POS 3273 - VOTING AND ELECTIONS

Section: A060

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2026
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

Alexander Jensen
Office Location: Online

Office Hours:
Mondays 11:00am-2:00pm by appointment
Email: alexander.jensen@ucf.edu

Office Hours

Office Location: Online via Zoom - Click here to book an appointment

Office Hours: Mondays, 11:00 AM - 2:00 PM EST by appointment

Email: alexander.jensen@ucf.edu

Course Description

POS 3273 COS-POLS 3(3,0)Voting and Elections: PR: POS 2041 or C.I. Theoretical and substantive inquiry into U.S. electoral system; includes focus on voter behavior as well as national and state electoral systems. Occasional.

A central tenet of Western representative democracy is that (executive and legislative) public officials should be selected through free, fair, competitive, regularly-held elections, and that these officials should be consistently subjected to re-election by their constituents. Thus, voting and elections are central to American democracy, shaping political power for both officeholders and the mass public they represent. In this course, we will examine how citizens participate in elections and how institutional rules structure electoral competition at the national, state, and local levels of government. Focused on voting behavior and electoral systems in the United States, we will trace how electoral politics have evolved over time - from pivotal historical elections to the contemporary contests shaping U.S. politics today. We will analyze why people vote the way they do, how candidates' campaigns & organized interests attempt to influence voters, and how institutional design & election laws affect representation & policy outcomes.

The course is divided into 6 modules. Each module is designed to span <u>one week (seven days)</u> from Wednesday to the following Tuesday, with most assignments due on Tuesday at 11:59 PM EST.

Student Learning Outcomes

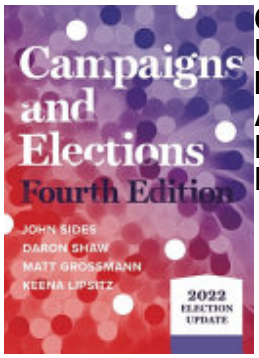
After successful completion of this course, students will be able to:

- **Compare and contrast electoral institutions across levels of government.**
- **Evaluate how elites and institutions manage campaigns and work to**

win elections.

- **Compare and contrast theories of U.S. voter and electoral behavior.**
- **Seek out job/career opportunities in the world of U.S. campaigns and elections.**
- **Realize strengthened research, critical thinking, argumentation, and writing skills through class assignments.**

Required Course Materials and Resources



Campaigns and Elections (Fourth Edition, 2022 Election Update)
ISBN: 9781324046912
Authors: John Sides, Daron Shaw, Matt Grossmann, Keena Lipsitz
Publication Date: 2023-06-10

Course Assessment and Grading Procedure

Course Activities

The course is divided into 6 modules. Each module is designed to span one week from Wednesday to Tuesday, with most assignments being due on Tuesdays at 11:59 PM EST. During each module, you will learn about public opinion through a mix of short videocasts from me, readings from the Sides, Shaw, Grossmann, & Lipsitz *Campaigns and Elections* textbook (hereafter referred to as the **SSGL textbook**, or just **SSGL**,) and other journal/news articles from other pollsters and scholars of public opinion. To support your learning of the material, you will engage in discussions with one another on Yellowdig. Then to test your understanding of the material, there are a range of assignments and examinations that you will complete week to week.

Students should have regular access to the internet during the course and be checking and working in Webcourses regularly. Students should understand that

this is a condensed summer course - meaning we are fitting the material of a normal 15/16-week semester into 6-weeks. Thus, students should be prepared to take on a heavier reading load week-to-week and complete assignments with much more regularity than a normal semester-long course.

Here is a breakdown of all of the course activities and assessments:

Syllabus Quiz

After reading through this syllabus, you need to take the Syllabus Quiz to check your understanding of some important details of the course and ensure that you are being marked as an active participant in the class for financial aid purposes. The Syllabus Quiz is worth 5% of your course grade and is due by 11:59pm EST on Tuesday, May 19th, 2026. You are allowed 2 attempts on the Syllabus Quiz, and the higher of the two scores will be kept.

Yellowdig Discussions

You will be engaging in online discussions throughout the semester, which are an integral part of your course grade (25% in total). In this class, we will use Yellowdig for our discussions rather than the old Canvas discussion boards. I know some of you may be hesitant to use Yellowdig - I was when I first heard about it. But I have tried it in a course that I took myself, and I think it is much better than the old Canvas option - it puts you all in control of our discussions, and allows you to earn more points based on generating productive, popular discussions amongst your peers. Thus, I think it will encourage you to write better discussion questions that people actually want to talk about, and I hope it will produce better discussions week to week.

