2013

246-01 Mass Media and Politics

Gene Beaupre
beaupre@xavier.edu

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POLI 246: MASS MEDIA AND POLITICS

SYLLABUS AND MANUAL

FALL 2013
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**POLI-246: MASS MEDIA AND POLITICS**

**SYLLABUS**

**When:** Tuesday/Thursday 8:30 – 9:45

**Where:** CLC 413

**Instructor:** Dr. Gene Beaupré

**Office Hours:** Mondays, 2-4 PM, also by appointment

**Contact:** beaupre@xavier.edu, 513-379-9487

Josh Sabo, Senior PPP Intern, (313) 618-0233, saboj@xavier.edu

Colleen Reynolds, Junior PPP Intern, (502) 415-4937, reynoldsc4@xavier.edu

In representative democracy we cede enormous power to elected officials and civil servants. When these men and women dress for work, some wear smartly tailored power suits, some wear work overalls, some pin on a badge and strap on a gun. All of them hold a **public trust.** It is what differentiates them from the rest of the work force. It is what holds them to a higher standard.

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**INTRODUCTION TO SOPHOMORE BLOCK**

This academic year you will participate as you never have before in one of the greatest challenges we face as human being: governing ourselves in a civil way. In the fall we will engage in the dynamic and uncertain enterprise of campaign politics, the process by which we select those who make, administer and enforce our laws. In the spring we enter the equally dynamic, uncertain, and often opaque world of public policy, US style.

It will be a challenging year, a year that requires you to think and work in ways I suspect you never have. There is no text book for either course. We will often work with primary sources—news articles, opinion columns, election data, and demographic statistics. You will work in teams throughout the year, often putting in long, irregular hours determined by events set in the public world. You will become proficient in the techniques and tactics that win elections and enact public policies.
The participants of this world have the power to make decisions for the public, you and I. They hold a “public trust,” that can compel us to act in certain ways. They pass laws and administer decisions about immigration rights, what constitutes a “hate crime,” what is a legal marriage, who can carry a gun, who gets educated, and who gets arrested. They decide who benefits and who pays, who lives and who dies. Their decisions are imposed on us every minute of every day...some for better, some for worse. They fight the war of competing goods.

**METHODOLOGY**

Our work is driven by **learning objectives** (p. 11) that shape what we do and how we do it. Every exercise you undertake this fall – identifying likely voters, going door-to-door, crafting a TV spot, standing at a polling place on Election Day, preparing and presenting a campaign plan is, at its core, about four learning objectives: communicating, building relationships, team work and professionalism.

In the fall semester these objectives are applied in an effort to get someone elected to public office. Your learning will center on voters and voter behavior, volunteers, opinion leaders, the media, your teammates, the campaign team, our class team and particularly on the candidate. All of these relationships are real world opportunities learn. Your job is to continually strive to increase your proficiency as communicators, as relationship builders, as teammates and as professionals. Each of us must strive to maintain a consistently high standard of professionalism. In both courses professionalism begins with a commitment to your team to help foster teamwork and leadership whether that means sweating over the voter analysis, talking face-to-face with voters, preparing and delivering public presentations, making phone calls to Congressional offices, long nights preparing for Capitol Hill lobbying or testifying before a legislative committee. Professionalism means delivering what you promise: a quality product, not only on time but also that can stand public scrutiny.

Finally, in politics, professionalism means exercising extraordinary discretion, keeping confidences and maintaining trustworthiness. Disregard any of these and you are out of the game. If you think your goal after graduation may be someplace in public life your professionalism must be accompanied by a reputation for trustworthiness and a keen sense for discretion.

Not long ago I asked a recent PPP alum what he wanted to do now that he had graduated. He said all I knew for sure is that I wanted to “be in the room.” This phrase has many implications but basically it means we want to be where the decisions are being made.
The challenge is earning a “place in the room” by consistent, professional-level performance, gaining people's trust through communications and understanding, demonstrate competence, commitment and discretion while effectively communicating and building relationships. And, respecting confidences. Nothing will ban you from the room quicker than a breach of trust or a thoughtless indiscretion.

