



COURSE AND SYLLABUS FORM

Course Discipline & No.: PLS 250 Title: Campaigns and Elections

<b>Credit hours:</b> <u>03</u> If variable credit, give range: _____ to _____ credits	<b>Instructor contact hours per semester:</b> Lecture: <u>45</u> Lab: _____ Clinical: _____ Practicum: _____ Other: _____ <b>Total contact hours:</b> <u>45</u>	<b>Class capacity:</b> <u>30</u> Standard capacity is 30 students unless otherwise specified in the Master Agreement.	<b>Grading options:</b> <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
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<b>Prerequisites.</b> Select one: <input checked="" type="checkbox"/> College-level Reading & Writing <input type="checkbox"/> Reduced Reading/Writing Scores COMPASS Reading _____ COMPASS Writing _____ <input type="checkbox"/> No Basic Skills Prerequisite (College-level Reading and Writing is <u>not</u> required.)  <b>Corequisites</b> ( <u>must</u> be enrolled in this class also during the same semester): _____ _____	In addition to Basic Skills in Reading/Writing: <b>Level I (enforced in Banner)</b> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:40%;">Course/Test</th> <th style="width:20%;">Grade/Score</th> <th style="width:40%;">Concurrent Enrollment</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <b>Level II (enforced by instructor on first day of class)</b> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:40%;">Course</th> <th style="width:60%;">Grade/Score</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td>_____</td> </tr> </tbody> </table>	Course/Test	Grade/Score	Concurrent Enrollment	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	Course	Grade/Score	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____
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<b>Enrollment restrictions</b> (In addition to prerequisites, if applicable.) <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Instructor consent required <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Admission to program required Program _____ <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Other (please specify): _____	<b>Please send syllabus for transfer evaluation to:</b> <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Instructional mode</b> <input checked="" type="checkbox"/> On campus <input type="checkbox"/> Online <input type="checkbox"/> Blended (online and on-campus combined) <input type="checkbox"/> ITV <input type="checkbox"/> Other
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<b>Course Options</b> <b>General Education Group I</b> (Select one area) <input type="checkbox"/> Writing <input type="checkbox"/> Nat. Sci. <input type="checkbox"/> Speech <input type="checkbox"/> Soc./Behav/ Sci. <input type="checkbox"/> Math <input type="checkbox"/> Arts/Hum.  Courses must meet all criteria. <input type="checkbox"/> 1. Is a standard introductory course in the discipline <input type="checkbox"/> 2. Has a verified transfer acceptance <input type="checkbox"/> 3. Meets the critical thinking requirement <input type="checkbox"/> 4. Assesses academic achievement <input type="checkbox"/> 5. Covers minimum knowledge/skills	<b>Honors section.</b> Not all criteria are required. Check relevant items. <input type="checkbox"/> 1. Emphasis on primary source materials <input type="checkbox"/> 2. Emphasis on independent study/research <input type="checkbox"/> 3. Greater rigor of course materials <input type="checkbox"/> 4. Interdisciplinary approach <input type="checkbox"/> 5. Development of critical thinking skills <input type="checkbox"/> 6. Additional course objectives <input type="checkbox"/> 7. Additional instructional methods <input type="checkbox"/> 8. Satisfaction of the service component
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List all new resources needed for course, including library materials. None required.

