

PSCI 3021: CAMPAIGNS & ELECTIONS¹

Fall 2021

Class Meeting: T&TH 9:35-10:50

Classroom: HLMS 201

Instructor of Record

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KTCH 114F or via Zoom by request at

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Teaching Assistant

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Elections are at the center of politics, both in the US and worldwide. For citizens, campaigns are a time of heightened political interest and involvement, and an opportunity to convey their preferences to politicians. For political parties and interest groups, it is a time to gain new political influence (or lose it). Journalists are called upon to translate information about the campaign to the electorate, and politicians must market their policy platforms both to the electorate and other political elites.

In this course, we will explore how campaigns are practiced in the United States. We will consider why people run for office and how political parties, interest groups, and electoral rules influence the way campaigns to play out. Next, we will explore the content of campaigns – the positions candidates take, the effects of political contexts and campaign events, how campaign messages are conveyed to citizens, and how this all influences election outcomes. Finally, we will consider the effects of campaigns on citizens – what they learn, how they evaluate candidates, what animates their participation, and how they choose which candidates to vote for.

REQUIRED TEXTS

There is no dedicated textbook for this course. Instead, the readings feature a selection of journal articles and book chapters which you can access via the course Canvas website. Please complete your reading assignments before class. Also, please bring you readings with you as we will regularly discuss their contents during class.

COURSE REQUIREMENTS

This course is driven by the theory of gamified learning and its three core principles, so the assignments are handled differently from what you might be used to. It might all look complicated at first, but do not fret. I will make sure you understand what is going on, and Canvas will explain the assignments in a lot more detail.

Here are the three principles of gamified learning in a bit more detail:

1. **The Principle of Leveling Up:** You begin with zero points, and everything you successfully try will earn you experience points (XP). As you earn XP, you will “level up” and the higher your level is, the higher grade you will earn. You cannot “lose” XP in this class because you have not earned any until you tried to earn them.

¹ Many thanks to Dr. Jenny Wolak, Dr. Michaele Fergusson, and Dr. Maryellen Weimer for their excellent insights into course design in terms of both material and structure.

2. **The Principle of Safe Failures:** I want you to try new challenges, regardless of your personal confidence about your abilities. Everything I this class earns you XP, even an assignment that does not go so well. And even if you totally bomb something, you can always try something else.
3. **The Principle of Multiple Paths and Optionality:** Like any good video game, I will let you “play” this course your own way. You will have complete control over what you want to try and when you want to try. You should not try everything, either.

Common Quests

Everyone is expected to complete the majority of the common assignments. Although your final course grade is determined by the total points accumulated, you od must meet the minimum in each category, as specified below, to pass the course. Higher minimum thresholds are required for higher grades, as specified in the Summary of Grading section.

Introductory Assignments – 1,000 XP Possible; 500 XP minimum

Two assignments at the beginning of the semester are designed to help you find your way around the—admittedly unusual—class structure a bit. First, you must submit your **Quest Log**, where make your decision about which two optional tracks (Boss Battles, Conversations, Essays) you plan to focus on. Use the worksheet available on Canvas and submit your quest log to Canvas by **23:59 on Sunday, August 29**. This assignment is worth **500 XP**. Students who do not make a selection by this deadline will not receive any XP and will be embark on the Boss Battles and Scholar in Training quest tracks.

The second assignment is a **short essay** in which you react to the **Quest Log** and the general course design. Why have you selected these options? What do you think your choices show about your learning preferences? Why do you think a teacher would give students the freedom to choose assignments? How do you think this strategy will affect your performance in the class? The essay should be two pages long (double-spaced), and is **due on Canvas by 23:59 on Sunday, September 5**. This assignment is worth **500 XP** and is required to pass the course.

Lectures – 14,000 XP possible; 7,000 XP minimum

Attending and participating in the lectures is important. Attendance for each lecture is worth **500 XP**; there are 28 lectures in all. Students must earn at least 7,000 attendance XP to receive a passing grade in the course. At some point during each lecture I will announce a codeword. You will then enter the codework, alongside your name into an online form (link will be provided).

Mid-Semester Check-in Essay – 2,500 XP possible; 1,000 XP minimum

Revisit your game plan outlined in your **Quest Log and** take stock of how you are doing in this class so far. How many points do you have now? Are this course structure and grading system having any impact on your learning? Include some examples to illustrate the impact you have described. Discuss what specific topics and readings “made you think” thus far. The essay should be two pages long (double-spaced), and is **due on Canvas by 23:59 on Sunday, October 17**.

