Voters: A Field Experiment" by Wong 2005.

DAY 24: CATCH-UP DAY AND TAKING STOCK OF WHAT WE'VE LEARNED

- Gerber & Green. Chapter 12.
- **DUE: White Paper #10 via email by Noon.**

DAY 25: CONGRESSIONAL CAMPAIGNS

- "Candidate Presentation and Preparation" in Faucheux 2003.
- "Caught in the Ground Wars: Mobilizing Voters during a Competitive Congressional Campaign" by Bennion 2005.

DAY 26: ALL POLITICS IS LOCAL

- "The Issue-based Campaign" in Shaw 1999.

DAY 27: SCANDAL! WHAT TO DO WHEN THINGS GO WRONG

- "Doing Opposition Research...on Yourself" in Faucheux 2003.
- "Crisis Management in Campaigns" in Faucheux 2003.
- "Damage Control: Preparing for the Unexpected on the Campaign Trail" in Faucheux 2003.

DAY 28: DO CAMPAIGNS EVEN MATTER, AND ARE THEY GOOD OR BAD?

- Burton et al. Chapter 12.
- “The Study of Political Campaigns” in Brady and Johnston 2006.

DAY 29: YOU’RE DONE!

- **DUE: Final Campaign Paper via email by Noon.**

CLASS ACTIVITIES

During each of the 75 minute classes outlined above, we engage in a number of different active learning exercises relevant to the daily topic. Most sessions include a discussion period where we evaluate real-life examples of campaign products: their advertisements, campaign literature, yard signs, etc. The goal from this is to have students apply the literature to examine what is effective or not effective. Another common activity I use is to have students work in small groups on a case study advising a campaign or in a simulated campaign activity. Additionally, throughout the semester we list one key takeaway about campaigns from each class; by the close of the semester, the students should be able to identify what is meant by each of the takeaways. This offers a concise and memorable opportunity to review what we learned in class. We regularly check in regarding the takeaways from the current and previous classes. Finally, students frequently check in regarding the current status of the campaign they are tracking and how it applies to the topic of the day. The ultimate goal of each of these activities is to blend “real-world” politics with empirically-validated political science analysis – the major contribution of the syllabus presented here.

SAMPLE ASSIGNMENTS AND RUBRICS

WHITE PAPER #6: RADIO ADVERTISING**Due via email by Noon on Day 14**

For this white paper, you need to do **2 things**: 1) using the Audacity software, develop a radio ad for your candidate, and 2) write a white paper discussing why you recorded the ad the way you did. Draw on the information you provided in previous white papers.

- 1) The radio ad should be 30 or 60 seconds long. Decide the content and themes based on your recommendations to the candidate and what you have learned (from class and outside research) about radio ads. It can target a single base group of voters or be for the general population. Send as an .mp3 or other common audio file.
- 2) Like the campaign literature white paper, the accompanying document should lay out your rationale for why you developed the ad the way you did. Go through every decision you made and justify why you did it that way (choices might include the issues used, background music, tone, word choice, positive or negative ad, etc.). The opening paragraph should discuss why this fits with the candidate’s advertising strategy and fills a need in the campaign, and the following subheadings will be about the individual decisions you made.

We will discuss how to create audio files in class on **Day 11**. Audacity software is available as a free download online, which we will discuss, and *The Book of Audacity*, a help file, is available as an e-book through the library. You can also find many background songs and sounds available for free online, such

as through Vimeo, ccmixer, or Freesound. This should be a high-quality recording without excessive noise or distortion; plan to edit the recording appropriately.

You must cite your sources. You should plan to use a mix of news reports related to your candidate, the course texts, and additional resources to support your choices. These might include articles from academic journals, books, or other evidence-based sources.

Criteria	Points Available	Points Earned
Content First paragraph discusses how the ad fits with the candidate's strategy and fills a need, each choice in the ad development is explained, choices are appropriate for the candidate and the race	20	
Justification Claims/recommendations are supported by evidence and explained in detail, applies justification to specific candidate	35	
The Radio Ad Radio ad is a high-quality recording that is audibly appealing and effectively delivers the content, is an original advertisement, and shows thoughtfulness and effort in the design	25	
Sources Sources are effective in supporting claims and demonstrate appropriate engagement with course and outside material	15	
Formatting Sources are properly cited, subheadings are used, name and candidate's name is at top of first page	5	
Editing Shows evidence of revision and careful editing	5	
Style Clear, concise, creative, and original	5	
Total	110	

WHITE PAPER #7: FUNDRAISING

Due via email by Noon on Day 18

Fundraising is at the heart of political campaigns. For this white paper, you will write a fundraising letter to your candidates' supporters (of your choosing). Secondly, you will write an accompanying white paper to explain and justify the choices you made in the fundraising letter.