Your goal for the year should be to master the skills that earn you increasing responsibility and maybe a place “in the room.”

INTRODUCTION TO POLITICAL LIFE: CAMPAIGNS

All effective ballot campaigns, whether seeking elective office or proposing legal mandates possess a common goal: winning. Winning requires a particular set of skills common to every effective campaign from school board to the White House. These skills operate around deceptively simple questions: Who votes? What do voters care about? What are the messages that move them? How do you most effectively reach "your" voters? Answering these questions requires a specific kind of research and analysis, creative strategy, a certain amount of risk taking and, most of all, dedicated teamwork.

Campaigning is an elusive blend of science, speculation, creativity, hard work and collaboration executed in an unstable environment. It often involves a loosely knit band of volunteers, “professional volunteers,” and a few paid staffers. It is often through these ranks that future professional staffers are groomed.

For many, campaign life is tedious, thrilling and exasperating. It is a high-stakes game, higher than most realize. The winners get the power to govern — pass laws, regulate environments, tax and subsidize, and shape the public agenda. They hold, for a time, the public trust.

CAMPAIGN CLASS: THE NUTS AND BOLTS

All effective campaigns are guided by a well thought-out, well-executed campaign plan. The class will be divided into five campaign teams, each work on a City Council candidate’s campaign. Each team will develop and present a campaign plan for their candidate. This is the heart of this course. In the last two classes prior to Election Day, each team will present a professional-quality campaign plan to an audience of students, faculty and guests. Your presentation should demonstrate your knowledge of:
1. Who are the “likely voters?” That is, who among the registered voters is likely to cast a ballot on or before November 5th?

2. What are these voters like? An understanding of voter behavior, demographics and attitudes of likely voters: who are they, where are they, what do they care about?

3. What are the best ways to communication messages that will move likely voters to support your candidate?

4. What is the most effective way to deliver the campaign’s messages to targeted voters?

5. And, what is the most effective get-out-the-vote (GOTV) strategy for the last 10 days prior to Election Day designed to “turn out” the candidate’s support on Election Day?

The class calendar in this syllabus notes due dates for various parts of the campaign plan. We have some flexibility in the schedule about when these campaign plan components will be due. HOWEVER, Election Day is a fixed date and all teams must present their plans on the assigned date.

FIELD WORK - "REALITY CHECK"

Each team member is expected to volunteer at least 25 hours of campaign work for their candidate. Please try to volunteer for a variety of campaign activities. This is a significant benefit to the campaigns and should be treated respectfully by the campaign managers. The campaigns have assured me you will be put to good use. Understand that this may mean doing a variety of jobs in the campaign. But, recognize that in any campaign, you do whatever needs to be done.

Reflections from your fieldwork should be recorded on the “Field Reports” form (probably three), and turned in on the dates specified on the class calendar. It is through your volunteer experiences that you learn what can reasonably be accomplished in the real world of campaigns. You can test the theory, research, strategy and planning of your campaign plan against a real-world campaign organization and its leadership, the candidate, the volunteers, and the voters that you encounter in the field. This journal is your space to reflect on these issues.
The strategy and dynamics of a campaign change as the political environment changes. Part of your team’s responsibility is to keep current on news stories and political events that may affect your candidate’s campaign. Please scan the local news outlets on a regular basis.

**CLASS PARTICIPATION - "THE CLASS AS A TEAM"**

When we meet as a class, there will be five very different campaigns represented. As teams gain knowledge through research, analysis and field work, our class will have greater depth and range of knowledge about their respective campaign. We will use the class setting to share our experiences and insights. Many courses encourage class participation. This course demands it. A major portion of your learning comes from listening to and participating in class discussions and from the frequent, in-class presentations. We will de-brief our field experiences and share our campaign analysis and our experiences with each other. Everyone is expected to participate in these de-briefings as with class discussions.

