

Washtenaw Community College Comprehensive Report

PLS 250 Campaigns and Elections Effective Term: Spring/Summer 2025

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Social Sciences

Discipline: Political Science

Course Number: 250

Org Number: 11750

Full Course Title: Campaigns and Elections

Transcript Title: Campaigns and Elections

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: Master syllabus update. Conditionally-approved course being submitted for full approval consideration.

Proposed Start Semester: Fall 2025

Course Description: In this course, students will be introduced to campaigns and elections in the United States. The course will provide students with an intellectual understanding and practical working knowledge of the electoral process. Students will examine key actors in the electoral system: candidates, political parties, interest groups, voters, and the mass media. Although the focus will be on national elections, both congressional and presidential as well as 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.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

Prerequisite

Academic Reading and Writing Levels of 6

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Identify basic election laws that govern nominations, general elections, campaign finance, and election administration.

Assessment 1

Assessment Tool: Outcome-related departmental exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

2. Analyze the historical development of political parties and the two-party system in the United States.

Assessment 1

Assessment Tool: Outcome-related departmental exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

3. Describe how elections shape individual behavior, specifically the behavior of candidates, political parties, interest groups, the media, and voters.

Assessment 1

Assessment Tool: Outcome-related departmental exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

4. Explain the connections between elections, voter turnout, representation, and policy outcomes.

Assessment 1

Assessment Tool: Outcome-related departmental exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

5. Develop critical thinking skills with regard to controversial issues and communicate one's own political views in a respectful yet persuasive manner while demonstrating empathy for differing points of view.

Assessment 1

Assessment Tool: Outcome-related paper

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Examine the history of campaigns and elections in the United States.
2. Identify the role(s) established for elections in the United States Constitution.
3. Recognize that the United States Constitution gave the states the power to regulate elections.
4. Describe the types of elections in the American political system (e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall).
5. Recognize how representational demands are channeled through the electoral system.
6. Explain how political parties developed in the United States.
7. Identify the functions performed by political parties in the American political system.
8. Compare one-party, two-party, and multi-party systems.
9. Assess the role and future of third parties in the American political system.
10. Explain how the major political parties are organized.
11. Outline the functions of national, state, and local party organizations.
12. Describe the role of political parties in nominating candidates, mobilizing public opinion, and conducting campaigns.
13. Recognize the concept of party identification and its effect on voters.
14. Identify trends in political party affiliation in the United States.
15. Differentiate general policy and coalition differences between the two major political parties.
16. Compare and contrast the present-day Republican and Democratic parties.
17. Explain why political parties in the United States are weaker today than at almost any time in the past.
18. Outline the history of the presidential nomination process.
19. Describe major reforms to the presidential nomination process.
20. Explain the intended and unintended consequences of reforms on the nomination process.
21. Identify the current rules governing the presidential nomination.
22. Describe candidate strategies resulting from current rules of the nomination process.

23. Identify the steps in the presidential nomination process.
24. Describe the changing and current role of the national nominating convention.
25. Assess the implications of the current American presidential nominating system for candidates, parties, interest groups, the media, and voters.
26. Describe the major proposals for selecting the President debated at the Constitutional Convention.
27. Explain why the founding fathers decided on the Electoral College system for selecting the President.
28. Describe how the Electoral College worked in its original form and how it works today.
29. Identify and evaluate strategies and tactics candidates employ during the general election period.
30. Analyze various models used to predict individual vote choice.
31. Distinguish between the effects of long- and short-term forces on presidential vote choice.
32. Analyze various models used to predict presidential election outcomes.
33. Describe various reform proposals for selecting the president and evaluate their consequences.
34. Explain the various ways the news media could cover elections.
35. Examine news coverage of elections in order to identify ways news media covers elections in the United States.
36. Describe the adversarial nature of the relationship between journalists and candidates running for office.
37. Apply models of news making to explain the quality and quantity of news coverage provided during election campaigns.
38. Critique journalists' claims of political objectivity in election reporting.
39. Trace the historical development of televised debates in presidential elections.
40. Describe the role and consequences of political advertising in presidential elections.
41. Assess the effects of the news media on elections in the United States.
42. Detail the role of money in American political campaigns now and in the past.
43. Recognize the costs of modern political campaigns.
44. Describe the rules on campaign finance established by the Federal Election Campaign Act of 1974 and its amendments.
45. Identify the growth of Political Action Committees (PACs) and their influence on elections and campaigns.
46. Explain the most recent reforms of campaign finance legislation.
47. Understand the differences in campaign finance rules for presidential versus congressional campaigns.
48. Identify important Supreme Court decisions related to campaign finance legislation.
49. Describe who gives money to political campaigns.
50. Describe the consequences of campaign finance reform legislation on election campaigns and the American political system.
51. Describe the constitutional differences between the House and the Senate (e.g., constituencies, terms of office, qualifications) and the effects on congressional elections.
52. Explain the reapportionment and redistricting and their effects.
53. Describe who runs for Congress and differences in who runs for the House versus the Senate.
54. Trace the rise of the candidate-centered campaigns with regard to campaign organization, strategies and tactics.
55. Describe the role of political parties in congressional elections.
56. Explain the role of interest groups and Political Action Committees (PACs) in congressional elections.
57. Evaluate the role of money and campaign finance laws on congressional elections.
58. Describe the influence of the news media and political advertising on congressional elections.
59. Identify the advantages of incumbency in congressional elections.
60. Compare the effects of national and local forces on congressional elections.
61. Analyze individual voting behavior in congressional elections.
62. Interpret the meaning of overall congressional elections results.
63. Assess the effect of campaigning for office on members of Congress.
64. Assess the impact of congressional elections on the institution of Congress.
65. Explain the relationship between voter turnout and representation.
66. Outline the expansion of voting rights through amendments to the United States Constitution, legislation, and decisions of the United States Supreme Court.

