Educational Policies Committee

Course Proposal Form

Date: 1/31/2012

Submit Twenty-four Copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.

Department: PSC

Proposed course number: 3332 SL

Course Title: Campaigns and Elections

Prerequisites: PSC 2310

Course Description: (Please use the format of the current catalog.)

University Catalogue Description. PSC 3332 SL: Campaigns and Elections. This course is a practical and service-oriented introduction to US elections that takes students behind the scenes of historic and on-going political campaigns and invites them to explore the role of parties, nonpartisan organizations and citizens in supporting candidates and organizing elections. Students will consider the motivations politicians and other citizens have for participating in politics, the complex relationships between political parties and the governments in which they seek to place their candidates and the ethical challenges of running for public office. They will work with actual campaigns or in election-related organizations to observe how professional politicians build and manage campaign organizations, relate to citizens within and outside their electoral coalitions, develop messages and strategies and promote their candidacies using television and new media.

Please answer the following:

Semester Credit Hours: 4

Graded or Non Graded: Graded

Course will be offered?: Fall X Spring Alternate Years Beginning? 2012

Will this course be offered in the Evening? Yes No X Do not know

This course is designed to be: (check all appropriate lines):

X a course to satisfy the University Core Requirement in

a required course in the major

a Special Topics Course

an experiential learning course (EL)

an Honors course

a general elective for majors and non majors

an UR/CW course (UR/CW)

an information literacy (technology infused) course

a Global Studies course (GBS)

a service learning course (SL)

new course

combination of previous courses:

meets Area I requirement

meets Area II requirement

The following should be attached:

(1) Rationale for the course: (a) How it supports the program. (b) If your course appears similar to other departments’ offerings at HPU, how is your course unique? (c) Similarity or uniqueness relative to courses at other institutions?

(2) Do your attachments mention any related changes, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are significantly revising a major, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.

(3) Expenditures: if the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically require significant increases in library resources, please also consult with the Director of Library Services. EPC approval of the proposal does not guarantee budgetary approval.
(4) If the changes affect other department(s), include the signed EPC Departmental Consultation form(s) in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A thorough syllabus including:

- Course description
- Course objectives (specific and clear)
- Course texts and other reading requirements
- Writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
- Special projects, research, etc. required
- Grading scale and % of grade from each assigned area
- Instructional facilities other than classroom/lab
- A tentative week-by-week list of course topics

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*Department Chair*

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*Dean of your School/College*

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*Vice President for Academic Affairs*
Attachments:

(1) This course is a revision of the PSC 3332 course that previously passed EPC as part of the recent Political Science Department (PSC) curricular revision. It continues to support the PSC and HPU program in the ways that course does, but the addition of service learning components will expand the experiential and service learning contributions of PSC to the HPU and High Point, NC communities. The attached syllabus outlines the goals that the newly revised course will achieve.

(2) The newly revised course does not imply any changes in departmental majors or minors.

(3) The newly revised course does not demand any new expenditures from the department budget.

(4) The revision did not make necessary any consultations with other departments.

(5) The new proposed syllabus for PSC 3332 is below.
HIGH POINT'S UNIVERSITY
SERVICE LEARNING PROGRAM

PSC 3332 SL – Campaigns and Elections (Fall 2012)
A Service Learning Course
Instructor – Martin Kifer
Department of Political Science
High Point University

COURSE DETAILS

University Catalogue Description. PSC 3332 SL: Campaigns and Elections. This course is a practical and service-oriented introduction to US elections that takes students behind the scenes of historic and on-going political campaigns and invites them to explore the role of parties, non-partisan organizations and citizens in supporting candidates and organizing elections. Students will consider the motivations politicians and other citizens have for participating in politics, the complex relationships between political parties and the governments in which they seek to place their candidates and the ethical challenges of running for public office. They will work with actual campaigns or in election-related organizations to observe how professional politicians build and manage campaign organizations, relate to citizens within and outside their electoral coalitions, develop messages and strategies and promote their candidates using television and new media.

