

COMM 489: Campaign Communication (4 units)

Spring 2020 – Tuesdays – 2:00 – 4:50 pm
Section: 20704 Location: ANN 405

Instructor: Gordon Stables

Office: ASC 303

Office Hours: Mondays 12:30 -2:00 pm and by appointment

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For scheduling appointment only – contact Nancy Ruiz at nruiz@usc.edu or the School of Journalism at 821-1226.

I. Course Description

The course examines the communicative dimensions of national political campaigns. The course will engage both historical dimensions of political campaigns as well as analyze the ongoing election. Campaigns will be analyzed by reviewing the prominent narratives of campaigns, the unique characteristics of candidates, and the structural dimensions that inform voter identification and persuasion. Students will review both the historical and current campaigns from these perspectives.

II. Student Learning Outcomes

1. Students will become familiar with the foundations of political communication
2. Students will examine the unique dimensions of national political campaigns
3. Students will become familiar with, and capable of identifying, how demographic, social and cultural transitions are changing the routines and practices of political campaign communication.
4. Students will be prepared to better assess the communicative dimensions of the current presidential campaign utilizing the techniques explored in the course.

III. Course Notes

This course is designed as a senior seminar, allowing students and faculty to engage in an intensive, discussion-oriented academic experience. Although there are not weekly writing assignments, there is substantial reading required for each week. The scope of the reading is designed to ensure that there is a rich and robust foundation for our discussions. Students are expected to read the materials both to help expose themselves to new concepts and theories as well to provoke discussions about those concepts and theories.

The class works best when everyone is fully engaged and well-prepared. Please complete all of the assigned readings prior to each class. Students are invited and welcome to utilize laptops or tablets in class, but their use should assist each student's notetaking. Students will be requested to discontinue use if there are distractions to other students.

The course also requires an environment where each participant is open to new ideas, concepts and theories, while simultaneously being willing to subject all ideas, concepts and theories to rigorous review. The course will draw upon a wide range of disciplines to help ensure that the broadest possible array of historical and evidence-based information informs our discussions. The course discussions should also support an environment where each participant is empowered to share their perspectives as well as one where every idea, concept, and theory is carefully scrutinized and discussed. If students have concerns about these principles or how the principles are utilized in class, they are invited to raise these concerns in the course or in private dialogue with the professor.

As a discussion class, we will utilize a common set of notes as a form of a virtual whiteboard. This google document is available on blackboard and available to all students. I will use it to add notes each week and post links. Students should also feel free to add notes, comments, questions or links. This is a shared resource for the class, so while so you may add anything - please don't delete items.

As a seminar course, each class will be comprised of a series of structured discussions. At the outset of each class, a working agenda for that class will be shared. Typical agendas will include (each item likely to be present, not necessarily in this order):

- Discussion of newsworthy campaign developments
- Student led discussion of assigned research
- Faculty led lecture of significant course concepts
- Open discussion of course materials

Some course sessions will be focused on only one subject and others will be divided into multiple sub-topics. In either case, we will plan to break for approximately 15 minutes during the middle of the course session.

IV. Description and Assessment of Assignments

(In addition to these brief summaries a longer assignment prompt will be provided for each item).

Review of media and news consumption survey

Each student will review the Project Information Literacy survey instrument and provide a short report (3-5 page) that outlines their perspective on the utility of the survey as a way to understand the news consumption routines of college students. The overall framing question is how, and to what degree, does the survey reflect their understanding of student consumption of media and news? These essays should include a review of which questions best relate to their understanding of media consumption, which questions appear less suited to a college audience and which questions should be modified to produce more accurate results. Each report should include suggested modifications for this last category of items.

Significant Political Practices Essay

Each student will submit a short essay (3-5 page) that details the major influences, perspectives, individuals or events that informed their interest in and relationship to politics. The methodology

for this essay should be to draw upon the foundational elements of political campaign communication found in the introductory chapters of PCC:PP text. (i.e., pragmatic and ritualistic). The evaluation of essay will focus on the successful application of these foundational concepts (not the selection of individual influences, perspectives, individuals or events) as well as the quality of analysis and writing.