End of Semester Reflection – 2,500 XP possible; 1,000 XP minimum

As we approach the end of the term, reflect on when you signed up for this course. Did the course meet your expectations? If you were to sign up for the class again, what would you do differently? Saying that you would drop the course is fine, so long as you explain why. If you are doing well in the course, to what would you attribute your success? What important things, if any, have you learned? The essay should be two pages long (double-spaced), and is **due on Canvas by 23:59 on Sunday, December 5**.

Optional Quests

There are three different quest paths which you can explore. You cannot complete all of them for points; you will choose which **two quest paths** you will focus on.

Conversations on Campaigns and Elections – 240,000 XP possible

"Hey! Listen!" Na'vi, *The Legend of Zelda: Ocarina of Time*

The course will utilize a social media tool called Slack where students can post and comment on the course materials and their relationship to events in the real world. Students can initiate discussion topics with as many as 10 longer posts for up to **13,000 XP** each (with a maximum of one such post per week). You can earn points as well by commenting on posts, which as many as 20 comments earning up to **3,000 XP** each. If you want to maximize your points haul, you should make your first post by **16:30 on Friday, September 3**.

Additionally, you will submit a reflective portfolio for another possible **50,000 XP**, which is **due on Canvas by 23:59 on Sunday, December 12**. Further details are outlined on a separate handout available on Canvas.

Boss Battles – 240,000 XP possible

"Do a barrel roll!" – Peppy Hare, *Star Fox 64*

In games, a significant gameplay segment is often capped with a tougher challenge that makes you use all the skills and tools you acquired during that gameplay. We emulate it in this course in form of three tests that evaluate how well you paid attention and understood the material covered in the previous weeks. There are three Boss Battles, each worth **80,000 XP**. They will be administered on Canvas on the following dates:

- Boss Battle #1: 11:00 on Thursday, September 30 – 23:59 on Sunday, October 3
- Boss Battle #2: 11:00 on Thursday, November 4 – 23:59 on Sunday, November 7
- Boss Battle #3: 11:00 on Thursday, December 9 – 23:59 on Saturday, December 11

The Boss Battles will be open-note and open-book. They will consist of a combination of short multiple-choice quiz, term ID, and a longer essay. You will have as much time as you want in the given time frame to complete the exam. However, once the exam period is over, you will not be able to submit the exam, so starting at 23:00 on the night the Boss Battle concludes is not advised.

Scholar in Training – 240,000 XP possible

"Every puzzle has an answer." – Professor Layton, *Professor Layton and the Curious Village*

I will ask you to write an essay that assesses the existing literature on a topic or question concerning campaigns and elections (pending my approval). This essay should be six to eight double-spaced pages in length and will be due at the end of the term. The central goal of this paper will be to assess and summarize the research about a particular political science topic: to identify the central question or questions, highlight the most important literature related to the topic, and comment about the strengths and weaknesses of the current research in the area. Further details are outlined on a separate handout available on Canvas.

Three main deadlines will be of relevance here:

- Sunday, September 26 at 23:59: Submit a short one- to two-page memo explaining what topic you would like to investigate in your literature review paper. I will provide feedback about whether your topic is too specific or too general.

- Sunday, October 31 at 23:59: Submit a properly formatted annotated bibliography of at least 5 sources relevant to your topic that are *NOT* readings from the syllabus. This assignment should motivate you to work on the paper before the end of the semester. It also gives me a chance to suggest additional readings to you.
- Sunday, December 12 at 23:59: The final draft of the literature review is due.

Power-Ups

I want you to learn and I am willing to reward students who make extra effort in the course to learn. Accordingly, I will award students with Power-Ups at my discretion to recognize students who go above and beyond to learn in the course. For example, you might earn a Power-Up for regularly participating in office hours, or for showing significant improvement after meeting with me about an assignment.

