

*Gov 98jq*  
**How to Win Elections:  
Political Science Perspectives**

Fall 2008  
Location: CGIS-K450 (same as N450)  
Wednesdays, 7:00 – 9:00 pm

Want to run a campaign? Run for office yourself? If so, you're going to need to make decisions: Do you go negative? Do advertise on television or send out flyers? How do you frame the issues? How should you harness the power of the Internet? How will you tell whether any of it is working? The tools of political science can be used to answer questions like these, and in this course you will learn how.

Course website: <http://www.courses.fas.harvard.edu/3148>

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Office: CGIS-N151D  
Office Hours: Mondays, 2-5 pm  
Tuesdays, 11 am - 2 pm  
Wednesdays, 2:30 - 5:30 pm  
(Please schedule an appointment in advance)

Grading: No pass/fail. Attendance and completion of all course and research tasks is required.

### **I. The Power of Political Science**

To understand this course, take a moment and imagine that you're the lead consultant for a Congressional campaign. Your candidate has just sent out 5,000 glossy brochures highlighting her experience as a prosecutor. The brochures were expensive, and before she sends out another round she'd like to know if they had any effect. At the morning staff meeting, one of your fellow staffers tells everyone that he spoke to a few people at the coffee shop on the way to the office and they all really liked the flyers. This staffer recommends doing another round. Another staffer suggests that perhaps the campaign should go negative because she feels the campaign needs a jolt.

All heads turn to you: what are you going to do? What information do you need to make your decisions? How can you tell if the flyers worked? How can you predict what the effects of going negative might be? In this research seminar, you will learn how the tools of political science research can help you answer these questions and many others. By the end of the course, you will be able to understand existing electoral evidence, create your own original datasets, and synthesize research to arrive at evidence-based conclusions and predictions. You'll see just how powerful political science can be.

## II. Course Aims and Objectives:

*Aims.* This course has two interrelated aims: to introduce you to political science research methodology while also providing you with new analytic skills directly relevant to helping campaigns win elections. If you complete this course, you will not only be prepared to write a senior thesis, you will also be ready to contribute in new and more advanced ways to campaigns and legislative offices.

*Specific Learning Objectives.* By the end of this course, you will:

- ✦ Recognize, understand, and be able to discuss fundamental social science concepts and terminology such as positive/normative analysis; counter-factual reasoning; qualitative/quantitative approaches.
- ✦ Be able to conduct a literature review by knowing where to look for sources, and developing the skills of digesting large amounts of research efficiently; identifying the most salient issues quickly; and writing in a clear, precise manner.
- ✦ Improve your analytic writing skills through a series of weekly assignments critiquing media reports, regular responses to your colleagues' work, and preparation of your final research paper.
- ✦ Develop a deep, substantive understanding of one of how winning elections is related to one of these five areas: institutional design, get-out-the-vote strategies, issue framing, going negative; and using the Internet, as well as a working knowledge of the other four.
- ✦ Present new evidence either through conducting your own experiment, administering your own poll/survey, analyzing an existing data set, or carrying out interview-based case study qualitative research.
- ✦ Be able to provide advice to a political campaign with more precision and confidence.
- ✦ Have developed general social science research skills that will enable you to write a senior thesis on just about any topic.

## III. Format, Procedures, & Course Philosophy

This is a research seminar organized as a simulated political consulting experience. We will operate as if you are each participating in a semester-long internship program. At the end of the program, you will be turning in to your supervisor (that's me) a paper that demonstrates your ability to conduct political science research. Note that this is different than what you would do if actually working with a campaign. With a campaign, you would translate your research into short Memos free from academic jargon. Consider this course a preliminary step to those Memos: you are going to demonstrate first that you can do the fundamental research behind the recommendations.

While the paper and paper-related assignments will comprise the vast majority of your grade, you will also be making a 3-5 minute oral presentation at the end of the course to demonstrate your ability to synthesize a large amount of information into an easy-to-understand format.

Each student in the course will develop a research project that applies political science research methodology to a real world issue faced by campaigns or candidates. Each of our weekly, two-hour meetings will be treated as meetings of the consulting internship team. The first half of the course will introduce you to the skills you need to carry out your research, and the second half of the course will be devoted to engaging, critiquing, and revising that research. Throughout the course, a primary objective will be to identify and comment on real world examples that could benefit from a political science perspective. These consulting activities will be carried out through our course website/blog, and will be an integral part of the course.