67. Describe the qualifications and procedures involved when citizens register to vote.
68. Identify a variety of sources where citizens can obtain information about voter registration.
69. Describe other avenues for citizens to participate in elections besides voting.
70. Identify who votes in presidential and congressional elections.
71. Describe the effects of socioeconomic factors on participation and voter turnout.
72. Explain why voter turnout is low in the United States compared to other nations.
73. Assess various reform proposals for increasing voter turnout in the United States.
74. Analyze the consequences of low voter turnout for American politics and democracy.
75. Assess complex and controversial political issues in the United States.
76. Explain alternative viewpoints on political issues in the United States in an empathic way.
77. Communicate the causes of presidential vote choice, policy preference, and party identification.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Lauren Foley</i>	<i>Faculty Preparer</i>	<i>Mar 19, 2024</i>
Department Chair/Area Director: <i>Christopher Barrett</i>	<i>Recommend Approval</i>	<i>Mar 28, 2024</i>
Dean: <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Mar 30, 2024</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jan 11, 2025</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jan 22, 2025</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jan 30, 2025</i>

COURSE AND SYLLABUS FORM

Syllabus Cover Sheet

Course Discipline Code & No: PLS 250 Title: Campaigns and Elections Effective Term Fall 2004

Division Code: HHS 155 Department Code: SSCD Org #: 1176

Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.

- New course approval
- Five-year syllabus review (Attach assessment results.)
- Major change
- Minor change (Corrections, editing, clarification)
- Reactivation of inactive course
- Inactivation (Submit this page only.)

Change information:

Minor changes

- Course discipline code & number (was _____) (when changing course number, select "inactivation" to discontinue the old course.)
- Course title (was _____)
- Course description
- Course objectives (minor changes)

Major changes (reviewed by Curriculum Committee.)

- Credit hours (credits were: _____)
- Total Contact Hours (total contact hours were: _____)
- Distribution of contact hours (contact hours were: lecture: _____ lab _____ clinical _____ other _____)
- Pre or co-requisites
- Distance Learning section approval
- General Education Distribution Course: Add Remove
- Honors section approval
- Change in Grading Method
- Objectives
- Other _____

For major changes, consultation with all departments affected by this course is required. Attach "course use in programs" report from Curriculum Database for Faculty.

Rationale for course or course change

1. Assessment-based:

2. Non-assessment-based: Elections are the principal means for citizens to choose their leaders and help shape public policy. In order for our students to become more informed and active citizens in the electoral process, it is important for them to learn how to participate intelligently in the electoral process -- to understand the system as a whole, its parts, and how they fit together in practice. This course will provide students with the theoretical and practical background that will allow them to analyze and interpret American electoral trends and enhance their ability to think critically about American political trends. The subject matter of this course should be of interest and useful not only to political science students, but to all WCC students as well as citizens in the community.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson		<input type="checkbox"/> New resources needed	<input checked="" type="checkbox"/> All relevant departments consulted
Print: <u>Donna Wasserman</u>	Signature: <u>Donna Wasserman</u>	Date: <u>3/24/04</u>	
Faculty/Preparer			
Print: <u>Gregg Heidebrink</u>	Signature: <u>Gregg Heidebrink</u>	Date: <u>3-24-04</u>	
Department Chair			
Division Review by Dean		<input checked="" type="checkbox"/> Request for conditional approval	
Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>[Signature]</u>	Date: <u>MAR 24 2004</u>	
Dean's/Administrator's Signature			
Curriculum Committee Review			
Recommendation <input type="checkbox"/> Tabled <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>[Signature]</u>	Date: <u>4.1.04</u>	
Curriculum Committee Chair's Signature			
Vice President of Instruction Approval			
Approval <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>[Signature]</u>	Date: <u>4/14/04</u>	
Vice President's Signature			

Do not write in shaded area.