Discussion Leadership

In order to facilitate robust discussion, after week one the class will be divided into rotating groups with a dedicated number (typically 3-4 students) assigned to help guide discussion each week. This discussion leadership will take both a written and oral form. The written form will include a briefing memo that outlines a series of questions and provocations informed by the reading. The memo should explore both dimensions of the readings and other materials that discussion leaders find relevant to the assigned subject matter. The oral version of the portion of the assignment will involve students helping to guide the in-class discussion of these topics. Each student will be assigned three weeks for leadership. These totals reflect all three assignments. Students will be evaluated on the thoroughness of preparation and the organization of their questions and provocations.

Participation

Each student is expected to prepare for, attend, and actively contribute in each course session. Students will be evaluated on their preparation and engagement across the semester.

Final essay

At the conclusion of the course, students will produce a culminating essay that engages prominent campaign narratives in the 2020 presidential campaign. This 12-15-page essay will explore:

- How aspects of these narratives have developed in modern campaign history,
- How changes in contemporary demographic and social trends are influencing transitions in these narratives,
- How 2020 campaigns are utilizing or rejecting these narratives,
- How media coverage is reinforcing or contradicting these themes.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Review of media survey	100	15%
Significant Political Practices Essay	100	15%
Discussion Leadership (written and oral) – each student will be assigned three weeks for leadership. These totals reflect all three assignments.	300	36%
Participation	100	10%
Final essay	100	24%

Assignment	Points	% of Grade
TOTAL		100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Common Standards for All Written Assignments

In addition to providing a quality response to the prompt, each paper should be a high-quality product and consistent with the expectations for submission in a university environment. In introducing students to the discipline it is important to appreciate the norms of written culture. Failure to adhere to these standards will result in a lower grade. The expectations include:

Font/ Margins - All papers should all utilize common font and margin settings (such as Times New Roman 12-point fonts and 1 inch margins). Essays are expected to be double-spaced unless otherwise specified.

Submission - Papers must be submitted using blackboard (to allow use of Turnitin). Do not print copies of the paper. Comments will be returned using track changes and comments in MS word.

Use of a style manual - Papers should feature consistent use of a style manual. All papers in the course should be submitted using APA style. A PowerPoint resource is available on blackboard to help you. You should also consult a formal style manual for additional questions

Structure - Quality papers should demonstrate a clear writing plan and basic structure. A clear thesis should be evident early on the first page to preview the fundamental elements of the essay. This section should also preview the organizational structure of the project. Each section should reflect an organizing principle that utilizes previews, summaries, and transitions. You shouldn't be trying to build suspense in these essays. If you don't provide a sense of your final direction in the first two to three paragraphs, you are too weakening the focus of the essay. Good essays also should include a quality conclusion that draws together the basic details. Simply finishing your last point doesn't accomplish this task.

Focus on specific arguments - Your essays are all designed to analyze specific political contexts so it is important that you closely detail the relevant articles and texts, including properly citing them, and provide specific analysis. You are free to use your own perspectives to

accent these essays, but ultimately, they need to provide analysis of the specific artifacts in question as their primary task.

Writing Style - In any essay, the medium of your language is the technique that you will use to make your arguments. Even in our visual culture, the ability to make a professional argument in writing is an essential skill, especially in an argumentation course. When your language begins to resemble the spoken word it loses its authority and it distracts from your contentions. These essays are intentionally short to provide you with time to edit and revise your work. Junior level college writing should be free of:

- (Thinking out loud comments in parenthesis)
- Misspelled words or words that are poorly spell-checked and come back as different words. There is a huge credibility problem for your writing when these errors appear.
- Conversational or sarcastic tones. This is a formal essay and it should be treated as such. Individuals should be cited with their appropriate, such as Governor Newsom (not Newsom).