The course is built on two premises: (1) you will learn the skills of political science research by actually using them; and (2) the skills of political science can be used to effectively advise campaigns on how to win their elections. Put these two pieces together, and we arrive at a course that is skill-intensive, emphasizing active engagement with contemporary politics.

The practice of research involves an almost infinite number of choices as to what to study and how exactly to carry out the study. To make research skills more accessible, in this course we will narrow our focus on one outcome: *winning elections*. To facilitate this, we will be operating under the assumption that (to borrow a phrase from former Raiders football coach Al Davis) we want to better understand how to “just win, baby.” The skills you will learn will be generally applicable, and will prepare you to write a thesis on any topic. But the assumption throughout the course is that your research should improve in some way our understanding how campaigns/candidates have won, are winning, or will win in the future. This may sound narrow, but you’ll see almost immediately that there remain a seemingly infinite number of research possibilities for studying how to win.

The course is divided into four parts. Part One comprises the first two weeks, when you will be introduced to social science methodology. To make the research more manageable, we will operate on the assumption that the consulting firm wants to develop specialties in these five areas: (1) changing the electoral laws to favor our candidates (2) get out the vote strategies; (3) issue framing; (4) negative campaigning; and (5) use of the Internet. In the first week of class I will provide you with a briefing paper and preliminary discussion of each area. By the end of the second week, you will have chosen your specialty. You will still have much to decide, e.g. what level of election (federal, state, local) to focus on, what years, what localities, etc. But choosing a specialty early on will facilitate your next choice: selecting a research methodology.

During Part Two, covering the next four weeks, you will be engaging in two complementary tasks. Each week in class we will be discussing the research skills you need to develop. We will cover a broad range of topics, including how to conduct a literature review, how to find evidence and systematically analyze it, how to conduct an experiment, and how to select cases for qualitative analysis. Outside of class, you will be expected to be developing a research proposal and a competency in your specialization. We will use one of these four strategies for carrying out our analysis: (1) original experiments, (2) original surveys/polling; (3) use of existing quantitative data; or (4) careful qualitative analysis. At the end of Part Two, almost the half-way point of the semester, you will submit to the group your proposed research design. This proposal will include an Introduction, Literature Review, and Methodology section.

In Part Three, with one week devoted to each of our five specialty areas, we will evaluate each research design, identifying common pitfalls and developing solutions to these research challenges. During these five weeks, the assigned reading is light, but the expectation is that you will be working on carrying out your research design. It will be critical for you to make these five weeks productive, and you will therefore be required to meet with me twice over this period during office hours so that I can review your progress. Part Four, the final two weeks of the semester, will be devoted to issues of writing and presentation in an effective manner for a social science audience. To borrow a line from George A. Zimmer, CEO of Men's Wearhouse, if you commit to the class, you’re going to like the way you write. “I guarantee it.”<sup>1</sup> We will discuss how to draw inferences, how to frame your findings relative to previous research, how to interpret conflicting results, how to present data in tables, and many additional issues.

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<sup>1</sup> See: [http://en.wikipedia.org/wiki/George\\_Zimmer](http://en.wikipedia.org/wiki/George_Zimmer)

## IV. Course Requirements

1. *Class attendance and participation policy:* Class attendance and active participation both in class and on-line is required. You will be expected to complete all of the assignments noted below, as well as provide significant feedback to your colleagues.<sup>2</sup>

2. *Course readings:* All course readings will be made available either on-line or in class. There will be no required purchases for this class, but extensive reference lists will be made available.

3. *Assignments.* Each of the following assignments must be completed in order to pass the course:

- Weekly posting to the course blog (before 12:00 midnight the day before class). Blog assignments are provided in the course schedule at the end of this syllabus.
- Submission by October 20, 2008 of your preliminary research proposal (minimum 5 pages), including an outline or preliminary write-up of your introduction, literature review, and research methodology sections
- Posting of written comments on course website for each research proposal (guidelines for these comments will be provided)
- Submission by January 12, 2009 (last day of reading period) of your completed research paper (minimum 25 pages)

## V. Grading

- 20%: Class participation
- 20%: Weekly blog postings
- 10%: Research proposal
- 15%: Comments / critiques of fellow research proposals
- 35%: Final research paper

## Cell Phones and Laptops

Our two hours together each week will be cell-phone free. When you walk into the room, you are expected to turn off your phones or leave them at home altogether. If your cell phone rings in class, I am going to employ the “Danny Hayes” rule: “If your phone rings in class, I get to answer it and talk to whomever is on the line—whether it’s your mother, brother, or that person you met at a bar last night. So leave it on at your own peril.”<sup>3</sup> I’m serious about that rule: this is a cell-phone-free zone.