The class setting is a unique concentration of information and knowledge from the national to the local level, unparalleled in the city. It is part of what makes us reach a higher level of credibility in many venues.

There will be somewhere between three and five in-class, team presentations. Your presentations should progressively increase in content and professionalism. It is during these presentations that you will present your analysis and research at key junctures throughout the course.

The final presentation is a persuasive presentation on why your team’s campaign plan will get your candidate elected. This presentation is open to the public. (Last year’s presentations took place in the Kennedy Auditorium. I would like to use that venue again this year if possible.)

**COURSE COLLABORATIONS: DATA VISUALIZATION AND POLITICAL COMMUNICATION**

During the semester, you will also be collaborating with two departments at Xavier that will improve your campaign presentation as well as increase your knowledge of the various relationships that help professional campaign staff succeed. You are all enrolled in the communications course with Blis DeVault’s students. Through this collaboration, you will gain the skills and experience necessary to create more effective campaign graphics and videos, most importantly your 30-second commercial. We will also be partnering with Dr.
David Gerberry of the math department. Dr. Gerberry and his students will be helping us create graphics and maps that can both inform campaign strategy as well as supplement the data you present in your campaign plan with the graphic that best illustrates your reasoning. Any questions about these collaborations should be addressed to Dr. Beaupre or staff immediately.

“OFFICE HOURS” AND WORK OUTSIDE OF CLASS

As the semester progresses, your campaign team will face the challenge of meeting outside of class to not only organize yourselves to prepare for each class but also to practice and perfect your various campaign presentations. Conflicting schedules may make it difficult to find times to meet on a weekly basis, so we would like to provide you the following time (2-4 PM on Mondays) as a class work session, a time to not only have some limited consultation but also to have the space to work productively. In addition, this period will function as “office hours” to get any questions you may have answered. This period should not be viewed as mandatory, but you will certainly benefit from your attendance.

ELECTION DAY AND ELECTION NIGHT - "THE PUBLIC'S JUDGMENT"

On Election Day you are expected to work for your candidate, probably at a polling place or organizing the GOTV in some way. This is “D-Day” for the campaign. It will be a long but memorable day for you as well. I will help arrange absence requests for classes if you need them.

On election night we will all be at the Hamilton County Board of Elections. There may be opportunities for you to be interviewed by the media regarding the results as they are reported. This is an exciting, unpredictable, somewhat scary opportunity to use everything you have learned and to offer election results analysis and campaign commentary to the public. The room we will work in at the Board of Elections is a sort of bullpen, filled with every local TV affiliate as well as print reporters. It is also the post-election gathering place for candidates, campaign workers, campaign supporters, and the interested public.

POST-ELECTION ANALYSIS

The Thursday after Election Day we will begin an informal debriefing. Each team will present a more thorough, in-class analysis of the election results about 10 days after the election. (See course outline below)

STUDENT EVALUATIONS
Your evaluation this semester is based on class participation (30%), written field reports and volunteer work (20%), the presentation of your campaign plan (30%), and the post-election de-briefing and the final exam (20%). Each of these components will be measured for the quality of the content, the effort put forth and the professional level of presentation based on the following scale:

A+ to A: Consistently Excellent
A- to B+: Excellent
B to B-: good
C+ to C: fair

SEVERAL POINTS ABOUT THE OPERATION OF THE COURSE:

1. What we discuss in the classroom about campaign strategy, execution, candidates, and individual personalities connected to the campaigns should be treated as confidential. What is talked about in the classroom stays in the classroom. Discretion is an important ingredient in trust and a crucial component of the political part of public life.

2. Your course work both semesters is built around the team-model of execution. The very first place to demonstrate your willingness to learn is by consistently participating at a professional level in your team. (see “professional”)

Comment: When you leave this university to take a new kind of place in society, I believe you will find that it is rare to work at a job where you do not have to collaborate with some kind of team. Surprisingly, my experience is the higher up you go in most work settings, the more you have to collaborate, at least if longevity is important to you. Therefore, I place a high value on your ability to demonstrate teamwork, especially when tackling the new and uncertain situations.