Goals and Objectives. Successful students in this class will:

- Learn political science theories of campaigns and elections, including the evolution of campaigns and elections over time, the role that campaigns play in translating citizen preferences into representation, the ethical concerns that face candidates and campaigns and the use of diverse strategies in the course of campaigns
- Demonstrate skills and techniques of campaign service and management through participation in actual election-related activities
- Apply understanding of campaign service to critical analysis of the role of citizens in organizing and supporting election activities, campaign professionals’ chosen strategies and qualitative and quantitative data generated by political analysts, parties and candidates during election cycles
- Demonstrate the ability to connect political science theory to practice, analyze ethical dilemmas that may occur in the course of political campaigns, and articulate arguments for and against particular strategies in class, on exams, and in written assignments
SERVICE LEARNING DESIGNATION

This section of PSC 3332 has been designated as a Service Learning course by the University. Service learning is not an internship or simply volunteering - it is a pedagogical model that will deepen your understanding of the course material by exposing you first-hand to the ethical issues we discuss in class. You will perform service work that aids our local community and that service work will advance your thinking about ethics and education. The students’ commitment to service learning will include spending a minimum of 15 hours working directly for a campaign or other organization. (A more detailed explanation of this assignment is included in the Grading and Assignments section and Appendix to this syllabus.)

All students in the course will be required to abide by the policies set forth by the HPU Service Learning Program in its Service Learning Code of Professional and Ethical Behavior and Partnership Agreement. Failure to abide by these policies will be treated as a breach of the University’s Honor Code and you may be referred to the Honor Council for punishment. You are expected to take the initiative to complete your required service hours and you are responsible for the penalties to your grade if you do not complete the hours.

CLASS TEXTS

The required texts for this course are:


3. Weekly readings posted online or distributed in class. The nature of the Campaigns and Elections class means that we will be tracking political events as they unfold. I will post important articles and reports online or provide direct links to them on the class Blackboard site. I will give in-class instructions about which readings are required before each class period.

A significant number of readings will come from these texts:


Grading and Assignments

Grades: The instructor will grade each of the assignments and exams on an A-F scale as described below.

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<th>Grades</th>
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<td>A</td>
<td>93-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>F</td>
<td>0-59</td>
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The contribution of scores earned on the class assignments and a series of pass/fail participation exercises are as follows:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percent of Total Grade</th>
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<tr>
<td>Participation (and Possible Quizzes)</td>
<td>15%</td>
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<tr>
<td>Analytical writing assignments</td>
<td>30%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Campaign-based service learning</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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Participation. Participation exercises will be relatively straightforward and all students will receive either a passing or failing grade for each individual assignment. For example, students might discuss a series of questions about a reading or video and present their responses as a group.

Quizzes. Quizzes are short tests on limited parts of the class material (unlike the midterm and final exams which may include a good deal of the material we cover in class). You may have in-class as well as on-line quizzes depending on the week and subject matter we are covering at the time. You will have a limited time to take them, so pay attention to instructions for any on-line quizzes.
Analytical writing assignments. During the semester, students will research and write a series of analytical pieces about a campaign they are currently following. For your writing assignments, I will devote some class time to describing my expectations and the format for each assignment. I will also distribute handouts (which I will post on the course website) concerning expectations for the content of the assignment and the resources you should use to complete it. Students should turn in hard copies of their papers the designated day in class (or in the case of the final assignment in my mailbox, Qubein 364) and send me a copy attached to an email. Please do not slide the papers under my office door unless instructed to do so.

Campaign-related service learning. With the instructor’s assistance, students will locate a political party committee, local, state, or federal candidate on the ballot in the 2012 election or another election-related organization in Guilford or another nearby county. The student will spend a minimum of 15 hours working directly for the campaign or other organization. The student will chronicle their activities on behalf of the candidate or party in a journal (including periodic reflections assignments prompted by questions from the professor) and will give a short presentation in class about the things he or she learned and experienced during the service learning experience. A more complete explanation of this assignment is included in the Appendix to this syllabus.

Midterm exam. The midterm exam for this course will include a combination of multiple choice, true/false, and short answer questions. Prior to the midterm exam, I will distribute a study guide and more details about the format of the exam. We will also devote at least one class period to review for the midterm exam. The midterm exam will be on October 10th during our regular class time.

Final Exam: The final exam will have a format similar to that of the midterm exam. Prior to the midterm exam, I will distribute a study guide and more details about the format of the exam. We will devote at least one full class period to review for the exam. The final exam is scheduled [#####].