Laptops are a conundrum to many professors, and professors at some schools (including Harvard Law School) have experimented with banning them from classrooms altogether. I believe in harnessing the power of the Internet, and we will draw on interactive tasks even within class. In section, however, you are expected to refrain from any computer use that is not germane to the course.<sup>4</sup> This includes, but is not limited to, emailing, chatting, posting photos on Facebook, or

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<sup>2</sup> You are neither required nor expected to laugh at my jokes. Bad jokes run in the family. My father, who teaches chemistry at Southern Illinois University-Edwardsville (SIUE), once had a student ask him if she would get extra credit for laughing at his jokes.

<sup>3</sup> Prof. Danny Hayes is a political science professor at Syracuse University. He lists this policy on his syllabi.

<sup>4</sup> Recent research suggests that in large lecture classes, laptops invite multitasking and distract from the learning enterprise. (See Fried, Carrie B. 2008. “In-class laptop use and its effects on student learning,” *Computers & Education*. 50 (3): 906-914

reading the latest gossip from TMZ. To enforce this policy, I will be making regular walks around the classroom.

## VI. Academic Integrity

Each student in this course is expected to abide by the policies discussed in the Harvard University Faculty of Arts and Sciences Student Handbook.<sup>5</sup> You are encouraged to study together and to discuss information and concepts covered in our sections. With the exception of clearly noted collaborative tasks, however, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this policy can also be extended to include failure of the course and University disciplinary action. If at any time you have questions about the right way to proceed, simply ask.

## VII. Accommodations for students with disabilities

In compliance with the Harvard University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Any student needing academic adjustments or accommodations because of a documented disability is requested to present their letter from Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, September 28, 2008. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

## VIII. Course Schedule

### Part One: The Introduction

#### Week 1, 9/24/08. What counts as a “political science” approach?

- *Blog post before class:* Find at least one relevant (i.e. related to winning a campaign) article/post by a journalist, blogger, or pundit that you think might be suspect in its conclusions or lacking in its evidence. Post a link to the article and tell us what the problem(s) might be.
- *Read before class:*
  - Ronald A. Faucheux. *Running for Office*, pp. 10-19.
  - Lawrence Grey. *How to win a local election*, chapter 6: “Talking to an old hand”.
  - Brady/Johnson/Sides. The study of political campaigns.
  - 50 Things Never to do in a Political Campaign, by editors of *Campaigns and Elections*
  - Marni Ezra and Candice Nelson. “Do campaigns matter,” in James A. Thurber and Candice J. Nelson, eds. *Campaigns and elections: American style*. Pp. 223-231.
  - Karen M. Kaufman, John R. Petrocik, and Caron R. Shaw. *Unconventional wisdom*, chapter 1: “Facts and myths about American voters”
  - Donald P. Green and Alan S. Gerber. *Get Out the Vote! How to Increase Voter Turnout*, Preface, Chapters 1 and 2.
  - (if you want to read ahead, check out next week’s assignment: Johnson/Joslyn/Reynolds. *Political science research methods*, 4<sup>th</sup> ed., Chapters 1-3)

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<sup>5</sup> See: [http://webdocs.registrar.fas.harvard.edu/ugrad\\_handbook/current/chapter2/academic\\_dishonesty.html](http://webdocs.registrar.fas.harvard.edu/ugrad_handbook/current/chapter2/academic_dishonesty.html)

- *Skim before class:*
  - Max Weber, “Politics as Vocation” excerpt on course website
- *In-class Activities:* Introduction to course and running for office / running a campaign; Basic terminology overview (e.g. normative/positive, generalization; federalism; levels of government); Overview of topics and methods;