3. Please note that I take very seriously the policy on page 52 of the Xavier Catalog regarding standards of ethical behavior.

As noted in several places above, political life, especially campaigning, is a dynamic, sometimes disorganized and often unpredictable way of life.

4. The schedule we keep over the semester (the course outline below and the objectives laid out above) may need to be adjusted to meet the political and public events that unfold over the next several weeks.
5. Success - that is, your learning - in the course largely depends on your initiative, persistence and willingness to navigate unfamiliar territory. You will teach yourself and each other with a variety of support systems including faculty, a very capable and experienced teaching assistant, upper-class "consultants," and campaign personnel. It is a unique learning environment.

**REFLECTIONS FROM A PPP COLLEAGUE**

When a query was sent to PPP students awhile back asking for comments on the “block,” a junior fired back in minutes from his iPad: “...your life for the next 12 (sic) months will be completely, completely given over to the Cult of the Public...read thousands of pages, go to hundreds of meetings, write dozens of papers and go to sleep most days past 2 am with the satisfaction that you are both profoundly challenged and deeply respected by your program. Best class I ever took.” (T.S., class of 2010)
LEARNING OBJECTIVES

By the course’s conclusion:

**Communication Skills** – students will improve a range of communications skills in several ways:

**Presentation skills** – students will prepare and deliver a series of progressively more substantive and complex presentations that will be critiqued by their classmates and faculty using a standard evaluation which will be discussed in class. In addition, students working in teams will present a persuasive, formal campaign plan for the candidate they worked for during the semester that described how their candidate can win the election. These presentations are open to Xavier faculty and students and to invited guests include the candidates the students worked for. They will become more comfortable speaking in front of a variety of groups of various sizes and in various forums.

**Campaign Communications** – through campaign volunteer work (minimum of 25 hours for each student) students will learn how to tailor a message appropriate for the individual when going door-to-door, and to specific populations of targeted voters when preparing campaign messages for direct mail, billboards, yard signs, television commercials, internet communications and social media generally. Students will possess a greater understanding of what relationship building involves in the professional, particularly political, world. Through their experiences on the campaign trail they themselves will begin to construct their own relationships with politically involved professionals from a variety of fields in Cincinnati, with business, politics, and government among them.

**Media Communications** – students will analyze media coverage of the campaign with an “insider’s eye” and gauge the impact of that coverage on the campaign. In addition, students will be interviewed throughout Election Night offering analysis, insight and predictions on the campaign on lives, non-stop cable television.

**Professionalism** – As students work throughout the semester with candidates, campaign staff, the general public and the media there is an on-going, deliberate discussion among the students, faculty and advisors of what is or should be the standard for professional behavior in the wide, diverse range public and private circumstance in which he students witness and often participate with others.
participating in the civic undertaking of electing our leaders. BY the end of the semester we hope to arrive at a collective definition of “civic professionalism.”

**Teamwork** - Students will gain an improved sense of the dynamics and importance of working in teams. In addition to working for a campaign and being part of different campaign activities that require teamwork, students are arranged in teams that work together for the entire semester. They learn that some measure of the success of the individual student is dependent on the success of the team and vice versa. All important decisions are made as a group. A team member will spend many hours with their fellow campaign volunteers, working towards a common goal of electing their candidate. Individual students must work with different personalities and skillsets and work themselves into an effective, agile team with all members capable of presenting each aspect of their campaign plan.

**Understanding the U.S. Electoral Process** - Students will increase their knowledge of the structure of the American political system, particularly its electoral processes. They will gain the skills common to running any campaign in the country, alongside knowledge of the variables that make each campaign different. They will familiarize themselves with the tough decision-making process that faces campaign management. From campaign strategy displayed in messaging and advertising to the allotment of resources and geographic concentration of campaign volunteers throughout the city, the students will face the financial and logistical restrictions of campaigns and formulate an effective campaign strategy despite them.