Summary of Grading

You can earn over 500,000 XP in this class, but you are not expected or even encouraged to earn that many points. Here is how your points will translate into letter grades at the end of the semester:

A	Earn at least 350,000 XP
A-	Earn at least 320,000 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments. • Students must earn at least one Power-Up over the course of the semester.
B+	Earn at least 280,000 XP
B	Earn at least 250,000 XP
B-	Earn at least 220,000 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
C+	Earn at least 190,000 XP
C	Earn at least 150,000 XP
C-	Earn at least 100,000 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
D+	Earn at least 50,000 XP
D	Earn at least 30,000 XP
D-	Earn at least 15,000 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
F	Earn less than 15,000 XP OR fail to meet minimum points for common assignments

Late Assignments

Because you have so many choices in this course, if you know you will not have time to complete an assignment, I recommend you give up and do something else. However, my general policy is as follows:

1. Any work submitted late will have its points reduced by ten percent of the original points for every six (6) hours of lateness.
2. No work that is submitted more than forty-eight hours after the due date will be accepted.
3. Assignments may be accepted late for full credit in ONLY two cases:
 - In the event of *extraordinary circumstances* and with prior approval by the professor; OR
 - in the event of personal, family, or medical emergencies, with approval by the professor.

One such *extraordinary circumstance* is a conflict due to religious observances. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you must notify me of any such conflicts by the end of the second week of classes so we can work out alternatives. See the campus policy regarding religious observances for full details.

NOTE: Extensions will not be permitted on the submission of final assignments (e.g. those due after the last lecture), except in the case of documented personal, family, or medical emergencies.

Grade Appeals

If you think you have been graded unfairly on any given assignment or component, you will need to do the following:

1. Wait 24 hours after receiving the grade before approaching your TA.
2. Provide an explanation in writing to the TA for why the grade you received was unfair. Make an argument and give evidence to support your case. The TA will then review this written appeal and come to a decision.
3. If you are unsatisfied with your TA's response, you may write an appeal to the professor. This appeal must include your original explanation to the TA and a written explanation for why you disagree with your TA's decision. Make an argument and give evidence to support your case.

Grade appeals must be submitted no more than 14 days after receipt of the grade. Be advised that in all cases of grade appeals, I reserve the right to raise, maintain, or lower the grade upon review. Students dissatisfied with the result of an appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy

COURSE TECHNOLOGY

In this class we will be using two different kinds of classroom technology. I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to me.

This course uses Slack, which is currently not accessible to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

Canvas

The default CU Boulder “learning management system” we are using is Canvas. We will be using Canvas primarily to distribute class-related documents at the beginning of the semester and to submit your graded assignments. Once we have established our Slack team (see below), any additional class-related documents will also be distributed through that application.

Slack

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class. This will be where course announcements are made, as well as where the Conversations on Campaigns and Elections assignment takes place.

Technology in the Classroom

Portable technology is welcome in both lecture and discussion. You are not required to use any, but you are welcome to do so – with sound and ringers turned off, of course. Students using technology will be asked to sit in one section of the lecture hall; all other sections will be technology-free.

With this freedom comes the responsibility to behave in a professional way with your technology. Tech use unrelated to class is disruptive, distracting — to you, your peers, and your instructors — and, in short, asshole-ish. Please don't be an asshole. **If you are, you will lose 10,000 XP for each instance.**

COURSE SCHEDULE

LECTURE	CONTENT	ASSIGNMENT
<p>Week 1 Aug 23 – Aug 27</p>	<p><u>Introduction to the Course</u> The landscape of elections in the United States</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Syllabus. • Relevant Assignment Handouts <p><i>Quests</i></p> <ul style="list-style-type: none"> • Quest Log, Aug 29 at 23:59 on Canvas
<p>Week 2 Aug 30 – Sep 3</p>	<p><u>Campaigns and Elections in the United States</u> U.S. elections in historical perspective, in comparative perspective.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Streb, Matthew J. 2015. <i>Rethinking American Electoral Democracy</i>. New York: Routledge. Chapter 3. • King, Anthony. 1997. “Running Scared.” <i>Atlantic Monthly</i> 279: 41-61. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Quest Log Essay, Sep 5 at 23:59 on Canvas
<p>Week 3 Sep 7 – Sep 10</p>	<p><u>Candidate Selection</u> Who runs for office? Gender and political ambition. Young people’s interest in entering politics.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Carnes, Nicholas. 2016. “Why are there so few Working-Class People in Political Office? Evidence from State Legislatures.” <i>Politics, Groups, and Identities</i> 4: 84-109. • Karpowitz, Christopher F, J Quin Monson, and Jessica Robinson Preece. 2017. “How to Elect More Women: Gender and Candidate Success in a Field Experiment.” <i>American Journal of Political Science</i> 61: 927-943. • Shames, Shauna L. 2017. <i>Out of the Running: Why Millennials Reject Political Careers and Why it Matters</i>. New York University Press. Chapter 3.
<p>Week 4 Sep 13 – Sep 17</p>	<p><u>Electoral Institutions</u> Electoral Design. Who Benefits from Election Rules? Redistricting. The Electoral College.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Trounstine, Jessica, and Melody E. Valdini. 2008. “The Context Matters: The Effects of Single-Member versus At-Large Districts on City Council Diversity.” <i>American Journal of Political Science</i> 52: 554-569. • Bullock, III, Charles S. 2010. <i>Redistricting: The Most Political Activity in America</i>. Lanham, MD: Rowman & Littlefield Publishers. Chapter 5. • Dahl, Robert A. 2003. <i>How Democratic is the American Constitution?</i> New Haven: Yale University Press. Chapter 4.