Use of qualified sources – In cases where you need or want to make an authoritative claim, you should utilize a well-qualified source. Suggestions involve experts in the field, scholarly journals, and other professional sources, including our texts. The easiest Google results, especially including Wikipedia, should be treated as starting points for reference and not stand-alone references. When essay topics refer to specific concepts covered in the readings, it is important that these essays display a competent grasp of the material.

Evidence matters - Evidence should be carefully analyzed before usage. Materials cited as proof of your claims should be timely, relevant, and well scrutinized. Materials should reflect your awareness of the ideological foundations of all evidence (i.e., using materials from a traditional print publication arguing that digital media is inherently limited is acceptable; however, the use of that material should reflect your awareness that this source is highly partisan).

Bibliography & Citations - Citations must be provided for all researched information. Any use of additional material, even as background, must be cited within the body of the paper and then again in a works cited or bibliography. The format for these citations should consistently reflect a style manual.

Evaluation Criteria

Each assignment will receive a numerical grade. Students should understand that the following scale is used to govern grades, with the understanding that pluses and minuses are qualifications on the general scale.

‘A’ work signifies excellence in both design and implementation of work. This material can be considered outstanding and should be understood as far superior to the average effort. Simply completing the assignment prompt does not automatically constitute A quality work.

‘B’ work signifies above average work. Strong effort is involved and visible through clear organizational planning and attention to detail.

‘C’ work signifies average and adequate work. This grade is earned when material completes the minimum threshold of an assignment, even though conceptual, organizational or writing problems may exist.

‘D’ work signifies below average work. This is usually the product of either a substantial problem adhering to the nature of the assignment or a substantially problematic effort.

‘F’ work signifies an unacceptable level of work. This is usually the product of an incomplete assignment or a fundamental failure to engage the nature of the assignment.

d. Grading Timeline

Each assignment should be graded and returned within a two-week window.

VI. Assignment Rubrics

Expanded assignment summaries and grading expectations will be shared prior to each assignment’s completion.

VII. Assignment Submission Policy

All assignments should be submitted on Blackboard on the day they are due. Any assignment turned in late will be reduced one letter grade per day.

VIII. Required Readings and Supplementary Materials

See the weekly schedule. All readings except the PCC:PP text are available on Blackboard or through web links.

IX. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](#) website.

X. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of “W” for Session 001

XI. Course Schedule: A Weekly Breakdown

This is a tentative course schedule. Changes are possible in any class, but especially in a class focused on the presidential election we will adjust based on important campaign developments. Expect to see news articles and short analysis pieces shared with the class via blackboard in addition to the assigned readings.

Students should purchase a copy of Denton, R. E., Jr, Trent, J. S., & Friedenber, R. V. (2020). *Political campaign communication: Principles and practices* (9th ed.). New York: Praeger. This text is referred to as “PCP:PP” in the weekly schedule. All other readings are available on Blackboard and marked as “BB” in the weekly schedule or are directly linked to websites and marked with “URL.”

Campaign events listed are current as of start of the semester. A current listing is available at <https://www.nytimes.com/interactive/2019/us/elections/2020-presidential-election-calendar.html>

January 14 – Introduction to Political Campaign Communication

Objectives:

- What is political campaign communication?
- What are the major trends in national American campaigns?
- How are these trends similar or different to past patterns?
- How are these trends similar to different to patterns around the world?

Required Readings:

- PCC:PP, Chapter 1 Communication and Political Campaigns: A Prologue (p. 1-15)
- Ronald Brownstein (2019). One Thing About the 2020 Election Is Already Clear (BB)

External events:

- Jan. 14: CNN will co-host the 7th Democratic debate with the Des Moines Register at Drake University.

January 21 – Fundamentals of a National American Political Campaign

Objectives:

- How do institutional structures influence presidential campaigns?
- What are the symbolic and pragmatic dimensions of political campaigns?
- How do the foundations of campaigns influence the arguments by candidates?
- How are modern political campaigns changing?