ACS Code 113 Entered in: Banner 4/20 C&A Database 4/20 Log File LM
 Approved for General Education Area/Group _____ Syllabus Date _____ Basic skills table updated

COURSE AND SYLLABUS FORM

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

Credit hours: <u>03</u> If variable credit, give range: _____ to _____ credits	Instructor contact hours per semester: Lecture: <u>45</u> Lab: _____ Clinical: _____ Practicum: _____ Other: _____ Total contact hours: <u>45</u>	Class capacity: <u>30</u> Standard capacity is 30 students unless otherwise specified in the Master Agreement.	Grading options: <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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Prerequisites. 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.) Corequisites (<u>must</u> be enrolled in this class also during the same semester): _____ _____	In addition to Basic Skills in Reading/Writing: Level I (enforced in Banner) <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course/Test</th> <th style="text-align: center;">Grade/Score</th> <th style="text-align: center;">Concurrent Enrollment</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> Level II (enforced by instructor on first day of class) <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">Grade/Score</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</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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Enrollment restrictions (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): _____	Please send syllabus for transfer evaluation to: <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Instructional mode <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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Course Options General Education Group I (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	Honors section. 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.

COURSE AND SYLLABUS FORM

Syllabus

Course discipline code & number PLS 240/ASD	Course title Campaigns and Elections	Credit hours 03
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Course description 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.	
Course outcomes 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.	Outcomes (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.	Assessment Method (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.
Content outline 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.	Unit and Unit Objectives UNIT 1: Understanding Elections and American Democracy When students complete this unit they will be able to: <ul style="list-style-type: none"> • Trace the history of campaigns and elections in the United States. • Understand the role(s) established for elections in the U.S. Constitution. • Recognize the U.S. Constitution gave states the power to regulate elections. • Describe varied types of elections in our federal system (e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall). • Understand how representational demands are channeled through the electoral system. UNIT 2: Political Parties and Elections When students complete this unit they will be able to: <ul style="list-style-type: none"> • Explain how political parties developed in the United States. • Identify the functions performed by political parties in the 	Evaluation Method 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"> (1) Exams comprised of essay and/or objective (like short answer) elements which require integration, application, and critical examination of course concepts, issues, and themes. (2) Short analytical or application papers on specific concepts, issues, or themes. (3) Term or research papers, using a variety of research strategies. (4) Oral presentations resulting from group research, analysis, and critical evaluation. (5) Participation in class discussions, role

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	<p>American political system.</p> <ul style="list-style-type: none"> • Compare one-party, two-party, and multi-party systems. • Assess the role and future of third parties in the American political system. • Explain how the major parties are organized. • Outline the functions of national, state and local party organizations. • Describe the role of political parties in nominating candidates, mobilizing public opinion, and conducting campaigns. • Understand the concept of party identification and its effect on voters. • Identify trends in political party affiliation in the United States. • Differentiate general policy and coalition differences between the two major parties. • Compare and contrast the present-day Republican and Democratic parties. • Explain why political parties in the United States are weaker today than they have been at some times in the past. <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"> • Outline the history of the presidential nominating process. • Describe major reforms to the presidential nominating process. • Explain the intended and unintended consequences of reforms on the nominating process. • Identify the current rules governing the presidential nomination. • Describe candidate strategies resulting from current rules of the nomination process. • Trace the steps in the presidential nomination process. • Describe the changing and current role of the national nominating convention. • Assess the implications of our current presidential nominating system for candidates, parties, interest groups, the media, and voters. <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"> • Describe the major proposals for selecting the President debated at the Constitutional Convention. • Explain why the Framers decided on the Electoral College system for selecting the President. • Describe how the Electoral College worked in its original form and how it works today. • Identify and evaluate strategies and tactics candidates employ during the general election period. • Analyze various models used to predict individual vote choice. 	<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

COURSE AND SYLLABUS FORM

- 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.

COURSE AND SYLLABUS FORM

Student Materials

List examples of types	Students will purchase the following texts:	Estimated costs.
Texts Supplemental reading Supplies Uniforms Equipment Tools Software	Students will purchase the following texts: * 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.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV
<input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	<input checked="" type="checkbox"/> TV/VCR <input checked="" type="checkbox"/> Data projector/computer
<input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input type="checkbox"/> Other _____