Concerns about Grades: You should either visit me during office hours or schedule a separate meeting if you have a concern about a grade I have given you on a particular assignment or exam. Please bring a written statement of why you believe your work deserves a different grade. I will consider such appeals on a case-by-case basis.

CLASS POLICIES

Mutual respect. Just as students should expect an instructor to show tolerance for a range of viewpoints concerning the issues discussed in class, students should show respect for the opinions of their fellow students. The standard for appropriate discussion in this class will be that students should feel free to express views without fear of condemnation, but also respect the rights and ultimately the feelings of others.

Academic integrity. High Point University does not tolerate cheating, plagiarizing written work, collusion, or other forms of academic misconduct. For example, a student who submits work that is not his or her own to fulfill a writing requirement will be given a grade
of “F” for the assignment. It is important that you understand what constitutes academic dishonesty and what does not. Please refer to the University Honor Code (http://www.highpoint.edu/campuslife/spo/index.cfm?DeptCategory=198&PageID=1705) for definitions and possible implications of student misconduct. If any of this is unclear, I encourage you to discuss expectations with me.

Absences. It is your responsibility to be in class each day. If you miss more than five classes during the semester, I may drop you from the class. I will take roll each day and will have a record of your number of absences. You are also responsible for informing me if there is any acceptable justification for your absence or your inability to attend an exam period. When possible you should provide a written explanation prior to the absence. I also assume that in any real emergency, you will be able to show me evidence that you could not avoid missing the class. Having already booked a ticket home or to any other location for the break will not constitute an exception to the rule that all absences must be as the result of a serious and unavoidable set of circumstances.

Late assignments. You are responsible for the assignments and the announcements made in class. I will make a good faith effort to communicate the dates, times, and content of assignments through electronic means as well, but announcements in class are the most authoritative. Papers and other assignments will not be exceedingly long, and I will assign them with plenty of notice prior to their due dates. If you turn in a late paper, I will deduct one-half letter grade for each day it is late.

Students with disabilities. Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Mrs. Irene Ingersoll, Coordinator for Disability Support, 405 Smith Library. Please inform her of your need for accommodations at the beginning of the semester. It is your responsibility as a college student to advocate for yourself. Accommodations are not retroactive.

Course evaluations. On-line course evaluations are an important part of your participation in this class. High Point University is very interested in your thoughts about the class in general, the materials you use, the content you learned, and the instruction you received. If you have any problems completing the evaluation, Dr. Jeff Adams (the University's Director of Institutional Assessment) will be able to assist you.

Communication. The most authoritative announcements are made in class, but you should watch closely for informational e-mails to your High Point University account and check the course Blackboard site regularly. I will make a good faith attempt to post reminders of class assignments and announcements that were made in class as soon as possible. Please let me know if there appears to be a discrepancy between what is said in class and what appears on the website.

Office hours. I encourage you to take full advantage of office hours and appointments with me. By asking questions and telling me about your experience in class, you help me to conduct a better course. I have put together a schedule of office hours that has some flexibility and offers a variety of times I hope are compatible with your schedule. I am on campus most of every weekday, so if the office hours as stated do not fit your schedule,
make an appointment with me. If there is anything about the course that is unclear or demands more explanation, please come see me.

Your technology in the classroom. Laptop computers can be very helpful tools for taking notes, and during some exercises in class, for finding information on the internet. But computers, handhelds, and cell phones can be a distraction when you use them for activities not related to class. If you are surfing the web or texting during class, then you are not fully engaged and not participating fully in class. Make sure that you have disconnected from the internet when we begin class. If you are texting or surfing the web during class, it will immediately impact your participation grade. If you are warned three times about use of computers, cell phones, or other handheld devices in class, then you will receive a ZERO for your participation grade.

Main Course Website: Blackboard will serve as the main course website. I will post materials for the class on this site, including the syllabus, course outlines, assignments, and, to the extent practicable, the video clips I show during lectures. I may also post some of our classroom discussion and participation activities around the site. On the first day of class, I will ask everyone to see if the site is functioning properly. Please let me know if at other times during the semester you have trouble accessing the site.

COURSE CALENDAR


Introductions. Briefing on service learning dimensions of Campaigns and Elections.

Meeting with community partners for service learning component of the course.