Required Readings:

- PCC:PP, Chapter 2 Communicative Functions of Political Campaigns (p. 16-51)
- PCC:PP, Chapter 3 Communicative Styles and Strategies of Political Campaigns (p. 52 – 92)
- Allan Lichtman (2019). The 2010s Were The Decade That Bent Democracy To The Breaking Point: The 2010s saw American Democracy tested in unprecedented ways. (BB)

Supplemental Readings:

- The Economist Intelligence Unit (2019). Democracy Index 2018: Me too? Political participation, protest and democracy (BB)
- George Conway, Unfit for Office (2019) (BB)

External events:

- Lawrence O'Donnell – 1/28 noon at Annenberg.

January 28 - The Changing American Electorate

Assignment Due: Review of media survey

Objectives:

- What are the changing dimensions of the American electorate?
- What assumptions exist about how the current composition of the electorate informs political communication?
- How are demographic transitions influencing political argumentation?
- What changes are each party making in response to the changing electorate?
- How do specific constraints (narrative and institutional) limit further change?

Required Readings:

- Special report: 2020's new voters will usher in an age of demographic transformation (URL)
- Lamont, Michele, Bo Yun Park, and Elena Ayala-Hurtado (2017). "What Trump's Campaign Speeches Show About His Lasting Appeal to the White Working Class." Harvard Business Review Digital Articles. (BB)
- Anthony Cilluffo & Richard Fry, (2019), "An early look at the 2020 electorate" Pew Hispanic Center. (BB)
- Danyelle Solomon and Connor Maxwell, Women of Color: A Collective Powerhouse in the U.S. Electorate (2019) (URL)
- Robert White, (2017) Trump Can't Reverse the Decline of White Christian America (BB)

Supplemental Readings:

- Herbert P. Kitschelt & Philipp Rehm (2019). Secular Partisan Realignment in the United States: The Socioeconomic Reconfiguration of White Partisan Support since the New Deal Era, Politics and Security. (BB)
- Morgan, Stephen L; Lee, Jiwon (2017), The White Working Class and Voter Turnout in U.S. Presidential Elections, 2004 to 2016 (BB)
- Republican National Committee. Growth and Opportunity Project. (2013). Retrieved August 14, 2016, from http://goproject.gop.com/rnc_growth_opportunity_book_2013.pdf (BB). Focus on pages 2-22 and 74-81.
- Pew Research Center, (2019), In U.S., Decline of Christianity Continues at Rapid Pace (URL)

External events:

- February 3 – Iowa caucuses

February 4 – Political Polarization

Objectives:

- What is understood as partisanship or polarization?
- How do mass channels of communication influence political behavior?
- Is electoral behavior today more polarized? If so, in what ways?
- What institutional and social factors influence the dimension and direction of polarization?
- How do dominant social narratives, such as the American Dream, inform notions of polarization?

Required Readings:

- PCC:PP, Chapter 4 Communicative Mass Channels of Political Campaigning (p. 93-119)
- Pew Research Center, (2019). In a Politically Polarized Era, Sharp Divides in Both Partisan Coalitions (URL)
- Abrams, Samuel J.; Bowman, Karlyn; O'Neil, Eleanor; Streeter, Ryan (2019). Civic Health, And Quality Of Life In The United States. American Enterprise Institute (BB)
- Hawkins, Stephen et al. (2018). Hidden Tribes: A Study of America's Polarized Landscape. New York, NY: More In Common. (BB)
- Julia Azari, (2018), Politics Is More Partisan Now, But It's Not More Divisive, FiveThirtyEight (URL)

Supplemental Readings:

- Abramowitz, Alan I., and Steven Webster. "The Rise of Negative Partisanship and the Nationalization of U.S. Elections in the 21st Century." *Electoral Studies* 41 (2016): 12-22. Web. <http://stevenwebster.com/research/all_politics_is_national.pdf>. (BB)
- Lee Drutman, (2019) The Moderate Middle Is A Myth. FiveThirtyEight. (URL)
- Maggie Koerth, (2019). Media Bubbles Aren't The Biggest Reason We're Partisans. FiveThirtyEight (URL)

External events:

- Feb. 7: ABC will co-host the 8th Democratic debate in partnership with WMUR-TV (and Apple News at St. Anselm College in Manchester, New Hampshire.

