This Freshman Seminar course serves as an introduction to several concepts. First of all, the course will focus topically on congressional campaigns and elections in the U.S. South, with an emphasis on North Carolina in particular. In addition, this course will review information about how candidates run for political office, particularly for the U.S. Congress. Secondly, this seminar will introduce the student to the concepts and ideas of a liberal-arts education: these concepts include critical thinking, oral and written communication skills, exploring ideas and concepts from a variety of viewpoints, primarily interdisciplinary. It has traditionally been the liberal-arts education that has prepared so many leaders and discoverers for their successful lives. Education is not a one-way avenue: it is a give-and-take community, in which dialogue and conversation help students prepare, refine, and develop their ideas. The Freshman Seminar Program helps to introduce the first year student to these important concepts. Finally, students will be introduced to critical components that will serve them throughout their collegiate career: tips and techniques for developing study strategies. The course syllabus provides a general plan for the course; deviations may be necessary.

All work is graded on a 0-100 scale. There is no “curve” for this course; the following will constitute your final grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Learning Strategies</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Four Short Papers</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Two Presentations</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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To calculate your final grade, multiply each grade by the appropriate percentage and then add the total to arrive at your course average. There are no “extra credit” projects given.

The grading scale is:

- A = 93 +
- A- = 90-92.9
- B+ = 87-89.9
- B = 83-86.9
- B- = 80-82.9
- C+ = 77-79.9
- C = 73-76.9
- C- = 70-72.9
- D+ = 67-69.9
- D = 63-66.9
- D- = 60-62.9
- F = 0-59

The grading criteria for the papers and exam essays includes the following:

- Is there an introduction that states a primary thesis/argument to the essay?
- Does the essay completely answer the question?
- Does the essay provide sufficient examples for the thesis?
- Is the writing clear and well organized?
- Does the essay summarize the argument?

**Exams**
Each exam will be based on course lectures and assigned readings. The exam format will rely heavily on essay questions. Please note the final exam time on the schedule. Make-up exams are only given under the most dire of circumstances, and only with documented record (i.e., Health Center form).

**Textbooks**
The following books have been ordered for the course:

- *Tar Heel Politics 2000* by Paul Luebke
- *Race, Campaign Politics, and the Realignment in the South* by James M. Glaser

In addition, various journal articles and news accounts will be assigned for specific topics. Any additional material will be placed either on reserve with the Main Library or on my web homepage and will be announced in class. You will be responsible for such material on the exams.

All readings should be completed before class.

**A note on the readings**: Active readers take notes, underline important and mystifying passages, make marginal comments, take time to think about what they have read, and come to class prepared to give their interpretations, share their thoughts, and answer questions. In addition to presenting material in lecture form, I will be asking for feedback and discussion on the readings. If you find yourself having difficulty understanding the material, please set an appointment with me and I will be happy to review the information with you.

**Participation**
As scholars in political science, you should be willing to offer your insight and arguments on various topics; likewise, you should be prepared to have your arguments challenged by your colleagues. We are all here to expand our educational foundation; the right to present your argument is just as important as the right to acknowledge countervailing arguments.

Classroom participation includes both attendance and interaction during classroom discussion. If the instructor believes that students are not coming prepared for class, unannounced pop quizzes will be given and counted into the participation grade.
All work on all assignments must be your own. Students are expected to be familiar with College guidelines for honest academic conduct, and will be held responsible with appropriate penalties.

If you have a question about the grading of a test or a paper, I ask that you come in with a written explanation as to the specific area that you have a concern. This requires that you reread back through your work, write your concern on paper, and then research as to why it should be included in your grade. Only then should you come to me and we can talk about your work. I am always available to discuss problems or difficulties, but I do not go for the “well, I had this and you didn’t count it” logic.

Throughout the semester, each student will write four 4-page papers regarding current campaigns underway in the Tar Heel state. From the Elizabeth Dole campaign (Salisbury is site for her campaign offices) for the U.S. Senate to Mel Watt’s re-election bid to the U.S. House, students will focus on a variety of topics to investigate and pursue deeper within these papers. Each student will be responsible for a campaign being held within North Carolina; possible groups of students may be assigned to specific campaigns. These papers will be due throughout the semester (dates noted below and in the schedule).

The first and last papers’ topics will be set (with some flexibility for the student); the middle papers can be on any subject that the student wishes to write on, as long as it is on a subject related to the campaign.

The first paper will be a focus on one of the following topics, due Sept. 19:
- The congressional district that you are assigned to (demographic, political make-up, electoral history of the area)
- The candidates (their personal background, their experience in politics)
- The campaign structures of each candidate in the district (interviews are expected with campaign staff)
- The issues and policy preferences of the candidates in the district

These papers should have a focus towards how the information you portray will affect the candidate’s chances in the general election.

The second (due Oct. 10) and third (due Oct. 31) papers may be on any of the following subjects of the student’s choosing:
- The results of the primary elections within the state’s various congressional districts
- The campaign strategy of the candidates in a particular congressional district
- The use of campaign communications (keeping a media log of the media’s coverage of campaigns within your district)
- The amount of resources and finances that are being directed to the candidates
- Any topics covered in Campaign Craft that interests you, provided you clear this topic with the instructor.

The fourth paper (due Nov. 21) will be a wrap-up coverage of the November election, in which each student will provide a comprehensive overview of the election results from their district. You may also focus on one particular aspect (media coverage, campaign strategy, interest group activity, campaign spending) within this report. You should also report on how this campaign and election fit into (or do not fit) the model of North Carolina politics as described by Luebke, or the various strategies, tactics, and art of campaign management by Shea and Burton.

