

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>3/27/23</u>
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair <u>Kevin Wagner</u> College Curriculum Chair <u>Eric Hanne</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>03/02/23</u> <u>3/23/23</u> <u>3/23/23</u> <u>3/27/23</u> <u>3/27/23</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



POS 3270-001
Political Marketing

MWF 11:00 – 11:50
3 credits

Fall, 2023

Prof. Kevin Wagner

Office: SO 392

Office hours: MWF 11-12

Classroom: General Classroom South 117

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Course Description

This course explores the approaches and techniques used by individuals and groups involved in American politics to win elections, ‘sell’ policies and sway public opinion in their favor. Students will learn the basic concepts of political marketing and understand how those concepts affect modern American politics in relation to candidates, campaigns, and political parties.

This course is an elective in the area of American Politics for political science majors. For major requirements please review.

<http://www.fau.edu/politicalscience/undergrad.php>

Instructional Method

This course will be delivered in-person and online. We will use the course management system Canvas. You will use your FAU account to login to the course from the FAU Canvas Website (<http://canvas.fau.edu>). In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas and alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

Course Objectives/Student Learning Outcomes

By the end of this course students will be able to:

- Understand the various theories and strategies for political marketing.
- Understand marketing practices in contemporary politics for American candidates, campaigns, and parties.
- Engage in the ongoing debate about the effect of political marketing on democracy.

Course Evaluation Method

Grades will be based on the following:

Midterm Exam 25%

Attendance and participation 25%
Weekly Posts and quizzes 25%
Final Exam 25%

No exams will be given earlier or later than the time and date scheduled for this course. All exams will be in class only. Make-up exams are entirely at Professor's discretion and are rarely granted. Make-ups will only be given under the most extreme circumstances, which will necessarily require verifiable, written documentation of an emergency (illness or accident) or unavoidable legal obligation. All make-up exams will be in essay format. Please review the times for all of the exams. If for any reason you cannot take the exams scheduled for this course (e.g., you have travel plans), you should not enroll in this course. Neither individual assignments nor final grades in this course will be subject to a "curve."

Course Grading Scale

Letter grades for the final grade in the course will be assigned per the following schedule:

A 90+
B 80-89
C 70-79
D 60-69
F 60 (failing)

General Criteria for Grading

Students who get top grades (A, B) generally:

--Turn in high-quality written work which reflects careful research, good planning, well-conceived arguments, originality, clarity of thought, and integration of course material, where appropriate. They stay within stated page limits. Their bibliographies are solid and their footnotes carefully used. Their final product is typed and readable. It is obvious that the student read and understood the assigned reading. Written work submitted contains nearly flawless English grammar and spelling.

--Complete all assigned readings on time, and reflect this in their exams, written work and class participation. Review carefully and productively.

--Participate actively and enthusiastically in class discussions. They ask questions on a regular basis and their ideas are original and stimulating. They challenge the conventional wisdom. They summarize each author's principal argument and their reaction to it when discussing the course material.

Students who get middle grades (C) generally:

--Turn in acceptable written work with no serious deficiencies in writing. They meet deadlines generally. Their work is readable and typed.

-- Complete the assigned readings and participate in class discussions, asking occasional questions.

Students who get low and failing grades (D, F) generally:

--Do not turn in their assigned work, or turn it in late with penalty. Their work is of poor quality and shows inadequate research, documentation, thought, and originality. It is poorly presented.

--Complete only part of the required readings.

--Avoid participation. When forced to participate, they are obviously not familiar with the material. They ask no questions and accept new ideas and opinions without challenging them.

Policy on Makeup Tests, Late Work.

All assessments must be submitted through the designated method (forums, assignments, etc.). No assessments will be accepted via email. Assessments be completed by the due date. Makeup, late, and incomplete work is not acceptable.

Written Submissions

These submissions are written assignments that are submitted Turnitin or tools such as wikis and blogs. They must be professional, well organized, grammatically correct, and free of misspellings. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Academic Integrity, Plagiarism, and APA). All written assignments should be in rich text format (.rtf) or Word format (.doc, .docx). Submissions that cannot be opened will not be graded.

Discussion and Communication Expectations

Unit discussions are generally graded discussions. Your posts must be professional, well organized, grammatically correct, and free of misspellings. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see Plagiarism and APA). This policy includes references to work from your co-learners and instructors. Interaction is a substantial portion of your grade. Please follow the instructions in each discussion for specific requirements. See the Course Schedule for due dates. Grading rubrics will be provided in the discussion to guide you. Instructors may opt to post a summary on the topic or responses. When this method of feedback is used, the summary will appear within one week after the discussion due date. Similar expectations to those listed above will also apply to blog and wiki assignments in the course. Please read all directions for the specific criteria required for every communication assignment.

Netiquette

Due to the casual communication common in the online environment, participants are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are university students — your communication should be appropriate. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular

subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the

university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Changes and Amendments

Changes to assignments, grading policies, or any other policy presented by me may be changed at my discretion. Any such changes will be announced in class and students are responsible for those changes.

Required Texts/Readings

Because this class encourages students to make full use of Internet materials, students must immediately activate their ID cards and frequently read their e-mail to ensure receipt of course announcements and materials that will periodically be sent via e-mail.

Required Books (available at campus-area bookstores)

The Marketing Revolution in Politics: What Recent U.S. Presidential Campaigns Can Teach Us About Effective Marketing (Rotman-Utp Publishing) by Bruce I. Newman ISBN-10: 9781442647992 ISBN-13: 978-1442647992

Optional Books

Socially Elected: How to Win Elections using Social Media, by Craig Agranoff and Herbert Tabin

Tweeting to Power by Jason Gainous and Kevin Wagner

The Victory Lab: The Secret Science of Winning Campaigns, by Sasha Issenberg

Required Material(s)

There will be other resources (e.g., websites, articles, etc.) that will be required throughout the course. These resources will be linked within Canvas.