February 11 – Communication in Campaigns

Assignment Due: Significant Political Practices Essay

Objectives:

- What are the pragmatic and ritualistic dimensions of communication during campaigns?

- How do candidates communicate on a daily basis?
- How do the media decide what and how to cover each day?
- How do major speeches function in an age of shortened consumer attention?
- What are the roles and expectations of major speeches?
- Why do candidates' debate?
- How can debates be used to change the tenor, direction or momentum of campaigns?

Required Readings:

- PCC:PP, Chapter 7 Public Speaking in Political Campaigns (p. 155 – 182)
- PCC:PP, Chapter 8 Recurring Forms of Political Campaign Communication (p. 183 – 217)
- PCC:PP, Chapter 9 Debates in Political Campaigns (p. 218 – 261)
- PCC:PP, Chapter 10 Interpersonal Communication in Political Campaigns (p. 262 – 292)

External events:

- February 11 - New Hampshire primary

February 18 – State of information systems (Journalism vs. media)

Objectives:

- How are broader changes in the economics of media influencing political campaigns?
- What differences exist between how legacy media and new media cover campaigns?
- How is the 2016 election redefining the role of media?

Required Readings:

- PCC:PP, Chapter 12 Political Campaigning in the Age of the Internet and Growing Influence of Social Media (p. 335 – 359)
- PCC:PP, Chapter 13 Journalism in Contemporary Political Campaigns: From Information to Fake News (p. 360 – 370)
- Jill Lepore, (2019) Does Journalism Have a Future? In an era of social media and fake news, journalists who have survived the print plunge have new foes to face. *The New Yorker*. (BB)
- Maria Celeste Wagner & Pablo Boczkowski, (2019). Angry, frustrated, and overwhelmed: The emotional experience of consuming news about President Trump. *Journalism*. (BB)

External events:

- Feb. 19: NBC News will co-host the 9th Democratic debate in Las Vegas with the Nevada Independent.
- February 22 – Nevada Democratic caucuses

February 25 – Campaign Advertising

Objectives:

- What role has advertising played in modern campaign communication?
- What common genres of advertising have developed?
- What are the most significant ads in recent campaigns?
- How has the rise of YouTube changed campaign advertising?
- How is mobile technology influencing political advertising?
- What are the implications for political advertising genres from these technological changes?
- What are the disinformation and misinformation risks in the contemporary era?

Required Readings:

- PCC:PP, Chapter 5 Communicative Types and Functions of Televised Political Advertising (p. 120-137)
- PCC:PP, Chapter 11 Advertising in Political Campaigns (p. 293 – 334)
- Sue Halperin, (2019), *The Problem of Political Advertising on Social Media*, *The New Yorker* (BB)
- Emily Stewart (2019), [Why everybody is freaking out about political ads on Facebook and Google Vox](#): Recode. (URL)

Supplemental Readings:

- Conor Friedersdorf (2019). *Doubt Anyone Who's Confident That Facebook Should Ban Political Ads: We don't know much at all about how political ads on social media sway the public.* (BB)
- Sara Fischer, (2019), [Political ads are tricky to define in digital era](#). *Axios*. (URL).
- Jane Mayer, (2018). *How Russia Helped Swing the Election for Trump*. *The New Yorker*. (BB)

External events:

- Feb. 25: CBS News will co-host the 10th Democratic debate with the Congressional Black Caucus Institute and in partnership with Twitter in Charleston, South Carolina at Gaillard Center.
- February 29 – South Carolina Democratic primary

March 3 – Voter Identification and Persuasion: From Data to Turnout

Objectives:

- How have data collection and use changed in recent presidential campaigns?
- How do these new data methods influence the organization of campaigns?
- How do new data methods influence campaign strategies and arguments?
- What is the relationship between data and argument construction/ targeting?
- What is unique about recent efforts to develop predictive campaign models?
- How has electoral modeling influenced polling?
- What is the horse race campaign metaphor? What are its benefits and weaknesses?