Note: Students will gain insights into new data-driven modeling of campaigns through their collaboration with students from Xavier’s math department, under the guidance of Dr. David Gerberry.

**Gain a greater understanding of Cincinnati and its political history.** They will increase their familiarity with the important players in Cincinnati politics as well as the unique features of Cincinnati (for example, its neighborhoods) that make it a complicated political environment in which to work.

**Students will gain “a working knowledge” of the dynamic relationship between the media and the American political system.** In addition, they will become acquainted with new media forms such as social media and how these growing forms of mass media are beginning to affect both political discourse and campaign strategy. They will also gain experience with more traditional forms of media such as radio and television as they collaborate with students in the Communications program at Xavier.
Throughout the Mass Media & Politics course and into the Public Policy Practice course in the spring, you will be placed in situations that require a level of professionalism in both your conduct and dress to which you are unaccustomed. This requirement extends from your meetings with legislators and candidates at the federal, state, and local level to those most basic interactions you have on a potential voter's porch.

Be aware that your conduct and behavior may be viewed as representative not only of yourself, but of your classmates, fellow PPPers (students and alumni), and the candidate for whom you work.

In addition to the quality of your work, professionalism extends to both your dress and your demeanor. During your final presentation and during Election Night at the Board of Elections, you will be expected to wear a suit and look presentable and professional. Everyone wants the content of their analysis to be the focus of their presentations, dressing properly is crucial towards insuring that your hard work and preparation shines. Any questions on what that entails should be directed to our resident fashion consultant, Colleen Reynolds.

In many, important ways, professionalism goes beyond conduct and dress, however. It involves an awareness of the situation you are in and tells you when to sit quietly and listen and when to interject with an intelligent, developed opinion. It may offer you an opportunity to have a seat at the table or in the room where decisions are made and true professionalism insures that seat remains your’s. You can show up on time and in the uniform, but preparation stretches beyond that point. It includes proper communication and an ability to “read the room,” a cognizance of the dynamics of a space— who the players are, why they are there, who they may be trying to influence or whose favor they may be trying to gain. This idea is further communicated and better articulated in the course’s learning objectives.
The class will be divided into five teams, working for five different city council candidates—among them are:

- Kevin Flynn, a non-incumbent endorsed by the Charter Committee
- Greg Landsman, a non-incumbent endorsed by the Democratic Party
- Pamula Thomas, an unelected incumbent endorsed by the Democratic Party
- Charlie Winburn, an incumbent endorsed by the Republican Party
- Amy Murray, a former councilmember endorsed by the Republican Party

For what campaign will I be working?

I will be working for the ______________________________ campaign.

Our campaign contact is:

Their contact information is:

My team-members (with their contact information) are:

- 
- 
- 
-
ROLE OF UPPERCLASS CONSULTANTS

In previous years, each campaign team has been assigned an upperclassmen in the PPP program who works as their campaign consultant. You will organize all interaction between you and your consultant. Consultants would meet with the team on pre-arranged dates determined by the demands of the course. These meetings should be professional, with an agreed upon agenda and not lasting more than an hour. Using class assignments and materials from class (exercises such as magic number, their storyboard, their presentation, etc), teams will be expected to prepare prior to each meeting so they use the consultant’s time (and theirs) effectively. These consultants have a set of knowledge and experiences that they can reference as they advise you and comment on your work, helping you to enhance your performance in the course. To be clear, these consultants are not responsible for attending “routine” team meetings, but rather should be an extra set of eyes consulted sporadically to improve your coursework. They are not responsible for doing the work to help you make calculations or estimates about campaign turnout or be the creative force behind your campaign plan. Rather, they should be consulted for their insights about Cincinnati or the ongoing campaigns.
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CLASS SCHEDULE

T 8/27 – Introduction to the year. Reading of Syllabus. Assignment of teams.

Assignment for 9/29- Read packet of documents for 8/29 discussion.


Assignment for 9/3 – Read Magic Number Handout, Five most important characteristics of your candidate (Candidate profile).