## **Week 2, 10/1/08. Asking questions and developing hypotheses**

- *Blog post before class:* Choose a current or historical campaign/candidate. Formulate in both question and hypothesis form one of each of the following: (a) a “What?” question; (b) a “How much?” question; (c) a “Why?/How?” question; and (d) a “What if?” question.
- *Readings before class:*
  - Johnson/Joslyn/Reynolds. *Political science research methods*, 4<sup>th</sup> ed., Chapters 1-3.
  - Milton Friedman, 1953. “The Methodology of Positive Economics” (excerpts)
  - Stephen Ansolabehre. “The paradox of minimal effects”
  - Kim Levine. “Getting started in political consulting”
  - Joseph Napolitan. “Napolitan’s rules”
- *Skim before class:*
  - Ronald A. Faucheux. *Running for Office*, pp. 20-45.
  - Fearon, James (1991). “Counterfactuals and hypothesis testing in political science,” *World Politics*, 43(2), 169-95.
- *In-class Activity:* Introduction to research design; development of preliminary research designs

## **Part Two: The Skills**

### **Week 3, 10/8/08. What do we already know? Building your knowledge base**

- *Blog post before class:* Visit <http://www.politicalscience.org> and post links to at least two papers that seem relevant to your chosen specialty. Skim through some of the research that’s been carried out. Try to identify at least one of the major debates and at least one thing that a lot of people seem to agree on.
- *Readings before class:*
  - “Doing a Literature Review” by Jeffrey W. Knopf; “Beyond JSTOR and Google Scholar”; “Process and Text: Teaching Students to Review the Literature” by Iain McMenamin; “Case Studies, Online Databases, and the Senior Seminar” by John Lyman Mason
  - Richard R. Lau and Gerald M. Pomper. *Negative campaigning*, chapters 1 and 2: “The Problem of Negative Campaigning” and “The Literature of Negative Campaigning”
  - Joel C. Bradshaw. “Who will vote for you and why,” in James A. Thurber and Candice J. Nelson, eds. *Campaigns and elections: American style*. Pp. 37-56.
- *Skim before class:*
  - Catherine Shaw. *The campaign manager: Running and winning local elections*. Chapters 1, 4, 6.
  - Jerold Panas. *Asking*, pp. 1-23.
  - Cathy Allen. “How to ask for money”;
- *In-class Activities:* Interactive literature review search; identification of major findings and unanswered questions; development of skills in reading social science research articles

#### **Week 4, 10/15/08. Experiments, Surveys, & Quantitative Methods**

- *Blog post before class:* Post at least two links to sources of empirical data. For each link, tell us what kinds of questions the data might be useful for answering, and also at least one limitation of the data.
- *Read before class:*
  - Donald P. Green and Alan S. Gerber. "Reclaiming the Experimental Tradition in Political Science." *State of the Discipline*, Vol. III, edited by Helen Milner and Ira Katznelson. New York: W.W. Norton & Company, Inc. (2002) pp 805-832.
  - Stephen Ansolabehre. Campaigns as experiments.
  - Bill Hamilton and Dave Beattie. "Modern campaign polling"
  - Chris Wilson. "Advanced polling techniques: Road to the right message"
  - Q. Whitfield Ayres. "Cutting polling costs: the piggyback approach"
  - Daniel, Larry G. & Onwuegbuzie, Anthony J. 2001. *Multiple Regression: A Leisurely Primer*.
  - Harry W. O'Neill. "Polling pitfalls: How survey research is abused"
  - Familiarize yourself with the Harvard University policies on human subject research: [http://www.fas.harvard.edu/~research/hum\\_sub/](http://www.fas.harvard.edu/~research/hum_sub/)
- *Skim before class:*
  - Harold F. Gosnell. *An Experiment in the Stimulation of Voting*. *The American Political Science Review*, Vol. 20, No. 4 (Nov., 1926), pp. 869-874.
  - Green and Gerber. Appendices.
- *In-class Activity:* Design experiments in class; Conducting regression analysis in-class using Stata and Excel, from data set construction to results and basic interpretations. \*Note: for this class, if you have a laptop, you will want to bring it with you.