Week 2: The Context: How do professional norms, laws and institutions shape presidential and congressional campaigns? What are the effects for voters and politics of the Electoral College and gerrymandering of districts? (August 27 – 31)

Nelson, et al, Chapter 1, “Approaching the Issue” in *Shades of Gray*


Poltsby, et al, Chapter 4, “The Nomination Process”


Week 3: Presidential and congressional candidates I: Who runs for office and why? What are some ethical issues candidates for public office must face? (September 3 – 7)

Churchill from Campaign Battle Lines, “The Zest to Serve and the Opportunity to Serve”

Pelosi, Christine, Chapter 1, “Identify Your Call to Service,” Campaign Boot Camp: Basic Training for Future Leaders.

Jacobson, Chapter 3, “Congressional Candidates”

Kernell and Jacobson, “Strategic Politicians”


Assignment: Read biographies of a selection of candidates on their websites. Do they cite any reasons for running? What do they describe about their background (previous jobs, past and current activities, groups of which they are members, etc.)? What are the differences between the two candidates concerning their backgrounds and motivations? Take notes and respond to these questions. Be prepared to discuss your findings in class.

September 7

Class meeting in Qubein School of Communication 217 for training on Lexis-Nexis and THOMAS (Library of Congress) with Smith Library Staff.

In preparation for this session, read Burton and Shea, Chapter 3, “Opposition Research.”

First analytical writing assignment assigned

Week 4: Presidential and congressional candidates II: How do candidates plan campaigns? How do they gather important information about their opponents (and themselves)? Are there clear ethical limits on researcher conduct? (September 10 – 14)

Burton and Shea, Chapter 1, “The Campaign Plan,”


Discuss progress on final analytical writing assignment, the Opposition Research project. In preparation for class, look at what you have already collected and think about what the readings are recommending. What questions do you have about compiling information and writing a summary for this assignment? How does this research project take you part of the way to preparing the research that the authors recommend?

**Week 5: Presidential and congressional candidates I: Who is involved in campaigns?**

**What role does money play in campaigns and how do candidates raise it?**

(September 17 – 21)

Makinson, “What Money Buys” in *Shades of Gray*


Burton and Shea, *Chapter 7, “Fundraising Strategies and Tactics”*


Thurber, James A. “From Campaigning to Lobbying” in *Shades of Gray.*

**Skim:** *Federal Election Commission Campaign Guide (for Congressional Candidates and Committees. (available at: http://fec.gov/info/toolkit.shmU#candidate )*

Sometime this week, watch two videos:

Stroker, Dan, “How We Used Data to Win the Presidential Election,”
(http://www.youtube.com/watch?v=71bH8z6iqSc )
PBS Frontline, “The Architect”  
(http://www.pbs.org/wgbh/pages/frontline/shows/architect/view/ )

Watch the whole “Architect” video, but think carefully about what it says about how Rove used strategies and the relationship of outside groups to the campaign.

Reference for week: OpenSecrets.org pages on Congressional Elections (You should look up the race you are following), Political Parties, and Independent Expenditures.  
(http://www.opensecrets.org/estats/index.php)

Week 6: Presidential and congressional candidates II: How do candidates develop messages? What relationship do candidates and campaigns have to the media?  
(September 24 – 28)

Burton and Shea, Chapter 5, “Campaign Polling”


Focus Groups and Survey Research. Watch focus group interview by Peter Hart during the 2008 campaign: http://www.c-spanvideo.org/program/282017-1

Selected surveys from Republican-leaning group like Resurgent Republic or American Crossroads and Democratic leaning groups like Democracy Corps.

Burton and Shea, Chapter 8, “Strategic Communications”

Shaw, Catherine, Chapter 8, “Media”, The Campaign Manager: Running and Winning Local Elections


Watch PBS Frontline’s “The Persuaders”  
(http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/ )

Review sheet for midterm distributed
First analytical assignment due

Week 7: Presidential and Congressional voters: Who votes? How do campaigns attract votes? And how do voters process information about candidates? What responsibilities do voters have as citizens?  
(October 1 – 5)

Polsby, et al, Chapter 1, “Voters”
Traugott, Michael W., "The Electorate's Responsibilities" in *Shades of Gray*

Jacobson, Chapter 4, "Congressional Campaigns"

**Week 8: Review and Midterm Exam (October 8 – 12)**

*October 8*
Review of course material.