LECTURE	CONTENT	ASSIGNMENT
<p>Week 5 Sep 20 – Sep 24</p>	<p><u>Electoral Reform</u> The design of elections. What does it take to reform elections? Promise and peril of online voting.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Donovan, Todd, and Shaun Bowler. 2010. "Election Reform: What is Expected, and What Results? In Stephen K. Medvic, ed., <i>New Directions in Campaigns and Elections</i>. New York: Routledge. • Lust, Aleksander. 2018. "I-Vote, Therefore I Am? Internet Voting in Switzerland and Estonia." <i>S&S Review of International Affairs</i> 38: 65-79. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Literature Review Topic Memo, Sep 26 at 23:59
<p>Week 6 Sep 27 – Oct 1</p>	<p><u>Political Parties</u> The role of political parties in candidate selection. How political parties influence elections?</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Hassell, Hans J. G. 2016. "Party Control of Party Primaries: Party Influence in Nominations for the US Senate." <i>Journal of Politics</i> 78: 75-87. • Cohen, Marty, David Karol, Hans Noel, and John Zaller. 2016. "Party Versus Faction in the Reformed Presidential Nominating System." <i>PS: Political Science & Politics</i> 49: 701-708. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Boss Battle #1, Sep 30 at 12:00 – Oct 3 at 23:59
<p>Week 7 Oct 4 – Oct 8</p>	<p><u>The Role of Money and Campaign Contexts</u> The role of money in politics. When does campaign spending matter? Incumbency and competition.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Ansolabehere, Stephen, John M. DeFigueiredo, and James M. Snyder, jr. 2003. "Why Is There So Little Money in U.S. Politics?" <i>Journal of Economic Perspectives</i> 17: 105-130. • Kalla, Joshua L., and David Broockman. 2016. "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment." <i>American Journal of Political Science</i> 60: 545-558. • Jacobson, Gary. 2006. "Measuring Campaign Spending Effects in U.S. House Elections." In Henry E. Brady and Richard Johnson, eds., <i>Capturing Campaign Effects</i>. Ann Arbor: University of Michigan Press.