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Syllabus

<b>Course discipline code &amp; number</b> PLS 240 / ASD	<b>Course title</b> Campaigns and Elections	<b>Credit hours</b> 03
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<b>Course description</b> Brief statement of the purpose and content of the course	This course is an introduction to campaigns and elections in the United States. The purpose is to provide students with an intellectual understanding and practical working knowledge of the electoral process. Toward that end, we will examine key actors in the electoral system: candidates, parties, interest groups, voters, and the mass media. Although the focus will be on national elections, both congressional and presidential, state and local elections will also be examined. This course will provide students with the knowledge that will equip them to become more informed and effective citizens in the electoral process.	
<b>Course outcomes</b> List brief statements that indicate what students will know and be able to accomplish as a result of taking the course. Indicate how these outcomes will be assessed for NCA assessment of student achievement.	<b>Outcomes</b> (1) Students will understand basic election laws governing nominations, general elections, campaign finance, and election administration; (2) Students will trace the historical development of political parties and the two party system in the United States; (3) Students will describe how elections shape individual behavior, specifically the behavior of candidates, political parties, interest groups, the media, and voters; (4) Students will explain the connections between elections, voter turnout, representation, and policy outcomes; (5) Students will develop critical thinking skills with regards to controversial issues and communicate one's own political views in a respectful yet persuasive manner while demonstrating empathy for differing points of view.	<b>Assessment Method</b> (1) Colleague evaluated pre-post test. (2) Colleague evaluated pre-post test. (3) Colleague evaluated pre-post test. (4) Colleague evaluated pre-post test. (5) Student peer-evaluated discussions and debates.
<b>Content outline</b> List in sequence the instructional units/modules/clusters of related topics that will be taught, and indicate the major instructional objectives for each unit. Indicate methods that will be used in each unit to evaluate student work for grading.	<b>Unit and Unit Objectives</b> UNIT 1: Understanding Elections and American Democracy When students complete this unit they will be able to: <ul style="list-style-type: none"> <li>Trace the history of campaigns and elections in the United States.</li> <li>Understand the role(s) established for elections in the U.S. Constitution.</li> <li>Recognize the U.S. Constitution gave states the power to regulate elections.</li> <li>Describe varied types of elections in our federal system (e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall).</li> <li>Understand how representational demands are channeled through the electoral system.</li> </ul> UNIT 2: Political Parties and Elections When students complete this unit they will be able to: <ul style="list-style-type: none"> <li>Explain how political parties developed in the United States.</li> <li>Identify the functions performed by political parties in the</li> </ul>	<b>Evaluation Method</b> Student learning for each unit will be assessed with a combination of tools which integrate the following types of tasks into the course to assess student achievement in a fair, comprehensive, and holistic manner: <ol style="list-style-type: none"> <li>Exams comprised of essay and/or objective (like short answer) elements which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>Short analytical or application papers on specific concepts, issues, or themes.</li> <li>Term or research papers, using a variety of research strategies.</li> <li>Oral presentations resulting from group research, analysis, and critical evaluation.</li> <li>Participation in class discussions, role</li> </ol>

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	<p>American political system.</p> <ul style="list-style-type: none"> <li>• Compare one-party, two-party, and multi-party systems.</li> <li>• Assess the role and future of third parties in the American political system.</li> <li>• Explain how the major parties are organized.</li> <li>• Outline the functions of national, state and local party organizations.</li> <li>• Describe the role of political parties in nominating candidates, mobilizing public opinion, and conducting campaigns.</li> <li>• Understand the concept of party identification and its effect on voters.</li> <li>• Identify trends in political party affiliation in the United States.</li> <li>• Differentiate general policy and coalition differences between the two major parties.</li> <li>• Compare and contrast the present-day Republican and Democratic parties.</li> <li>• Explain why political parties in the United States are weaker today than they have been at some times in the past.</li> </ul> <p>UNIT 3: The Presidential Nomination</p> <p>When students complete this unit they will be able to:</p> <ul style="list-style-type: none"> <li>• Outline the history of the presidential nominating process.</li> <li>• Describe major reforms to the presidential nominating process.</li> <li>• Explain the intended and unintended consequences of reforms on the nominating process.</li> <li>• Identify the current rules governing the presidential nomination.</li> <li>• Describe candidate strategies resulting from current rules of the nomination process.</li> <li>• Trace the steps in the presidential nomination process.</li> <li>• Describe the changing and current role of the national nominating convention.</li> <li>• Assess the implications of our current presidential nominating system for candidates, parties, interest groups, the media, and voters.</li> </ul> <p>UNIT 4: The General Election Campaign</p> <p>When students complete this unit they will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the major proposals for selecting the President debated at the Constitutional Convention.</li> <li>• Explain why the Framers decided on the Electoral College system for selecting the President.</li> <li>• Describe how the Electoral College worked in its original form and how it works today.</li> <li>• Identify and evaluate strategies and tactics candidates employ during the general election period.</li> <li>• Analyze various models used to predict individual vote choice.</li> </ul>	<p>plays, and case studies.</p> <p>(6) Response papers or journals reflecting on life experiences, events, and social/political phenomena.</p>
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- Distinguish between the effects of long- and short-term forces on presidential vote choice.
- Analyze various models used to predict presidential election outcomes.
- Describe various reform proposals for selecting the president and evaluate their consequences.