Course Topical Outline

1. **Learning Unit 0: Introduction to Class (Due Aug. 19th)** Read: Syllabus, chapter 1- marketing in US politics

Lecture: What is political Marketing Complete: Join Twitter (www.twitter.com)
Tweet me a News Story about political marketing, a campaign advertisement OR campaign video.

Complete: Introduction Quiz

Complete: Introductions Board

Complete: Weekly Tweet

2. **Voter Targeting (Due Aug. 26th)**

Read: Chapter 2- how to target the voter

Read: <http://eleventygroup.com/2016/07/13/millennials-attitudes-engagement-election-year/>

Lecture: Voter Targeting

Complete: Discussion Board Post

Complete: Weekly Quiz

Complete: Weekly Tweet

3. **NO CLASS (Due Sept 2nd)**

4. **Primaries vs. General election (Due Sept 9th)**

Read: Chapter 5- Marketing during primaries

Read: <https://mobile.nytimes.com/2018/03/06/upshot/texas-primary-democrats-voter-ehusiasm-turnout.html>

Lecture: Marketing in Primary Elections

Complete: Discussion Board Post

Complete: Weekly Quiz

Complete: Weekly Tweet

5. How to Brand a Candidate (Due Sept. 16th)

Read: Chapter 8/9- Branding the politician

Read: <https://www.washingtonpost.com/news/the-fix/wp/2016/11/08/red-vs-blue-a-brief-history-of-how-we-use-political-colors/>

Lecture: Branding a Candidate and Picking a Political Party

Complete: Ideology Quiz

Complete: Discussion Board Post

Complete: Weekly Quiz Complete:

Weekly Tweet

6. Social Media (Due Sept. 23rd)

Read: chapter 10- social media marketing

Read: <https://www.theguardian.com/technology/2016/apr/05/snapchat-election-2016-sanders-clinton-youth-millennial-vote>

Lecture: Why Social Media is changing campaigns

Complete: Discussion Board Post

Complete: Weekly quiz Complete:

Weekly Tweet

7. Social Media (Due Sept. 30th)

Read: <https://www.facebook.com/business/learn/facebook-ads-basics>

Read: [https://www.washingtonpost.com/politics/trump-campaigns-embrace-of-facebook-shows-companys-growing-reach-in-elections/2017/10/08/e5e5f156-a93b-11e7-b3aa-](https://www.washingtonpost.com/politics/trump-campaigns-embrace-of-facebook-shows-companys-growing-reach-in-elections/2017/10/08/e5e5f156-a93b-11e7-b3aa-c0e2e1d41e38_story.html?noredirect=on&utm_term=.ce6c8f798780)

[c0e2e1d41e38_story.html?noredirect=on&utm_term=.ce6c8f798780](https://www.washingtonpost.com/politics/trump-campaigns-embrace-of-facebook-shows-companys-growing-reach-in-elections/2017/10/08/e5e5f156-a93b-11e7-b3aa-c0e2e1d41e38_story.html?noredirect=on&utm_term=.ce6c8f798780)

Lecture: Facebook and digital advertising

Complete: Discussion Board Post

Complete: Weekly quiz

Complete: Weekly Tweet

8. **Midterm (Due Oct 7th)**

9. **Database Marketing (Due October 14th)**

Read: chapter 3- database political marketing

Read: <https://neilpatel.com/blog/email-marketing-lessons-obama/>

Lecture: Guest Speaker - Emails

Lecture: Political emails and other marketing

Complete: Discussion Board Post

Complete: Weekly quiz Complete: Weekly Tweet

10. **Endorsements and How to elicit emotion (Due Oct 21st)**

Read: Chapter 7: Celebrity endorsements/endorsements

Read: <https://www.npr.org/2018/06/25/622990137/do-trumps-endorsements-move-voters-tuesday-will-test-his-electoral-mojo>

Lecture: Why Endorsements are important and what to do with them

Complete Discussion Board Post

Complete: Weekly Quiz

Complete: Weekly Tweet

11. **A Different brand (Due Oct. 28th)**

Read: Chapter 11- Mama grizzlies

Read: <https://www.campaignsandelections.com/campaign-insider/how-female-candidates-are-changing-the-way-campaigns-are-run>

Lecture: how to brand non-stereotypical candidates

Complete: Discussion Board Post

Complete: Weekly quiz

Complete: Weekly Tweet

12. Testing the marketing (Due Nov. 4th)

Read: chapter 12- Market research and testing

Read: Chapter 16- Marketing trends

View Lecture: How marketing is tested, changing after testing

Complete: Discussion Board Post

Complete: Weekly quiz

Complete: Weekly tweet

13. No Class (Nov 11th)

14. Crisis Management and Emotions (Due Nov. 18th)

Read: Chapter 13- Crisis management

Read: <http://www.livingroomcandidate.org/lessons/17>

Read: <http://thelamp.org/between-the-lines-how-politicians-use-color-psychology-to-win-your-votes/>

Lecture: How to show emotion on the campaign

Lecture: Crisis Management/ responding to a negative advertisement Complete: Discussion Board Post

Complete: Weekly quiz

Complete: Weekly tweet

15. Communication (Due Nov. 25th)

Read: Chapter 14- Communicating leadership in government

Read: https://www.washingtonpost.com/news/the-fix/wp/2015/12/29/sorry-campaign-managers-lawn-signs-are-only-98-3-percent-useless/?utm_term=.0695d435652d

Read: <http://www.dailyherald.com/article/20130324/news/703249886/>

View Lecture: What you say is important

Complete: Discussion Board Post

Complete: Weekly quiz

Complete: Weekly tweet