*October 10*
Midterm Exam

*October 12*
In class review of service learning experiences. Students will share details of campaign tasks they have so far undertaken, discuss their future involvement with the campaign (leading up to Election Day), and reflect on relationship of their experience to issues of professionalism and ethics previously introduced in the course.

Rourke, Brad, Chapter 14, "More than Voting" in *Shades of Grey*

**Week 9: Presidential and Congressional voters II and National politics and congressional campaigns: How do campaigns vary according to national trends and how much of voting is a result of these trends? (October 29 – November 2)**

Jacobson, Chapter 6, "National Politics and Congressional Elections"


Kolodny, Robin, Chapter 7, "It's the System, Stupid!" in *Shades of Grey*

*The Politico-GW Battleground Poll*. Read the Republican and Democratic Analysis. Look at the graphical results as well as the questionnaire. I will send you some questions or hand them out in the Wednesday class.

**Week 10: The Elections of 2012: What happens in the last hours of campaigns? What are the outcomes of the 2012 campaign, (and what explains them)? (November 5 – 9)**

NOVEMBER 6 IS ELECTION DAY!

Green and Gerber, Chapters 1 – 3, *Get Out the Vote*

Herrnson, "Fieldwork in Contemporary Election Campaigns" in *Campaigns and Elections American Style*
Shaw, Chapter 11, “Getting Out the Vote”

Other readings based on outcome of 2012 elections TBA

**Week 11: The Consequences of Elections: How are elections related to how politicians behave in office and represent their constituents? (November 12 – 16)**

Polsby, et al, Chapter 7, “American Parties and Democracy”

Jacobson, Chapter 7, “Elections, Representation, and the Politics of Congress”

Sulkin, Tracey, Selections from *Issue Politics in Congress*

Film, *The Primary*, Directed by Robert Drew

Presentation from Professor Brad Lambert on campaign advertisements

**Week 12 - 13: Reports from the Field: What did we see during the 2012 elections? Exploring Elections with Campaign Data: How do analysts examine campaign data? Looking into the Future: What can we expect from campaigns in the next decade? (November 19, November 26 – 30) THANKSGIVING BREAK IS NOVEMBER 20 – 26**

Browse the predictions made by fivethirtyeight.com and then read the methodology section of the website:
http://fivethirtyeight.blogs.nytimes.com/methodology/?pagemode=print

Browse the charts by Pollster.com and then read their FAQs:
http://www.pollster.com/pollster-faq/


Graf, Joseph, “New Media – The Cutting Edge of Campaign Communications,” *Campaigns on the Cutting Edge*.


*Campaign Service Learning papers due. Discussion of how service learning connects to theories and best practices we covered in class*
Second analytical writing assignment: How will congressional campaign winners legislate?

Review sheet for final distributed

Class presentations on service learning project

Week 15: Review (December 3 – 5)

Class presentations on service learning project

Week 16: Final Exams

TBA.

Second analytical writing assignment due
Appendix: Service Learning Assignment for PSC.3332

Campaign Service Learning Project
25% of total grade
Total of at least 15 hours

Where you can work:

Federal, state, local campaigns (or whoever is working for them such as the Coordinated Campaign) or with an election-related organization.

1. Choose a Republican, Democrat or other party candidate. For example, the candidates for Governor are Republican Pat McCrory and Democrat [###], the Democratic candidate for President is Barack Obama and the Republican candidate is [#####]

2. Choose to work for a party (and thus a variety of candidates)

3. Choose to work for a non-profit or another independent agency that is directly involved in the 2012 elections

4. Another option to be discussed with me if you prefer to do something non-partisan

Contacting campaigns, candidates, or organizations:

1. At the beginning of the semester, we will devote class time to a meeting with some potential community partners with whom you may work. You may agree to work with one of them at that time.

2. Look on Blackboard this weekend for a list of campaign phone numbers and contact information. You should sign up for email updates from parties or candidates you prefer. I will update you as I hear about activities for the campaigns.