UNIT 5: The Media and Elections

When students complete this unit they will be able to:

- Explain the various ways the news media could cover elections.
- Examine news coverage of elections in order to understand how the news media do cover elections in the United States.
- Describe the adversarial nature of the relationship between journalists and candidates running for office.
- Apply models of news making to explain the quality and quantity of news coverage provided during election campaigns.
- Critique journalists' claims of political objectivity in election reporting.
- Trace the historical development of televised debates in presidential elections.
- Describe the role and consequences of political advertising presidential elections.
- Assess the consequences of the news media on elections in the United States.

UNIT 6: Campaign Finance

When students complete this unit they will be able to:

- Detail the role of money in American political campaigns now and in the past.
- Understand the costs of modern political campaign.
- Describe the rules on campaign finance established by the Federal Election Campaign Act of 1974 and its amendments.
- Identify the growth of PACs and their influence on elections and campaigns.
- Explain the most recent reforms of campaign finance legislation.
- Understand the differences in campaign finance rules for presidential versus congressional campaigns.
- Identify important Supreme Court decisions in the area of campaign finance legislation.
- Describe who gives money to political campaigns.
- Describe the consequences of campaign finance reform legislation on election campaigns and the American political system.

UNIT 7: Congressional Elections

When students complete this unit they will be able to:

- Describe the constitutional differences between the House and

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- the Senate (e.g., constituencies, terms of offices, qualifications) and the effects on congressional elections.
- Explain the reapportionment and redistricting and their effects.
  - Describe who runs for Congress and differences in who runs for the House versus the Senate.
  - Trace the rise of the candidate-centered campaigns with regard to campaign organizations, strategies, and tactics.
  - Describe the role of political parties in congressional elections.
  - Explain the role of interest groups and PACs in congressional elections.
  - Evaluate the role of money and campaign finance laws on congressional elections.
  - Describe the influence of the news media and political advertising on congressional elections.
  - Identify the advantages of incumbency in congressional elections.
  - Compare the effects of national and local forces on congressional elections.
  - Analyze individual voting behavior in congressional elections.
  - Interpret the meaning of overall congressional elections results.
  - Assess the effect of campaigning for office on members of Congress.
  - Assess the impact of congressional elections on the institution of Congress.

UNIT 8: Participation and Voter Turnout

When students complete this unit they will be able to:

- Explain the relationship between voter turnout and representation.
- Outline the expansion of voting rights through amendments to the Constitution, legislation, and decisions of the U.S. Supreme Court.
- Describe the qualifications and procedures involved when citizens register to vote.
- Identify a variety of sources where citizens can obtain information about voter registration.
- Detail other avenues for citizens to participate in elections besides voting.
- Identify who votes in presidential and congressional elections.
- Describe the effects of socioeconomic factors on participation and voter turnout.
- Explain why voter turnout is low in the United States compared to other nations.
- Assess various reform proposals for increasing voter turnout in the United States.
- Analyze the consequences of low voter turnout for American politics and democracy.

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Student Materials

List examples of types	Students will purchase the following texts:	Estimated costs.
Texts Supplemental reading Supplies Uniforms Equipment Tools Software	* Wayne, Stephen J. 2004. The Road to the White House. New York: St. Martin's Press. * Hermson, Paul S. 2000. Congressional Elections: Campaigning at Home and in Washington. Washington, DC: Congressional Quarterly Press. * Or others as deemed appropriate by instructor. * Supplemental readings will be assigned from the World-Wide-Web and will include, but are not limited to, locations such as national and state political party websites, candidate websites, campaign finance and news media watchdog websites, and interest group websites.	\$ 34.95 new/ ~\$20 used  \$ 38.95 new/~\$15 used  No cost.

**Equipment/Facilities:** Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

- Level I classroom  
Permanent screen & overhead projector
- Level II classroom  
Level I equipment plus TV/VCR
- Level III classroom  
Level II equipment plus data projector, computer, faculty workstation

- Off-Campus Sites
- Testing Center
- Computer workstations/lab
- ITV
- TV/VCR
- Data projector/computer
- Other \_\_\_\_\_