1. The fundraising letter should be **2 pages, single-spaced**, similar to a real-life fundraising letter. As you will see from online examples, you should use short paragraphs and simple language (think at a politically-active 6th to 8th grade level). The letter should look like an appeal that could be sent out by your candidate, without replicating a letter that has already been sent. Think about where the candidate is in the race, what you would need the money for, how to be successful in fundraising, etc. – be sure to convey these in your letter and white paper.
2. Similar to previous white papers, this white paper will describe the choices you made in writing your fundraising letter. They should be targeted to: 1) how to effectively fundraise in political campaigns, and 2) your specific candidate's needs, message, and donor base.

As mentioned in class and previous rubrics, it is imperative that you engage a mix of news reports related to your candidate, the course texts, and additional resources to support your recommendations and justify your choices. Other resources might include articles from academic journals, books, or other evidence-based sources. You must cite your sources. I will be looking for this as a specific part of your rationale for writing the fundraising letter.

Criteria	Points Available	Points Earned
Content White paper addresses appropriate content from the fundraising letter, each choice in the letter is explained, choices are appropriate for the candidate, the race, and "best" fundraising strategies	25	
Justification Claims/recommendations are supported by evidence and explained in detail, applies justification to specific candidate	35	
Fundraising Letter The letter is professionally written, effectively delivers content, is an original monetary appeal, and shows thoughtfulness and effort	20	
Sources Sources are effective in supporting claims and demonstrate appropriate engagement with course and outside material	15	
Formatting Sources are properly cited, subheadings are used, name and candidate's name is at top of first page	5	
Editing Shows evidence of revision and careful editing	5	
Style Clear, concise, creative, and original	5	
Total	110	

POLITICAL CAMPAIGNS FINAL PAPER**Due via email by Noon on Day 29**

It's finally over. You've been tracking your candidate all semester, and it's time to make a determination as to why the election turned out the way it did. The key focus of this paper is simple: why did your candidate win or lose? Everything you write in this paper should be directed towards answering this question.

To do so, you should offer a comprehensive account of the race: its history and backdrop, the events that defined the campaign, the tactics used by the candidates, and the candidates and campaigns themselves. Use information from your previous white papers, from what we discussed in class, and that which is specific to your candidate's race. Some of the things we've covered together include: campaign fundamentals, candidate traits, voter targeting, political messaging, GOTV efforts, media strategies, campaign finance, outside resources, polling, changing demographics, reacting to scandal, and the overall effect of political campaigns. Use these and other topics to formulate an effective argument (thesis) as to why the race turned out the way it did.

There is no page requirement for this paper, although 10 double-spaced pages is a good benchmark. Your paper should have an introduction which sets up the rest of the paper, followed by several sections (marked with subheadings) that address various aspects of the race. Wrap up with a conclusion that speaks to the broader state of political campaigns or politics generally.

Your arguments must be fully developed and supported. This means engaging news sources related to your candidate, but perhaps more importantly, the course materials and additional academic literature (such as journal articles, books, and other data-based resources). Because this is a fuller account of the race than your white papers, you should plan to connect the topics you discussed there with new research to ensure that your argument is fully justified. You must cite your sources in-text and in a bibliography section.

Criteria	Points Available	Points Earned
Content Offers a comprehensive overview of the race (going beyond surface reporting), accurately describes the campaign tactics and strategies employed, relates arguments to topics discussed in class	40	
Justification Arguments are fully developed and are supported by evidence & explained in detail, applies justification to specific candidate, displays evidence of critical thinking about the race	40	
Sources Sources are effective in supporting claims and demonstrate appropriate engagement with course and outside material	15	
Formatting	5	

Sources are properly cited, subheadings are used, has an introduction and conclusion, name and candidate's name is at top of first page		
Editing Shows evidence of revision and careful editing	5	
Style & Tone Clear, concise, creative, and original	5	
Total	110	

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