**Campaign Paper Requirements**
The papers will be: typed; double-spaced; 10/12 point Times; normal margins (1” around); and stapled in the upper left corner. Please have a cover sheet with a title to your paper and your student ID number on it (NO FANCY COVERS or plastic binders—I will take points off for this) and don’t count the cover sheet as part of the required pages. On all the other pages, have only your student ID number along with page numbers. Please do not have your name on any pages in your paper so that I may blind grade them. For citations, you may use the parenthetical approach (Author’s last name, page number), and remember to include a bibliography.

**Study Strategy Techniques**
As a critical component of this course, the student will be introduced to several “study strategies” that will be important in their collegiate careers. These approaches have been used by successful students, who (research has shown) have done 1 to 2 letter grades higher than their counterparts, who did not use these approaches. Among these approaches are: time management techniques; effective note-taking during lectures; textbook annotations; essay preparation and development; using the PORPE (Predict, Organize, Rehearse, Practice, & Evaluate) technique for exams; and other techniques.

Throughout the semester, each student will be asked to demonstrate these techniques and will be graded on their practice throughout the semester. These techniques can aid the student in making an effective transition to the demands of college courses, in a variety of disciplines.

**Reasons for Reading**
After each reading assignment, you will find a series of questions that should help to guide you. These *Reasons for Reading (RFR)* are part of the study strategy techniques that we will discuss in class. You should read these questions prior to beginning your reading assignment, in order that you will be aware of what you should be reading and how you should take appropriate notes. The first three weeks are noted as below. Afterwards, you should be familiar enough with the approach to develop your own reasons for reading; these will constitute a portion of your “learning strategies” approaches. Periodically each student will be asked to
report on what their “reasons for reading” were for a particular week’s assignments.

The following is tentative, with changes announced in class:

I: An Introduction to Campaigns, Elections, and “Bubbas”

Week 1: Introduction to Campaigns & Elections (Southern Style) and Tar Heel Politics
- Shea and Burton, Ch. 1
- Luebke, Ch. 1
- Herrnson, Ch. 1

*RFR:* Shea & Burton: What is the concept of “new-style” campaigning? What are its features? What adjustments need to be made to this concept?
Luebke: Describe the politics of North Carolina. What are the two types of Tar Heel politicians?

- Shea and Burton, Ch. 2
- Luebke, Ch. 2
- Glaser, Ch. 1

*RFR:* Shea & Burton: Why are campaign plans necessary? What makes up a campaign plan?
Glaser: What has happened to Southern politics during the past half-century? Has there been a difference in the realignment in Southern politics? How has race impacted Southern politics? What have been the elements of the racial realignment in Southern politics?

Week 3: Congressional Elections: Selection & Organization
- Shea and Burton, Chs. 3 & 4
- Herrnson, Ch. 2
- Glaser, Ch. 2
- PRESENTATIONS GROUP 1 DUE ON THURSDAY

*RFR:* Shea and Burton: How might context affect a candidate’s campaign? What specifically might affect a campaign that can’t necessarily be influenced by a candidate’s strategy? Why do campaigns need demographics? How can one make inferences about a district from the information gathered? What is “political demography” and what are its assumptions?
Herrnson: What makes a “high-quality” candidate? What did respondents say about potential high-quality candidates in their
area? How do they differ with incumbents? Why aren’t there more “high-quality” challengers running?
Glaser: What are his arguments related to race and campaigning? Which elections are used in his study, and why?

II: The Building Blocks of Campaigns

Week 4: Resources in Elections: Parties and Interest Groups
- Shea and Burton, Chs. 5 & 6
- Luebke, Ch. 6
- PAPER #1 DUE ON THURSDAY

Week 5: “The Mother’s Milk of Politics”: Fundraising
- Shea and Burton, Ch. 9
- Luebke, Ch. 3
- Herrnson, Ch. 3

Week 6: Issues in NC’s Congressional Campaigns
- Shea & Burton, Ch. 8
- Luebke, Ch. 4
- Herrnson, Ch. 4
- PRESENTATIONS GROUP 2 DUE ON THURSDAY

Week 7: Race & Politics in Tarheel Politics; Media and Polling
- Luebke, Ch.7
- Shea & Burton, Ch. 7
- Glaser, Ch. 3
- PAPER #2 DUE ON THURSDAY

FALL BREAK

Week 8: Advertising: Going Negative (and maybe Positive)
- Shea & Burton, Ch. 10
- Herrnson, Ch. 5
- Glaser, Ch. 4

Week 9: Issues in NC’s Congressional Elections
- Shea & Burton, Ch. 11
- Luebke, Ch. 5
- Glaser, Ch. 5
- PRESENTATIONS GROUP 1 DUE ON THURSDAY

III: Countdown to E-Day

Week 10: Getting Out the Vote
- Shea and Burton, Ch. 12
- Herrnson, Ch. 6
- PAPER #3 DUE ON THURSDAY
Week 11: ELECTION
- Luebke, Ch. 8

IV: The Results are In....

Week 12: Breaking Down the Vote
- Glaser, Ch. 6
- PRESENTATIONS GROUP 2 DUE ON THURSDAY

Week 13: The Final Issues: What Mattered, and What Didn’t
- Herrnson, Ch. 7
- PAPER #4 DUE ON THURSDAY

THANKSGIVING BREAK

Week 14: Preparing to Govern
- Leubke, Ch. 10

Week 15: Wrap-Up & Previewing 2004
- Shea & Burton, Ch. 13

FINAL EXAM: Saturday, Dec. 7, 1-3 PM