#### **Week 5, 10/22/08. Qualitative Methods**

- *Blog post before class:* Post a link to a campaign/candidate (either historical or current) and ask at least three questions that could be best answered using a qualitative approach.
- *Read before class:*
  - Pennings/Keman/Kleinnijenhuis. *Doing Research in Political Science*, 2<sup>nd</sup> ed.. Ch.1-3.
  - Robert Yin. *Case study research*. Chapters 1-2.
  - Joseph Glick. "Focus groups in political campaigns"
- *Skim before class:*
  - Jeff Goodwin & Ruth Horowitz. 2002. "Introduction: The Methodological Strengths and Dilemmas of Qualitative Sociology." *Qualitative Sociology*. 25(1):33-47.
  - Stanley Lieberson. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces*. 70(2): 307-20.
  - King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. (excerpts)
- *In-class Activity:* Case study design exercise; Mid-term evaluations

<b>RESEARCH DESIGN DUE BY MONDAY, 10/20/08</b>
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## Part Three: Substantive Evaluations of Research Proposals

### **Week 6, 10/29/08. Get Out the Vote**

- *Blog post before class:* Post comments for the presenters of today's research proposals on get out the vote strategies. Remember to follow the guidelines discussed in our last class (and posted online).
- *Blog post before class:* Post a link to an example of a candidate/campaign trying to get out the vote in some way. Discuss briefly (a) why you think the campaign chose this strategy, and (b) how you would go about seeing if the campaign's strategy worked.
- *Read before class:*
  - Green and Gerber, *Get out the Vote*, chapters 3-8 (skim some).
  - Will Robinson. "The ground war: The importance of organizing the field," in James A. Thurber and Candice J. Nelson, eds. *Campaigns and elections: American style*. Pp. 148-162.
  - David Skaggs and Adam Anthony. "Reaching – and winning – young voters"
- *Skim before class:*
  - Allen Raymond. *How to rig an election: Confessions of a republican operative*. Chapters 11-12 (pp. 155-188).
  - Catherine Shaw. *The campaign manager: Running and winning local elections*. Chapters 7, 11.
  - William G. Mayer and Ruy Teixeira. *The Swing Voter in American Politics*. Chapter 8, pp. 133-142.
  - Betsy Sinclair, Margaret McConnell, Melissa Michelson, and Lisa Garcia Bedolla. 2007. Strangers vs Neighbors: The Efficacy of Grassroots Voter Mobilization.
- *In-class Activity:* Presentations of research designs and in-class discussion

### **Week 7, 11/5/08. Going Negative**

- *Blog post before class:* Post comments for the presenters of today's research proposals on going negative. Remember to follow the guidelines discussed in our last class (and posted online).
- *Blog post before class:* Post a link to a video online feature a negative campaign ad. Discuss briefly (a) what you think the campaign hoping for when they posted the ad, and (b) how you would go about seeing if the campaign's strategy worked.
- *Read before class:*
  - Ansolabehere, Stephen and Shanto Iyengar. 1995. *Going Negative: How Political Advertisements Shrink and Polarize the Electorate*. New York: Free Press. Chapters 1 and 2.
  - Dennis Johnson, *No Place for Amateurs* Chapter 4 (Political research: Digging up the dirt, pp. 57-86).
  - Thomas Sweitzer. War without blood: Military roots of political strategy.
  - *Art of War* (excerpts)
  - Rich Galen. "Last minute attack: On offense and defense"; "Opposition research: the power of information" [Additional oppo research selections]
  - Paul S. Martin. Inside the Black Box of Negative Campaign Effects: Three Reasons Why Negative Campaigns Mobilize. *Political Psychology*, Vol. 25, No. 4 (Aug, 2004), pp. 545-562.
  - Larry J. Sabato and Glenn R. Simpson. *Dirty Little Secrets*, chapter 9: "Reach out and slime someone: The age of telephone sleaze"



- John Bovee. “Opposition research”
- *Skim before class:*
  - Emmett Buell, Jr. and Lee Sigelman. *Attach politics: Negativity in Presidential campaigns since 1960*. Chapters 1 and 8. Catherine Shaw. *The campaign manager: Running and winning local elections*. Chapter 9. Dennis Johnson, *No Place for Amateurs* Chapter 4 (Political research: The Media: Old and New, pp. 115-144).
  - Richardson, Glenn (2001) – “Looking for meaning in all the wrong places: Why negative advertising is a suspect category,” *Journal of Communication*, 51(4), 775-800.
- *In-class Activity:* Presentations of research designs and in-class discussion