Some of you may have never heard of this platform before, so let me answer some of your questions:

How is Yellowdig different than Discussions?

The Yellowdig platform is quite different from the Discussions tool in Canvas (Webcourses@UCF). You may be used to responding to a discussion prompt that your professor puts forward, and then writing responses and responding to another classmate or two's posts. Yellowdig works a bit differently. In Yellowdig, students (you!) decide what to contribute and how often, and you earn points automatically as you go. It's a bit more like social media and less like the old discussions platform. You "create posts" - i.e. ask questions, write out your critiques/comments on the material - and interact with each others' posts, earning points based on how much you post and how many people comment on your posts. Students who have used Yellowdig in other courses have remarked they like the freedom this allows, but it is still a departure from a familiar way of doing things.

You are probably thinking, "how do I earn credit through Yellowdig?" Well, there will be 5 "earning periods" in Yellowdig, where each earning period represents 5% of your total course grade (for a total of 25%). The first period is 2-weeks long, and the remaining four periods are 1-week long, meaning that you are able to earn participation credit by posting and commenting during each period. We will get to the specifics in just a moment, but essentially, you earn a certain number of points for creating a post, for commenting on others' posts, and for having other people comment on your posts. As the moderator, I will also award extra points to students who demonstrate particularly high-quality participation in Yellowdig. If you ask really good questions that generate lots of discussion from others, or if you write quality comments on other people's posts, you can earn lots of points easily and get a really good discussion grade for the course with ease week-to-week.

How Do I Access the Yellowdig Community?

To get started, you need to join the course Yellowdig by clicking the "Yellowdig" tab from the course Canvas page. There are several ways to access our Yellowdig community:

1. Click on Yellowdig on the course menu.
2. Click on the Yellowdig assignment in Assignments in the course menu.

3. Bookmark the Yellowdig URL to go directly to our Yellowdig community page apart from this course.
4. Download the Yellowdig mobile app.

Is Participation in Yellowdig Required?

Yellowdig is a required part of the course - this is how participation will be graded in this course.

How Do I Use Yellowdig?

Watch Learn Yellowdig in Under 3 Minutes for a brief overview of how to use Yellowdig.

Does my Yellowdig Participation Contribute Toward my Grade?

Yes. As you create posts and make comments in Yellowdig, and as others react to or comment on your posts, you will automatically receive points in Yellowdig. The points you earn in Yellowdig are passed to the course gradebook in a single column. The points you acquire will account for **25% of your course grade.**

Your goal is to earn 2,500 points by the end of the 6-week term to receive 100% for this component of your course grade. With five "earning periods" throughout the course, you should plan to earn 500 points in Yellowdig during each earning period to get full credit in this component of your grade. However, you are able to earn up to 700 points in a single week-long earning period to give you a cushion. Students are encouraged to continue participating in Yellowdig even after they have earned 2,500 points; however, extra credit will not be given for exceeding the 2,500 point goal.

You receive points during an earning period for interacting and engaging with your peers in any of the following ways

	Earning Points (by action)
Action	
Writing a Post with less than 55 words	
Writing a Post of at least 55 words	
Writing a Comment to another student's post with less than 20 words	
Writing a Comment to another student's post of at least 20 words	
Adding a video to a Post or Comment	
Receiving a Comment from another student on your Post	

Action
Receiving a Reaction [emoji] on your Post or Comment
Receiving an Accolade from the course facilitators

How Much Should I Participate?

There are 5 "earning periods" for Yellowdig that span the entire course. The first period is a week and a half long - to allow you time to get oriented to the platform - but the final 4 periods are one week long (opening Wednesday morning and closing at 11:59 PM EST on Tuesdays). The goal is to earn a total of 2,500 points in Yellowdig by the end of the 5 earning periods (so an average of 500 points per period). You can earn a maximum of 700 points per earning period. This means that your level of participation can vary throughout the course. However, remember that you cannot "make up" all the points as the course nears the end.

*Pro-Tip: Pick at least one day a week to mark on your calendar to "Check Yellowdig"! Students have remarked it can be easy to forget sometimes.

To learn more about how points work, see Getting Points and Passing Your Yellowdig Grade.