Required Readings:

- Avirgan, Jody. "A History Of Data In American Politics (Part 2): Obama 2008 To The Present." FiveThirtyEight. FiveThirtyEight, 21 Jan. 2016. Web. 27 May 2016. (URL) The item is a podcast (35 minutes).
- Theodore Schleifer, (2019), Your phone location is a goldmine of information — and every political candidate wants it. Vox:Recode (URL).
- Sidney Fussell (2019), Why Politicians Want Your Smart-TV Data, The Atlantic (BB)
- Butterworth, Michael L. "Nate Silver and Campaign 2012: Sport, the Statistical Frame, and the Rhetoric of Electoral Forecasting." *Journal of Communication* 64.5 (2014): 895-914. Web. (BB)

Supplemental Readings:

- Bimber, B. (2014). Digital Media in the Obama Campaigns of 2008 and 2012: Adaptation to the Personalized Political Communication Environment. *Journal of Information Technology & Politics*, 11(2), 130-150. doi:10.1080/19331681.2014.895691 (BB)

External events:

- Super Tuesday primaries – March 3 (approximately 40% of delegates allocated in 14 primaries)

March 10 – Central events in modern American politics (1968 & 1980)

Significant historical PCC – The enduring significance of the 1968 election

Objectives:

- What was the political consensus that collapsed in 1968?
- How did the violence and instability influence the narratives of each campaign?
- How did Wallace appeal to a national audience?
- How did Nixon construct arguments to navigate Wallace? LBJ/Humphrey?

Required Readings:

- Presidential elections: 1789-2008. (2010). Washington, D.C.: CQ Press (BB), pp. 70-77.
- Mayer, J. D. (2002). Nixon Rides the Backlash to Victory: Racial Politics in the 1968 Presidential Campaign. *Historian The Historian*, 64(2), 351-366. doi:10.1111/j.1540-6563.2002.tb01487.x (BB)
- Dan Carter (2016), What Donald Trump Owes George Wallace. *The New York Times*. (BB)

Significant historical PCC – The significance of Reagan's election in 1980

Objectives:

- What makes Reagan a unique candidate?
- How did Reagan redefine conservatism in the 1980 election?
- How has Reagan's rhetorical influence continued to inform American political communication?

Required Readings:

- Chapter 2 “Chronology of Presidential Elections” Presidential elections: 1789-2008. (2010). Washington, D.C.: CQ Press (BB), pp. 78-83
- Medhurst, Martin J. "LBJ, Reagan, and the American Dream: Competing Visions of Liberty." *Pres Stud Q Presidential Studies Quarterly* 46.1 (2016): 98-124. Web. (BB)

External events:

- March 10 - Six primaries, including Michigan, Washington and Missouri.
- March 12 – Virgin Islands Republican Caucus
- March 14 – Three additional caucuses and conventions

March 17 – Spring Break – No Class

External events:

- March 17 – Florida, Illinois and Ohio primaries (also Arizona Democratic primary and Northern Marianas Republican convention).
- March 21 – Kentucky Republican caucuses

March 24 – Central events in modern American politics (1994 & 1996/1998)

Significant historical PCC – California Proposition 187 (1994)

Objectives:

- What were the social, cultural, and historical factors that influenced the passage and debate surrounding Proposition 187?
- How did the controversy surrounding Proposition 187 influence local and national politics?