LECTURE	CONTENT	ASSIGNMENT
<p>Week 8 Oct 11 – Oct 15</p>	<p><u>Campaign Strategy and Candidate Communication</u> Issue selection. Voter targeting. Campaign agendas.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Vavreck, Lynn. 2009. <i>The Message Matters: The Economy and Presidential Campaigns</i>. Princeton, NJ: Princeton University Press. Chapter 3. • Macdonald, Stuart E., George Rabinowitz, and Holly Brasher. 2003. "Policy Issues and Electoral Democracy." In Michael B. MacKuen and George Rabinowitz, eds. <i>Electoral Democracy</i>. Ann Arbor: University of Michigan Press. • West, Darrell M. 2018. <i>Air Wars: Television Advertising in Election Campaigns, 1952-2016</i>. Washington, DC: CQ Press. Chapters 3 and 4. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Mid-Semester Check-in Essay, Oct 17 at 23:59
<p>Week 9 Oct 18 – Oct 22</p>	<p><u>Campaign Advertising</u> Candidate advertising strategy. Effects of campaign ads.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Freedman, Paul, Michael Franz and Kenneth Goldstein. 2004. "Campaign Advertising and Democratic Citizenship." <i>American Journal of Political Science</i> 48: 723-741. • Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." <i>American Journal of Political Science</i> 49: 388-405.
<p>Week 10 Oct 25 – Oct 29</p>	<p><u>Media Coverage of Campaigns</u> The goals of the press in election coverage. Evaluating the quality of media coverage of campaigns.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Clinton, Joshua D. and Ted Enamorado. 2014. "The National News Media's Effect on Congress: How Fox News Affected Elites in Congress." <i>The Journal of Politics</i> 76: 928-943. • Patterson, Thomas E. 2016. "News coverage of the 2016 general election: How the press failed the voters." Report for the Shorenstein Center on Media, Politics, and Public Policy. <p><i>Quests:</i></p> <ul style="list-style-type: none"> • Annotated Bibliography, Oct 31 at 23:59
<p>Week 11 Nov 1 – Nov 5</p>	<p><u>The Timeline of Campaigns</u> Campaign events, debates, conventions, speeches, appearances.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Stimson, James A. 2015. <i>Tides of Consent: How Public Opinion Shapes American Politics</i>. New York: Cambridge University Press. Chapter 4. • Gelman, Andrew, and Gary King. 1993. "Why are American presidential election campaign polls so variable when votes are so predictable?." <i>British Journal of Political Science</i> 23: 409-451. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Boss Battle #2, Nov 4 at 12:00 – Nov 7 at 23:59

LECTURE	CONTENT	ASSIGNMENT
Week 12 Nov 8 – Nov 12	<u>Campaign Effects</u> The effects of campaigns on citizens. Electoral forecasting	<u>Readings</u> <ul style="list-style-type: none"> • Noel, Hans. 2010. "Ten Things Political Scientists Know that You Don't." <i>The Forum: A Journal of Applied Research in Contemporary Politics</i> 8: 1-19. • Gerber, Alan S., James G. Gimpel, Donald P. Green, and Daron R. Shaw. 2011. "How Large and Long-Lasting Are the Persuasive Effects of Televised Campaign Ads? Results from a Randomized Field Experiment." <i>American Political Science Review</i> 105: 135–50. • Hersh, Eitan D. 2015. <i>Hacking the Electorate: How Campaigns Perceive Voters</i>. New York: Cambridge University Press. Chapter 7.
Week 13 Nov 15 – Nov 19	<u>Vote Choice</u> How do people choose how to vote? Assessing the quality of voters' choices.	<u>Readings</u> <ul style="list-style-type: none"> • Lau, Richard R., and David P. Redlawsk. 1997. "Voting Correctly." <i>The American Political Science Review</i> 91: 585-98. • Achen, Christopher H., and Larry M. Bartels. 2016. <i>Democracy for Realists: Why Elections Do Not Produce Responsive Government</i>. Princeton: Princeton University Press. Chapter 5.
Week 14 Nov 22 – Nov 26	<u>Thanksgiving Break</u>	Enjoy your vacation! (Yes, that's a mandatory assignment.)
Week 15 Nov 29 – Dec 3	<u>Voter Turnout</u> Why do people turn out to vote? What would increase voter turnout?	<u>Readings</u> <ul style="list-style-type: none"> • Lijphart, Arend. 1997. "Unequal Participation: Democracy's Unresolved Dilemma." <i>American Political Science Review</i> 91: 1-14. • Nickerson, David W. 2015. "Do Voter Registration Drives Increase Participation? for Whom and when?" <i>The Journal of Politics</i> 77: 88-101. • Burden, Barry C., David T. Canon, Kenneth R. Mayer, and Donald P. Moynihan. 2014. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform: Election Laws, Mobilization, and Turnout." <i>American Journal of Political Science</i> 58: 95-109. <u>Quests</u> <ul style="list-style-type: none"> • End-of-Semester Reflection, Dec 5 at 23:59

LECTURE	CONTENT	ASSIGNMENT
<p>Week 16 Dec 6 – Dec 10</p>	<p><u>Campaign Promises and Policy Outcomes</u> Do elections matter? How elections connect public preferences with policy outcomes.</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> • Sulkin, Tracy. 2009. "Campaign Appeals and Legislative Action." <i>The Journal of Politics</i> 71: 1093-1108. • Thomson, Robert, et al. 2017. "The fulfillment of parties' election pledges: A comparative study on the impact of power sharing." <i>American Journal of Political Science</i> 61): 527-542. <p><i>Quests</i></p> <ul style="list-style-type: none"> • Boss Battle #3, Dec 9 at 12:00 – Dec 11 at 23:59 • Discussion Board Portfolio, Dec 12 at 23:59 • Final draft of Literature Review, Dec 12 at 23:59

