Course Outline

I. **Introduction to Course**
   A. What is this course about?
   B.   The focus will be on the 2018 campaigns and elections (U.S. President, U.S.
        Senate, U.S. Rep., and state and local elections), but from an historical
   E.

H. The 2006 congressional elections: driven by Bush woes, Democrats win big
I. The 2008 presidential election: history made with first black to win presidency
J. The 2010 congressional elections: Tea Party born, Democrats got "shellacked"
K. The 2012 presidential election: demographics reveal trend against Republicans
L. The 2014 congressional election: crushing defeat for Democrats
M. The 2016 presidential election: Trump wins shocking election
N. The 2018 congressional election year: what can we expect?
O. Missouri was the best bellwether state in the 20th century. What happened to it? Can it regain its bellwether status or at least its swing state status?
P. Summary and lessons to be learned

V. **Making Our Elections Fair and Honest**
A. A brief history of election corruption
B. Yes, in America we still have vote and voter fraud
C. Yes, in America we still have voter suppression
D. Yes, in America we still have problems counting the votes
E. Yes, in America the Russians can influence our elections results
F. Voting machines: new technologies have brought us new problems
G. Election Verification Exit Polls
H. Summary and lessons to be learned

VI. **Campaign Financing**
A. A very complicated, confusing, and changing subject
B. Rules for donors
C. Rules for spenders
D. Campaign financing rules and political strategies
E. *Citizens United v. FEC*, 558 U.S. 310 (2010)
F.. The continuing debate over campaign finance reform
G. Summary and lessons to be learned

VII. **Modern Campaign Strategies**
A. Campaign strategies vary greatly from local to presidential contests
B. How are campaign strategies designed?
C. Making strategic and tactical decisions
D. Campaign organizations from top to bottom
E. The role of public opinion polls in modern campaigns and elections
F. Summary and lessons to be learned

VIII. **Presidential Campaigns: An Overview**
A. Goals of presidential campaigns
B. Strategies for winning enough delegates to win the nomination
C. National party conventions
D. Strategies for winning 270 electoral votes and thus the presidency
E. Swing state politics
F. Assessing presidential elections statistics and trends over the decades
G. Summary and lessons to be learned

IX. **Congressional Campaigns: An Overview**
   A. Who runs for Congress?
   B. Rules and realities of congressional campaigns
   C. Campaign organizations and funding
   D. The primary election
   E. The General election
   F. Why incumbents have such an enormous

material where similar topics are presented with slightly different twists/applications. If you are sincerely interested in politics, this is a fascinating course because it is filled with tidbits on what makes American voters and politicians tick.

Attendance Policy

Students are expected to attend class since lectures and class participation are important. Lectures will cover numerous topics that are not covered in the book and students will be expected to participate in class discussions related to these topics. Students <u>cannot miss more than six classes in the semester</u> and get credit for the course. This does not mean that students should miss six classes, since this is a lot. Excused absences (e.g., illness, death in the family) are exempt.

Grading Policy

Mid-Term	120 points
Student project	120 points
Attendance/Participation	40 points
Final	120 points
Total	**400 points**

The numerical equivalents of letter grades are:

94-100 = A	91-93 = A-	88-90 = B+	82-87 = B	80-81 = B-
77-79 = C+	73-76 = C	70-72 = C-	65-69 = D	Below 65 = F

My contact information

My phone numbers: 977-3036 (office); 977-3035 (department office);
963-0451 (home office --- call here only when very important)

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behavior. That is, I want students to learn electoral behavior and then apply their knowledge in a critically insightful way to political campaigns and elections. I want them to be able to predict election outcomes based on their knowledge and insights into electoral behavior. This is the test of a good political analyst.

Modes of Assessment and Skills/Knowledge Being Assessed

  Students will be assessed on their ability to learn and retain course materials, as well as on their ability to think critically about the subject matter, through a midterm and a final, individual student projects, and their class participation. As the semester progresses students should improve in their ability to apply what they have learned about electoral behavior, campaigns, and elections and in their ability to think critically about voting behavior, campaigns, and elections, allowing them to make sound judgments on likely election outcomes. Students will be evaluated on their ability to apply what they have learned about electoral behavior to actual campaigns and elections in a sophisticated manner. In other words, students will be assessed in how well they develop as electoral behavior/campaign/election analysts..

In-Class Activities

  In-class activities will consist of standard lectures combined with a lot of class discussions on issues pertaining to campaigns, elections, and electoral behavior. Students will be expected to keep up with the reading assignments, including the assigned current articles from the Internet and other articles so that they can participate meaningfully in class discussions. Participation will count 40 points or 10% of a student's final grade in this course
  You will be required to do a class project on something related to the 2018 elections. Most students will pick a U.S. Senate race, U.S. Representative race, or governor's race. The project report should run about 10-12 pages and lly9.956417( )-0.4782031(t)-2.5e