Required Readings:

- Gustavo Arellano, (2019) Prop. 187 forced a generation to put fear aside and fight. It transformed California, and me. *LA Times*. (BB)
- Libby Denkmann, (2019). After Prop 187 Came The Fall Of California's Once-Mighty GOP, And The Rise Of Latino Political Power. *LAist*. (URL)

Supplemental Readings:

- This is California: “The Battle of 187” Podcast by Gustavo Arellano. (URL)

Significant historical PCC – 1996 Election: Clinton’s Election and Republican Congressional Response (1998)

Objectives:

- How did Bill Clinton redefine the traditional Democratic party narrative in 1992?

- How did the Republican Party, through Congressional elections, reframe their primary narrative and role?
- How do the Clinton-Gingrich battles influence contemporary politics?

Required Readings:

- Nelson, M. (2016). The Historical Presidency: Clinton's Elections: Re-dividing Government in the 1990s. *Presidential Studies Quarterly*, 46(2), 457-472. (BB)
- David Weigel, (2018). How the Clinton-Gingrich years became 'the good old days': Republicans revisit 1994. *The Washington Post*. (BB)

External events:

- March 24 – Georgia primary and American Samoa Republican caucuses
- March 29 – Puerto Rico Democratic primary

March 31 – Central events in modern American politics (2008 & 2016)

Significant historical PCC – 2008 Election: Obama's Hope and Change

Objectives:

- How did Obama position his candidacy as a call for change?
- How did race and ethnicity inform arguments for and against Obama's candidacy?

Required Readings:

- Marcia Dawkins, (2010), *Mixed Messages: Barrack Obama and Post-Racial Politics*. Post Identity. (BB)
- Jacobson, G. C. (2015). Barack Obama and the nationalization of electoral politics in 2012. *Electoral Studies*, 40, 471-481. (BB)
- Ta-Nehisi Coates, (2017). *My President Was Black: A history of the first African American White House—and of what came next*. *The Atlantic*. (BB)

Supplemental Readings:

- Robert C. Rowland and John M. Jones, (2011). *One Dream: Barack Obama, Race, and the American Dream*. *Rhetoric and Public Affairs*. (BB)
- Kam, C. D. and Kinder, D. R. (2012), *Ethnocentrism as a Short-Term Force in the 2008 American Presidential Election*. *American Journal of Political Science*, 56: 326–340. (BB)

Significant historical PCC – 2016 Election: Trump's Make America Great Again

Objectives:

- What factors made each of the candidates unique in 2016?
- How did Clinton's experience and gender each influence her campaign?
- How did Trump break from norms of prior candidates?
- How did the interplay of the candidates help to produce the election cycle?
- What communicative dynamics changed for voters in 2016? What remained the same?

Required Readings:

- PCC:PP, Chapter 14 Political Campaign Communication in the 2016 Presidential Election (p. 371 – 390)
- Rob Griffin, Ruy Teixeira, and John Halpin (2017). Voter Trends in 2016 A Final Examination (URL)
- Kelly Ditmar, (2017). Finding Gender in Election 2016 Lessons from Presidential Gender Watch. Center for American Women and Politics. (BB)
- Michael Anton (as Publius Decius Mus). The Flight 93 Election. Claremont Review of Books. (BB)

Supplemental Readings:

- Farida Jalalza (2018), “A Comparative Assessment of Hillary Clinton’s 2016 Presidential Race” Socius: Sociological Research for a Dynamic World (BB)
- Carlin, Diana B., and Kelly L. Winfrey. "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage." Communication Studies 60.4 (2009): 326-43. Web. (BB)
- Daniel Drezner, (2018). The flight from the ‘Flight 93 Election’: Fourteen months after joining Donald Trump in rushing the cockpit, Michael Anton has left the White House. The Washington Post. (BB).

External events:

- April 4 – Hawaii, Alaska and Wyoming Democratic primaries and Louisiana Republican primary.

April 7 – Campaign 2020 – Trump Reelection campaign

Objectives:

- What are the Trump campaign’s primary appeals and strategies?
- What are the communicative advantages and challenges Trump faces as an incumbent?
- What are the Trump campaign’s electoral (pragmatic) strategies?
- What media channels is the Trump campaign emphasizing?