3. Network with people in class or who you know with candidates or parties. You are welcome to find opportunities with parties or candidates with which you agree

You will complete a series of assignments specifically about your service learning experience:

1. Periodic journal entries that

2. A 7 - 8 page double-spaced paper to me linking your experience on the campaign to what we covered in class

3. A short (10 minute) presentation about your service

Journal Entries

You will write a short journal entry and send it to me each time (within 48 hours by email) you work with your chosen organization. You should also compile the entries for later reference for your overall reflection and integration paper. Each entry should include:

1. Date and time period that you worked for the campaigns
2. Where you worked (e.g. voter GOTV calls in High Point, media event for candidate at a local business)
3. What you did during that time period with a couple short paragraphs that describe your activities and give some impression of how it went (e.g. worked making calls to independent voters, there were a lot of lines that did not work, I talked to some people who were receptive; watched a candidate event, it was well-attended, and the candidate spoke about health care).

4. How you see your experience that day as related to material we have covered in class (e.g. some theory, concept, or text about the role of citizens in a democratic society or the practical choices that politicians and campaign operatives make about using resources)

Periodically during the semester, I will also ask you to reflect directly one of a series of questions about how what you are seeing the campaign relates to material we are covering in class, including the ethical considerations of running and serving in a campaign

Integrated Reflection Paper
Assigned [###]
Due [###]

Your paper should address these questions and use citations and evidence to back up your claims:

Very briefly (length = approximately two pages or less):

- What did you do during your time serving on a 2012 campaign? Explain the who, what, where, why, and how of the activities you undertook.
  - Remember, I already should have updates from you about what you did.
  - Use this part of the paper—probably no more than a page—to summarize what you did.
  - You can use the rest of the paper to provide more context or texture about the people you met, anecdotes about things that happened, etc.

Then link your experience to what we have read and learned for this class (length = the rest of the assignment):

- How does your experience fit into the larger picture about how campaigns are run?
- What part of the campaign operation were you? (If you served in multiple capacities, then please describe each of those.)
- Was the campaign using some of the best practices we covered in class (either during lecture or in the readings)? Give examples.
- In what ways did what you see and hear and do during the campaign reflect the ethical considerations about campaigning that we discussed in class?
- Did you interact with any candidates while you were serving on the campaign? If so, who? What did you observe about them that was interesting based on what we have covered in class about candidates, their backgrounds, and their behavior?
Specifications: The paper should be approximately seven to eight pages long, double-spaced, 12 point font, one-inch margins. Citations should be parenthetical and you may include a works cited (that does not count toward the three page guideline). See the Library webpage. You can use whichever style best suits you (e.g. MLA, APA, or APSA).

http://library.highpoint.edu/html/hplib/REFopen.HTML

Grading criteria: The paper will be graded on a 0 – 100 scale overall. I will be looking for several things when I grade the papers. I will try to answer these questions about your work:

• Did you respond directly to the questions posed above?
• Did you directly integrate course material such as texts, lectures and videos with your experiences in the field?
• Did you use correct grammar, proofread carefully, and organize the paper logically and coherently?

If you have questions about the assignment: Please email me or come by office hours or make an appointment to see me. We will talk about the assignment again briefly in class, but you should feel free to write to me or come by office hours to talk about specifics.

Presentation of Campaign Experience

Students will prepare an 8 – 10 minute presentation that relates to experiences they had as part of the service learning project. Like the overall integrated reflection assignment, their presentation should address a series of questions that involve analyzing their experience in the context of readings and lectures from class:

• How does your experience fit in to the larger picture about how campaigns are run?
• What part of the campaign operation were you? (If you served in multiple capacities, then please describe each of those.)
• Was the campaign using some of the best practices we covered in class (either during lecture or in the readings)? Give examples.
• In what ways did what you see and hear and do during the campaign reflect the ethical considerations about campaigning that we discussed in class and the role of citizens in campaigns and elections?
• How did any interactions you had with candidates or campaign staff affect your views of campaigns in general? What did you observe about them that was interesting based on what we have covered in class about candidates and campaign workers, their backgrounds, and their behavior?

Grading criteria: The presentations will be graded on a 0 – 100 scale overall. I will be looking for several things when I grade the papers. I will try to answer these questions about your work:

• Did you respond directly to the questions posed above?
• Did you use theory and evidence from both the formal course materials such as texts, videos or lectures to make points concerning the service learning experience itself (and vice versa)?

• Was presentation of professional quality, practiced and rehearsed, proofread carefully, and organized logically and coherently?