Here are tips to help maximize the points:

- Some of the points you earn are by receiving reactions and replies from others -- so your posts will get more points if they get a conversation started. There are many interactive features you can capitalize on, such as hashtags, mentions, emojis, videos, polls, and much more.
- Before you post, you have to select a Topic. Make sure that your contribution is relevant to that topic.
- Review others' posts before creating your own to avoid duplication of ideas.
- Continuing conversations is encouraged; feel free to return to an earlier conversation to add to it.
- Think about your audience when you participate. What do you think is engaging and important to them?
- Recognize your peers' good posts by reacting to them and commenting. They may very well return in kind.

How Often Should I Participate?

Simply put, you cannot earn points from people if you do not have posts up in the community for others to see. You are encouraged to post earlier than later, so there is ample time for others to view and comment.

Yellowdig resembles social media in the sense that you can pop into the community for short periods of time. I recommend you check our community at least twice per week. You will receive notifications when others comment on your posts or you are mentioned.

How Can I Keep Up with the Conversations in Yellowdig?

By default, the most active posts and comments will be appear at the top of the page. If you prefer a chronological view, click **Sort** and then **By Recent Posts**. You can also select **Filter** to filter posts by member (student or teacher), topic, date, hashtag, and your own content, among others. Note that you do not have to read every single post and comment!

Can I Report a Post?

Our community will thrive when we treat each other with respect. We will be adopting Yellowdig's code of conduct. You may choose to flag a post if you believe it violates the code.

How Do I Keep Up with my Yellowdig Grade?

Yellowdig passes back your grade to the course gradebook as a percentage that represents your current pace toward earning the maximum points in Yellowdig.

Note that your Yellowdig grade can fluctuate up or down in the gradebook. This is because your Yellowdig grade is recalculated at the start of each weekly earning period and you will appear to "lose" points on the Yellowdig assignment. Don't worry! You did not lose Yellowdig points, the grade is simply calculated out of how many points you need for the current earning period to be on pace. Earn your points for the period and your grade will go back up. It's recommended to check your Yellowdig grade on the last day or two of the earning period [Monday-Tuesday].

To track your grade and understand the updates along the way, check inside the "Show Details" section of Yellowdig rather than your course gradebook. The grade calculations at the top, the Point Log details within, and My Participation will show point earning events and your grade changes a number of different and helpful ways.

Module Examinations

Each week by Tuesday at 11:59 PM EST, you will complete a Module Examination. These exams contain multiple choice, true-or-false, or matching questions that will test your knowledge of that module (week)'s material. You will complete 6 exams throughout the term (at the end of each module).

Each "Module Exam" is worth 10% of your overall grade, but I will drop your lowest exam grade at the end of the semester. Thus, the Module Exams, altogether, comprise 50% of your overall grade in the course. By dropping your lowest grade, I am giving you some leeway if you miss a deadline or have an especially bad performance one week. To preempt any potential questions, *no* you may not take use that dropped exam to try and gain extra credit.

You must have each Module Exam completed by Tuesday at 11:59pm following that week's material (for example, the Module 1 Exam will be due by Tuesday, May 19th at 11:59pm). You will have only 1 attempt to complete the exam, and you will have 1 hour to complete the exam once you begin. You may use your book and notes on the exams, but you may not use internet searches or any AI-powered tools on these exams.

Opinion & Outcomes Paper

During the final week of the course, you will turn in the final paper (6-8 pages) for the course: the Critical Elections Debate Paper. Drawing on course readings, this final paper assignment asks you to analyze whether the concept of the "critical elections" or electoral realignments (as introduced by V.O. Key and debated by David Mayhew, per course readings) remain useful for understanding American

political dynamics over time. You will do this either by evaluating a past election often described as "realigning" or by considering whether recent elections suggest the emergence of a new electoral order. Here, you are being asked to show that you can use the course readings to make a detailed, evidence-based argument about the nature of electoral change in the United States. Your papers should be 11 or 12-pt. font, double-spaced, normal 1" margins, Times New Roman font, and your title page and bibliography do not count toward the 6-8 pages. Details and specific instructions will be included in the "Assignment Prompts" tab of the Webcourses page. The Critical Elections Debate Paper is worth 25% of the course grade and is due by 11:59 PM EST on Tuesday, June 23rd, 2026.