Assignment for 9/5—reading on fundraising/budget

Th 9/5 – Continued discussion of fundraising, budgeting, and planning. Discuss expectations for first formal presentation.

T 9/10 – First Formal Presentation (on Candidate Profile, Magic Number)

Assignment for 9/12 – Amendments to Magic number, read base and swing handout.

Th 9/12 – Amendments to Magic Number due. Intro to Base & Swing for individual Candidates.

T 9/17 – Base/Swing Cont. Geographic Base/Swing, Demographic Base/Swing, Surrogate Base/Swing

Th 9/19 – Maps & Numbers – Dr. Gerberry


T 10/1 – Media Level - Types of Media Buys: TV, Billboards, Lit Pieces, Direct Mail, Social Media.
Th 10/3 – Field Level: Votebuilder, Door-to-Door Operations. How to utilize data from Votebuilder and collected data.

T 10/8 – Formal Presentation on Media & Field Operations
Th 10/10 - TV, media buys, etc.

T 10/15 - Election Predictions
Th 10/17 – Overflow/OPEN

T 10/22 - OPEN
Th 10/24 - OPEN

T 10/29 - Presentations
Th 10/31 - Presentations

T 11/5 – ELECTION DAY
Th 11/7 – Post Election Analysis

T 11/12 Post Election Analysis
Th 11/14 Post Election Analysis

T 11/19 Post Election Analysis
Th 11/21 Post Election Analysis

T 11/26 - THANKSGIVING
Th 11/28 – THANKSGIVING

T 12/3
Th 12/5

T 12/10
Th 12/12

T 12/17
Th 12/19
1. TURNOUT – A prediction of the number of voters who will vote in your race.
   • Description of how you arrived at your turnout number including previous races your analyzed
   • Extraneous factors you considered (mood of the electorate, hot issues, etc.)
   • Quality of the campaigns
2. MAGIC NUMBER – The number of votes your candidate will need to win the election.
   • Rationale based on type of race, quality of the opposition, quality of your opponent(s) campaign
   • Quality of your campaign (resources: $’s, staff, volunteers, quality of the candidate, etc.)
3. BASE VOTE (define)
   • Who – operational description of the component constituencies of your base
   • Where – geographic (and other locators) to pin point your supporters so as to reach them through a variety of means
   • What – that is, what do you want to say to them to ensure that they vote for you
   • How – what are the most effective and efficient ways of reaching these voters with your message
4. SWING VOTE (define)
   • Who are your swing voters – operational definition of the various components of your base
   • Where – geographic and other descriptors of the component constituencies of your swing
   • What – what are the messages you want to tailor to the components of your swing vote that you believe will persuade (move!) them to vote for your candidate
   • How – the most effective means of delivering a precise message to the component elements of your swing coalition
5. MESSAGE
   • Overall theme: color, type, shape, slogan, words, etc (WHY?)
   • Storyboard
   • Means of delivery: TV (network, cable), internet, radio, direct mail (describe in detail), door-to-door, “free” events, staged events, candidate’s time, surrogates, endorsements, op-ed
   • Field operation
   • GOTV
   • ELECTION NIGHT
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FIELD JOURNAL INSTRUCTIONS

Over the course of the semester you will periodically be asked to turn in field journals that summarize and analyze your experience on the campaign trail, whether that is going door-to-door on your candidate’s behalf or doing one of countless other campaign tasks. The journal also can function as your place to vent, to de-brief, to be critical, and to be honest about your thoughts regarding the campaign.

Questions that the journal should answer include:

1) What type of campaign activities did you participate in (to whom were they targeted, what was the campaign trying to achieve through these efforts)?
2) Did you feel the campaign activities were well organized and effectively executed? Did they achieve what the campaign intended?
3) What relevance do you think these activities have to the course and how are they shaping your understanding of politics and the public?