TEACHING ASSISTANT'S CORNER

Our amazing TA, **Sarah Brown**, will be an invaluable resource for you. There are three ways she can help you succeed in this class. Here are the details she wants you all to know:

1. **Email consultation:** Send Sarah an email if you have any questions about assignments, the readings, or the course schedule at Sarah.E.Brown@colorado.edu and she will get back to you within 24 hours.
2. **Office Hours:** Sign up or drop by her 1:1 office hours to chat about the readings and lectures, get individualized help on assignments, or discuss a grade. Details about office hours are on the front page of the syllabus.
3. **Workshops:** Think of these like a mini (and really productive) recitation! In a small group, you and your TA will go over criteria for upcoming Quests, and Sarah will offer advice or templates to help you break down the work. Then, you will work together to begin the assignment. These are great to join if you want to improve your work, need a little push to get started, or want to meet and work with others in the class! The schedule of the workshops is as follows:

WEEK #	DATE & TIME	QUEST PATH	DESCRIPTION
1	Thursday, 8/26 11:00 – 12:00	All	Choosing the Right Quest Track for You Not sure which tracks to choose? Come discuss the pros and cons of each in conjunction with your personal work style and preferences. Leave this session with your Quest Log complete and an outline for your Quest Log Essay.
3	Thursday, 9/9 11:00 – 12:00	Conversations	Writing an Awesome Discussion Post What makes some slack posts more engaging than others? Come learn how to write an intriguing post. Leave this session with a draft of a longer post for this week's discussion.
5	Thursday, 9/23 11:00 – 12:00	Scholar in Training	Choosing a Topic Not sure what to study in this track? Discuss how to choose an appropriately scoped and interesting topic. Leave with a topic idea and an outline of your Topic Memo.
6	Thursday, 9/30 11:00 – 12:00	Boss Battles	Boss Battle 1 Study Group Join in a guided group discussion designed to prepare you to do well on your first Boss Battle
10	Thursday, 10/28 11:00 – 12:00	Scholar in Training	Writing an Annotated Bibliography- Learn tricks and tips for searching for and summarizing scholarly work in an annotated bibliography format. Start a draft of your annotated bibliography.

WEEK #	DATE & TIME	QUEST PATH	DESCRIPTION
11	Thursday, 11/3 11:00 – 12:00	Boss Battles	Boss Battle 2 Study Group Join in a guided group discussion designed to prepare you to do well on your 2nd Boss Battle
15	Thursday, 12/2 11:00 – 12:00	Conversations	Building a Discussion Portfolio Learn strategies for selecting strong posts and begin to build your discussion portfolio.
15	Thursday, 12/2 12:00 – 13:00	Scholar in Training	Writing a Literature Review Learn tips and tricks for writing an analytical and argumentative lit review. Bring your sources to this workshop to get started on a draft.
16	Thursday, 12/9 11:00 – 12:00	Boss Battles	Boss Battle 3 Study Group Join in a guided group discussion designed to prepare you to do well on your last Boss Battle.

GENERAL COURSE AND UNIVERSITY POLICIES

Political Disagreements

This course is about politics. And contemporary culture is, to put it mildly, pretty polarized about politics. In this class, we may occasionally discuss contentious topics about which you or others may have strong feelings. As such, for this class to be successful, there must always be a civil and open discourse on the topics at hand. We will not all agree in this course.

This requires that each student shares their opinion but does so in a respectful and informed way. Everyone is entitled to respect, regardless of their identity or views. You don't have to respect someone's views, but you have to respect their right to hold those views. If someone argues for their views, engage them reasonably: try to understand why they believe the way they do; do not interrupt, belittle, disrespect, or dismiss other views. Any personal attack against a fellow student or the instructor will not be tolerated.

The *University of Colorado Classroom Behavior Policy* complements these expectations:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on class behavior and the Student Code of Conduct.

Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

Course Plagiarism Policy

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. In this class, I prefer to receive these letters by the end of add-drop period if you have them at the start of the semester. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students Tab on the Disability Services website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.