Assignment Submissions

All of your assignments will be submitted via Webcourses. Your papers should be written in 11 or 12pt. standard font (Times New Roman, Arial, Garamond), double-spaced, with page numbers, and including a bibliography/works cited page. When you add page numbers, please also add your name (e.g., *Jensen, 1*). A cover page is suggested, but not required so long as you include your name, the title of the work, the course name, and the date at the top of your paper. The cover page and bibliography/works cited page do not count towards the page requirement. You may use whichever standard citation style you prefer (APA, MLA, APSA, Chicago), but make sure you use it consistently in your project (i.e., do not change up your citation style in the paper).

Course Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
Syllabus Quiz	5%

Assignment	Percentage of Grade
Yellowdig Discussions	25%
Module 1 Exam	10%
Module 2 Exam	10%
Module 3 Exam	10%
Module 4 Exam	10%
Module 5 Exam	10%
Module 6 Exam	10%
Critical Elections Debate Paper	20%
Total (after the lowest Module Exam score is dropped)	**100%**

Consult the latest UCF catalog for regulations and procedures regarding grading, such as incomplete grades, grade changes, and grade forgiveness.

Grading Scale

This table displays the course's grade scale.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%

Letter Grade	Percentage
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Communication Expectations

Communicating with Professor Jensen:

Please feel free to send me your written questions anytime via email. I strive to reply promptly to your emails, but sometimes situations will arise where I don't have the chance to get back to you on the same day. I ask that you give me two business days to respond to your message. If you do not receive a response from me within those two business days, please send a polite follow-up - I would never intentionally ignore your messages! Please write your emails in a professional manner, including pertinent information, such as the class you are in and the specific course material you are asking about.

Communicating with Other Students:

Students will communicate with each other and discuss class material via Yellowdig discussions. Students are expected to maintain a respectful and collaborative environment in the online discussion boards. I expect all students to interact with each other and with me in a respectful manner.

Policies for Course Grade

Missed/Late Assignments & Makeup Work Policy

Students are expected to submit their assignments and post on Yellowdig by the posted deadlines. Sometimes, however, life gets in our way. I am a reasonable man, and I understand that sometimes life throws wrenches at

us that prevent us from meeting the deadlines that were originally set. If you encounter a situation where you find yourself unable to turn an assignment in by the deadline, please email me as soon as possible so that we discuss an appropriate course of action. For those who communicate ahead of deadlines with legitimate extenuating circumstances, I may consider small extensions. However, if you do not communicate ahead of time or do not have a legitimate excuse as to why a deadline will be missed, your assignment is considered late and you can only receive half credit.

I will only accept late assignments for one week past the original deadline (i.e., if you miss the deadline on Tuesday at 11:59 pm one week, you must have the assignment submitted by Tuesday at 11:59 pm the next week). All assignments - including late assignments - must be turned in by the last day of class (June 23rd, 2026). IMPORTANT NOTE: The Module Exams and the Critical Elections Debate paper cannot be turned in late. If you do not take a module exam or submit the final paper by its deadline, you will receive a 0 for that particular assignment.

Respectful Course Conduct

Students are expected to maintain a respectful and collaborative environment in the online discussion boards. I expect all students to interact with each other and with me in a respectful manner.

Contacting Professor Jensen

Please feel free to send me your written questions anytime via email. I strive to reply promptly to your emails, but sometimes situations will arise where I don't have the chance to get back to you on the same day. I ask that you give me two business days to respond to your message. If you do not receive a response from me within those two business days, please send a polite follow-up - I would never intentionally ignore your messages! Please write your emails in a professional manner, including pertinent information, such as the class you are in and the specific course material you are asking about.

Prof. Jensen's A.I. Policy

Students may not use generative artificial intelligence (AI - such as ChatGPT, Copilot, Claude, Grammarly's AI Humanizing tool or any other GenAI tool or LLM) to (1.) generate any written part of the assignments submitted in this class, or (2.) for assistance in answering questions of examinations in the course - doing so is considered plagiarism. A major part of the purpose of written assignments in higher education is to develop your own voice and enhance your critical thinking skills about these ideas that you're studying - to enhance your ability to generate ideas and to strengthen the expression of these ideas. Generative AI undermines this important process. Do not risk your grade, reputation, and future for this shortcut. Your original, creative thought matters!

Special Accommodations and Disability

While this course is online and designed to be accessible for everyone in the campus community, I am more than happy to make special arrangements for students with disabilities. If you qualify for accommodations because of a disability, please submit your accommodation letter in a timely manner so that your needs can be addressed as soon as possible. To ensure that you have accommodations up to date through Student Accessibility Services (SAS) at UCF, please go to SAS' "Start Here" page on the UCF website. There, you can find the Student Application link to get the ball rolling with your accommodations. Once your accommodations are in place, you need to set up a time to complete your exams at the SAS Testing Center if you wish to use their testing center. You must certify with this office before using formal accommodations; however, I am also happy to discuss additional ways I can make this course more accessible to you.