Don’t feel limited to the answers to these questions. The journal is, after all, a journal to help yourself better understand your experiences as Election Day nears. What have your experiences taught you about campaign politics? Have your views about campaigns changed? How so? These are the types of complex questions you should be considering, those that are both personally reflective and politically analytical. These journals will be read for your observations, judgment and insights about what you observe on the campaign trail.

The journals need not be long, but at least two pages in length. Dr. Beaupre will assign at least three, but not more than five, throughout the semester. Due dates will be forthcoming, but at least one will be due after Election Day.
One of the first steps to running a successful campaign is to determine the number of votes it will take for that campaign to win, also known as the "magic number." Winning, however, can mean different things in different races. In a ballot referendum, it takes 50 percent plus one of the votes cast. In the nine-X Cincinnati city council race, it takes enough votes to finish ninth or above. In a head-on-head race, like a congressional race, it takes a plurality of the votes cast. Some campaigns set their goals higher than simply winning, often pushed by media pressure that creates higher expectations. Some candidates, especially incumbents, try to claim a stronger mandate based on the higher number of votes they received in the election.

To calculate a campaign’s magic number, you first need to project the voter turnout in November. Voter turnout is the number of registered voters that actually vote on Election Day. To project the turnout for your campaign it is best to start by using historical data from the Board of Elections that displays voter turnout from similar races. Select similar (congressional-to-congressional, council-to-council) and recent (not more than eight years old) races to determine the number of voters that will turn out on Election Day. It is critical to also look at the variables that might affect the number of registered voters and/or turnout for your specific race. Some of the variables you should consider include:

- Other races, candidates, or issues on the ballot. The many different candidates and issues on a ballot may draw a large and/or more politically skewed voter turnout (national races and "hot button" issues such as levies, the economy, and social issues, to name a few),
- The resources other campaigns in your race are generating on as well as their intensity and effectiveness,
- The race(s) prior to the election you are sampling could have impacted your sample, such as the 2008 Presidential campaign, which might have “artificially” boosted the number of registered voters for the 2010 elections,
- The amount of media attention your race, or another race on the same ballot is getting.

Keeping these factors in mind, determine the number of registered voters and the likely number of ballots cast in your targeted races. Determine the percent of turnout for those races by dividing the number of ballots cast into the number of registered voters. Use a similar percentage of turnout to those in past races similar to this current one, and factor in the impact of above variables (their relevance to your campaign) in this election to arrive at the likely number of votes cast in your race. Apply your projected percent of
turnout to the number of registered voters close to Election Day for your campaign (within four months). The resulting number is your projected voter turnout, that is, your projection of the voters who will cast ballots in the election. These are the voters available to draw from for votes when you are determining your magic number.

Now that you have determine the projected voter turnout for the November election, you can calculate the “magic number” of votes needed by looking at previous similar elections and the percentage needed in those elections to reach the campaign’s goal. If you goal is to get or stay on City Council, your candidate needs enough votes to finish ninth or above. Especially in a 9X races, be sure to look at the strength (well-financed, name recognition, incumbency, voter attitude towards incumbents, etc.) of the entire field of candidates. Once you have determined the percentage needed to reach your campaign’s goal, apply that percentage to the number you calculated for projected voter turnout. The resulting number will be your magic number, or the number of votes your candidate will need in order to win the race and meet the campaign’s goal. Remember, you can think of this magic number in terms of a raw number of voters needed to win or as a certain percentage of the total votes cast.
A **partial** inventory of **Candidate Qualities** to consider as you plan your campaign.