### Week 8, 11/12/08. Campaigns and the Internet

- *Blog post before class:* Post comments for the presenters of today’s research proposals on campaign use of the Internet. Remember to follow the guidelines discussed in our last class (and posted online).
- *Blog post before class:* Post a link to a campaign/candidate using some form of Internet strategy. Briefly discuss (a) why you think the campaign is using this strategy, and (b) how you would figure out if the campaign’s strategy worked.
- *Read before class:*
  - Bruce Bimber and Richard Davis. *Campaigning online*. Chapter 6 and Appendix, pp. 143-189.
  - Kirsten A. Foot and Steven M. Schneider. *Web campaigning*. Chapters 1 and 8.
  - David A. Dulio and Erin O’Brien. “Campaigning with the Internet: The view from below,” in James A. Thurber and Candice J. Nelson, eds. *Campaigns and elections: American style*. Pp. 173-194.
  - Campaigning on the Internet (selections)
- *Skim before class:* Century Foundation Report. *Political moves online*. Chapters 3-5. Steven Schneider and Kirsten Foot. “Web campaigning by U.S. Presidential Primary Candidates in 2000 and 2004,” Chapter 2 in *The Internet Election*. Lynda Lee Kaid. “Political web wars: The use of the internet for political advertising,” Chapter 5 in *The Internet Election*. Bruce Bimber and Richard Davis. *Campaigning online*. Chapter 2, pp. 13-30. David Perlmutter. *Blogwars*. Chapter 1 and Afterpost.
- Baumgartner, Jody and Jonathan S. Morris. 2006. “The Daily Show Effect: Candidate Evaluations, Efficacy, and American Youth.” *American Politics Research* 34(3): 341-367. David A. Dulio, Donald L. Goff and James A. Thurber. Untangled Web: Internet Use during the 1998 Election. *PS: Political Science and Politics*, Vol. 32, No. 1 (Mar., 1999), pp. 53-59; “Red Media, Blue Media: Evidence for a Political Litmus Test in Online News Readership,” by Shanto Iyengar and Richard Morin. [ Online: <http://www.washingtonpost.com/wp-dyn/content/article/2006/05/03/AR2006050300865.html> ]
- *In-class Activity:* Presentations of research designs and in-class discussion

## **Part Four: Writing and Presenting Your Findings**

[ NOTE: The reading requirements the final three weeks of the course are very light, *but* you are expected to be working on your research papers. At least once over these final two weeks, you will be required to meet with me to discuss and show evidence of your progress.]

### **Week 9, 11/19/08. Presenting evidence (like a political scientist)**

- *Blog post before class:* Prepare comments on student work to be presented.
- *Read before class:*
  - Becker, Howard S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press, 1986. (excerpts at: <http://www.brint.com/papers/writing.htm>)
  - Ted Brader. *Campaigning for Hearts and Minds*; Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions. *American Journal of Political Science*, Vol. 49, No. 2 (Apr., 2005), pp. 388-405.
- *In-class Activity:* Presentation and discussion of papers

**\* Note: NO CLASS ON WED 11/26, THANKSGIVING HOLIDAY**

### **Week 10, 12/3/08. Presentation of Student Work I**

- *Blog post before class:* Prepare comments on student work to be presented.
- *Read before class:* Student papers.
- *Skim before class:*
  - Lawrence Grey. *How to win a local election*, chapter 6: “The candidate”.
  - Ronald A. Faucheux. *Running for Office*, pp. 204-216; “Writing your campaign plan”
- *In-class Activity:* Presentation and discussion of papers

### **Week 11, 12/10/08. Presentation of Student Work II**

- *Blog post before class:* Prepare comments on student work to be presented.
- *Read before class:* Student papers.
- *Skim before class:*
  - William L. Roper. *Winning Politics*, Chapters 1 and 2: “The Door is Open” and “Getting Started”.
  - Edward Gillespie. *Winning Right*, Preface.
  - Candidate Preparation and Presentation selections.
  - William R. Sweeney, Jr. “The principles of campaign planning,” in James A. Thurber and Candice J. Nelson, eds. *Campaigns and elections: American style*. Pp. 17-36.
  - Jason Linde. “A campaign manager’s guide to success”; Laura Peck, “When campaign managers behave badly”
- *In-class Activity:* Presentation and discussion of papers; Creation of tables, graphs, and figures; Discussion of presentation strategies; Discussion of magnitudes and uncertainty; Final course evaluations

<b>FINAL PAPER DUE BY JANUARY 12, 2009</b>
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