Rounding Up Final Grades

Final grades will not be rounded up.

Changes to This Syllabus

I reserve the right to adjust this syllabus as I see fit throughout the course of the semester. Any adjustments to the syllabus will be announced in advance via email and Webcourses.

Make-up Assignments for Authorized University Event or Co-curricular Activities

Students who represent the university an an authorized event or activity (for example, student athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied if the student gives advance notice and communicates with the instructor following UCF policy. In the case of an authorized university activity, it is your responsibility to show the instructor a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs or due date you need extended. For more information, see UCF Policy 4-401.

Make-up Assignments for Religious Observances

A student who desires to observe a religious holy day of his or her religious faith must notify their instructor as soon as practicable prior to the observance. Students who are absent because of religious observances will be permitted a reasonable amount of time to complete any missed work. For more information, see UCF Regulation 5-020.

Artificial Intelligence (AI) Use Policy

Use of Generative Artificial Intelligence (GenAI) is prohibited. Use of GenAI tools via website, app, or any other access, is not permitted in this class. All components of assignments in this course must be independently and originally completed by the student. Representing work created by GenAI as your own work will be treated as plagiarism.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion and specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. **Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to:**

plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. **Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.**

c. **Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.**

d. **Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).**

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating

rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- **Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu**
- **Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu**
- **Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)**
- **UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu**
- **The Ombuds Office is a safe place to discuss concerns.**

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- **In an emergency, always dial 911.**
- **Every UCF classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.**
- **In the event of an active threat, remember AVOID, DENY, DEFEND. Choose the best course of action and act immediately. Watch the video here to learn more.**
    - **AVOID. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.**
    - **DENY. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.**
    - **DEFEND. When you are unable to put distance between**

yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.

- **For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.**

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic	Course Materials	Assignments Due
Week 1 (May 13-19)	Introduction to the Course & Overview of the American Electoral Process	Screencasts 1.1-1.2 SSGL Chapter 1 (Introduction) SSGL Chapter 2 (The American Electoral Process)	Syllabus Quiz Module 1 Exam Yellowdig (Period 1
Week 2 (May 20-26)	The Historical Development of American Parties & "Critical (Presidential) Elections"	Screencasts 2.1-2.3 SSGL Chapter 3 (The Transformation of American Campaigns) SSGL Chapter 6 (Political Parties) David Mayhew (2008) - "Ch. 2: The Realignments Perspective" in Electoral Realignments: A Critique of an American Genre (see Canvas for PDF)	Module 2 Exam Yellowdig (Period 1 *SUGGESTED*: Beg outlining your Critic Elections Debate F

Week	Topic	Course Materials	Assignments Due
Week 3 (May 27 - June 2)	Campaign Rules & Strategies	Screencasts 3.1-3.2 SSGL Chapter 4 (Financing Campaigns) SSGL Chapter 5 (Modern Campaign Strategies)	Module 3 Exam Yellowdig (Period 2 *SUGGESTED*: Co writing your Critica Elections Debate F
Week 4 (June 3-9)	The Effects of Outside Forces on Campaigns	Screencasts 4.1-4.2 SSGL Chapter 7 (Interest Groups) SSGL Chapter 8 (Media)	Module 4 Exam Yellowdig (Period 3 *SUGGESTED*: Co writing your Critica Elections Debate F
Week 5 (June 10-16)	Variation in Campaigns & Electoral Institutions Across Levels of Government	Screencasts 5.1-5.3 SSGL Chapter 9 (Presidential Campaigns) SSGL Chapter 10 (Congressional Campaigns) SSGL Chapter 11 (State/Local Campaigns)	Module 5 Exam Yellowdig (Period 4 *SUGGESTED*: Co writing your Critica Elections Debate F
Week 6 (June 17-23)	Electoral Participation & Voter Behavior	Screencasts 6.1-6.3 SSGL Chapter 12 (Voter Participation) SSGL Chapter 13 (Voter Choice) Saska, Jim. 2023. "AI could sway the 2024 elections, campaign pros say — but not like you think." Roll Call (May 25, 2023).	Module 6 Exam Critical Elections D Paper Yellowdig (Period 5