**Personal Characteristics:**

- gender, race, age
- physical appearance
- family – spouse, children, parents
- religious affiliation
- what part of town does your candidate live in
- appropriate dress, i.e., does your candidate dress appropriately for each event...door-to-door, church event, editorial board meeting, fundraiser, etc.
- demeanor – “the way in which one behaves or conducts oneself”
  - in a crowd
  - at the podium
  - with the pencil press
  - with electronic press
  - with other candidates
  - in stressful situations
  - is she/he serious, humorous, wonky, passionate, compassionate, articulate, self-aware

**Political Profile**

- Republican 1 ..........5 ..........10 Democrat
- Conservative 1 ..........5 ..........10 Liberal
- Public perception as Republican 1 ..........5 ..........10 Democrat
- Public Perception as Conservative 1 ..........5 ..........10 Liberal
- What issues are your candidate involved in: ________________.
- What issues are your candidate publicly associated with ________.
- What organizational associations does your candidate have (e.g., NAACP, Gay and Lesbian Alliance, Right to Life, Chamber of Commerce ........)
- What is your candidate’s political history: previous campaigns, previous (or current) public office, membership on boards or commissions, political activism, political writings?
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City of Cincinnati

Candidate: Jim Smith
Party: Democratic

Total Number of Votes: 251,307
Cumulative Report - Official
<table>
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<tr>
<th>25</th>
<th>235.6 30.0%</th>
<th>245.6 20.0%</th>
<th>255.6 15.0%</th>
<th>265.6 10.0%</th>
<th>275.6 5.0%</th>
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<td>1.13%</td>
<td>6.57</td>
<td>1.12%</td>
<td>6.33</td>
<td>1.10%</td>
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<td>6.33</td>
<td>1.10%</td>
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</tbody>
</table>

**CITY OF CINCINNATI: Non-Exclusive Vote For 9**

**Total Number of Votes:** 251,252 of 589,433 = 43%
<table>
<thead>
<tr>
<th>Percent</th>
<th>Total</th>
<th>Registered</th>
<th>Voters</th>
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</thead>
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<tr>
<td>2.38%</td>
<td>789</td>
<td>74.67%</td>
<td>4.7%</td>
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<tr>
<td>3.7%</td>
<td>1192</td>
<td>82.03%</td>
<td>2.4%</td>
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<tr>
<td>0.5%</td>
<td>123</td>
<td>6.89%</td>
<td>0.0%</td>
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<tr>
<td>2.0%</td>
<td>51</td>
<td>3.07%</td>
<td>0.0%</td>
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<td>0.0%</td>
<td>46</td>
<td>2.64%</td>
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<tr>
<td>5.3%</td>
<td>725</td>
<td>54.85%</td>
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<tr>
<td>7.2%</td>
<td>735</td>
<td>57.02%</td>
<td>7.0%</td>
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</tbody>
</table>

CITY OF CINCINNATI FOR MAYOR; VOTE FOR 1

Tom Cranley (R)
Brad Westfield
Mark Wade
ELECTION DAY INFORMATION

Election day is Tuesday, November 5th 2013!

Note that we will likely be meeting November 3rd, the Sunday before the election, for some last minute preparation.

Your election day will consist of two parts. Throughout the morning and day, you will be stationed at a polling station with your campaign. Your campaign may ask you to do other tasks throughout the day but it is our preference that you spend at least a few hours at a polling location, getting some final campaigning in for your candidate.

On Election Night, students please arrive promptly at BOE (preferably by) at 7 P.M. Yes, you may have to leave your polling station early. Dress is professional (“the uniform”). For more on what that means, see the conduct and dress portion of this packet. You may be put in a variety of pressure situations at the Board of Elections. From doing interviews with local news stations, to appearing on CITICable, to working on our group’s own analysis and video, you will have a variety of opportunities to put your analysis and presentation skills to the test in the fast-paced setting of the Board of Elections.

Hamilton County Board of Elections
824 Broadway
Cincinnati, OH
45202-1345

It would be a good idea to inform yourself on the other issues on the ballot in Hamilton County and Ohio before BOE.

Things to Consider Bringing:
- Laptop
- Laptop cords (Especially chargers)
- Power strip (Limited outlets at the BOE, sharing is caring)
- Cell phone
- Cell phone charger
- Notes, Numbers, Stats, and Figures
- Anything you want that isn’t on the list below

Things we’ll bring:
- Snacks
- Water, pop
- Smiling faces

Space is limited at the BOE. Remember you’re coming to work for a few hours, not moving.