Required Readings: (These readings will change as the campaign develops.)

- Jonathan Swan & Margaret Talev. (2019). How Trump wins in 2020. Axios. (URL).
- Ronald Brownstein (2019). Trump’s Base Isn’t Enough: The president needs the voters who approve of his record on the economy but disapprove of him overall. His racist attacks this week only hurt that cause. The Atlantic. (BB).
- Navigator Research. (2019). Conflicted About Trump: The Americans Disapproving of President Trump While Giving Him Credit on the Economy. (BB).

Supplemental Readings:

- Ina Fried & Sara Fischer (2019). Trump is maintaining his digital lead in the 2020 campaign. Axios. (URL)

External events:

- Wisconsin primary April 7

April 14 – Campaign 2020 – Democratic challenger campaigns

Objectives:

- How are the candidates attempting to define themselves?
- How do the candidates attempt to differentiate themselves from each other?
- How do the candidates attempt to differentiate themselves from the President?
- What are the communicative advantages and challenges they face as challengers?
- What media channels are the candidates emphasizing?

Required Readings: (These readings will change as the campaign develops.)

- Thomas B. Edsall, (2019). The Democratic Party Is Actually Three Parties. The New York Times (BB)
- Lisa Lerer (2019). The Gillibrand Test Case for Women in Politics. The New York Times (BB)
- Andre M. Perry and David Harshbarger. (2019). Why the race for Black voters is the most important Democratic primary of them all. Brookings Institution. (URL)
- Astead W. Herndon. (2019). How ‘White Guilt’ in the Age of Trump Shapes the Democratic Primary: The changing racial attitudes of white liberals are changing how 2020 candidates try to win votes. The New York Times. (BB).
- Geoffrey Skelley. (2019). What We Know About Andrew Yang’s Base. FiveThirtyEight. (URL)
- Jeremy Peters. (2019). Inside the Biggest 2020 Advertising War Against Trump. The New York Times. (BB)
- Charles Blow, What Kamala Harris’s Campaign Teaches Us. The New York Times. (BB)

April 21 – End of semester preparation

A regular course session at this point in the semester is devoted to

- Catching up on prior material that requires additional attention
- Identifying and discussing new material from recent campaign developments
- Focusing on final course assignments and end of the semester preparation

April 28 – Final look ahead – 2020 election

Objectives:

- What structural changes are underway in political campaign communication?
- How will the 2020 election be understood as a narrative for future campaigns?
- How will the 2020 election influence future campaign arguments or tactics?

Required Readings: (These readings will change as the campaign develops.)

- PCC:PP, Chapter 6 Ethical Considerations of Political Campaign Communication (p. 138-154.

External events:

- Six primaries, most notably New York and Pennsylvania – April 28

Study Days Dates: 5/2-5/5

Final essay Due - Thursday May 7 at 4 pm.

XII. Policies and Procedures

Additional Policies

Students should let their professor know in advance or as soon as possible whenever they have any issues that limit their ability to be prepared for or to attend class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL),
press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff,

visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

XIII. About Your Instructor

Gordon Stables is a Clinical Professor of Communication and Journalism. He is currently serving as the Director of the School of Journalism. His current research interests focus on the future of public news and media. He teaches a rotation of courses that explore rhetoric, argumentation, debate, political communication, political deliberation, propaganda rhetoric, and global media. He previously served as the Annenberg School’s associate dean for Student Affairs, Gordon also prioritizes engaging each aspect of Annenberg programming to help each student maximize their USC experience. Gordon joined the USC faculty in 2002 as the faculty director of Debate and Forensics for USC’s nationally recognized Trojan Debate Squad. Gordon served as the director of Debate and Forensics until 2017, and under Gordon’s direction, the Trojan Debate Squad has developed into a program with emphasized intercollegiate competition, community debate programming and initiatives to adapt debate to new media environments. He earned his Ph.D. (2002) and M.A. (2000) from the University of Georgia.