

Political Science in an Election Year

How long have you been a professor?

Answer Options	Response Percent	Response Count
a) 0-4 years	10.5%	115
b) 5-9 years	17.1%	187
c) 10-14 years	14.2%	155
d) 15+ years	58.2%	636
<i>answered question</i>		1093
<i>skipped question</i>		2

Political Science in an Election Year

How long have you taught political science or a related discipline?

Answer Options	Response Percent	Response Count
a) 0-4 years	10.7%	114
b) 5-9 years	18.6%	198
c) 10-14 years	15.1%	161
d) 15+ years	55.6%	592
<i>answered question</i>		1065
<i>skipped question</i>		30

Political Science in an Election Year

Please describe the kind of institution in which you are currently teaching.

Answer Options	Response Percent	Response Count
a) 4-year public/state university	37.9%	401
b) 4-year private university	39.7%	420
c) Community college	19.2%	203
d) Other	3.3%	35
<i>answered question</i>		1059
<i>skipped question</i>		36

Political Science in an Election Year

In the past 5 years, have you seen more or fewer students in your political science courses?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in my course numbers (15+ percent more students).	14.0%	133
b) I have seen an increase in my course numbers (0-15 percent more students).	28.0%	266
c) The number has remained about the same.	49.2%	467
d) I have seen a decrease in my course numbers (0-15 percent less students).	7.8%	74
e) I have seen a significant decrease in my course numbers (15+ percent less students).	0.9%	9
	<i>answered question</i>	949
	<i>skipped question</i>	146

Political Science in an Election Year

In the last year, have you seen more or fewer students in your political science courses?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in my course numbers (15+ percent more	10.6%	101
b) I have seen an increase in my course numbers (0-15 percent more students).	27.9%	265
c) The number has remained about the same.	55.7%	529
d) I have seen a decrease in my course numbers (0-15 percent less students).	4.8%	46
e) I have seen a significant decrease in my course numbers (15+ percent less	0.8%	8
	<i>answered question</i>	949
	<i>skipped question</i>	146

Political Science in an Election Year

In the past 5 years, have you seen more or fewer students adopting political science as their major?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in political science majors (15+ percent more	6.6%	59
b) I have seen an increase in political science majors (0-15 percent more students).	28.8%	258
c) The number has remained about the same.	53.1%	475
d) I have seen a decrease in political science majors (0-15 percent less students).	10.1%	90
e) I have seen a significant decrease in political science majors (15+ percent less	1.5%	13
	<i>answered question</i>	895
	<i>skipped question</i>	200

Political Science in an Election Year

In the last year, have you seen more or fewer students adopting political science as their major?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in political science majors (15+ percent more	4.0%	36
b) I have seen an increase in political science majors (0-15 percent more students).	24.9%	223
c) The number has remained about the same.	62.0%	555
d) I have seen a decrease in political science majors (0-15 percent less students).	8.3%	74
e) I have seen a significant decrease in political science majors (15+ percent less	0.8%	7
	<i>answered question</i>	895
	<i>skipped question</i>	200

Political Science in an Election Year

In the past 5 years, have you seen more or fewer students adopting political science as their minor?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in political science minors (15+ percent more	3.7%	30
b) I have seen an increase in political science minors (0-15 percent more students).	20.8%	168
c) The number has remained about the same.	69.7%	562
d) I have seen a decrease in political science minors (0-15 percent less students).	5.2%	42
e) I have seen a significant decrease in political science minors (15+ percent less	0.5%	4
	<i>answered question</i>	806
	<i>skipped question</i>	289

Political Science in an Election Year

In the last year, have you seen more or fewer students adopting political science as their minor?

Answer Options	Response Percent	Response Count
a) I have seen a significant increase in political science minors (15+ percent more students).	3.0%	24
b) I have seen an increase in political science minors (0-15 percent more students).	18.3%	147
c) The number has remained about the same.	73.7%	592
d) I have seen a decrease in political science minors (0-15 percent less students).	4.4%	35
e) I have seen a significant decrease in political science minors (15+ percent less students).	0.6%	5
	<i>answered question</i>	803
	<i>skipped question</i>	292

Political Science in an Election Year		
In your opinion, what drives students' interests in political science (please select all that apply)?		
Answer Options	Response Percent	Response Count
a) Desire to make a difference in the world	60.4%	507
b) Interest in public service	57.9%	486
c) Interest in power, prestige or notability	26.6%	223
d) More top of mind during an election year	28.5%	239
e) Stronger focus of media attention	17.5%	147
f) Role model is a politician	6.9%	58
g) Other (please elaborate)	27.7%	232
<i>answered question</i>		839
<i>skipped question</i>		256

Number	Other (please elaborate)
1	law
2	Desire to understand the world
3	international events
4	interested in going to law school
5	Interest in Public Administration
6	Stong Ideological bend
7	Want to run for public office
8	core subject area
9	Want to go to Law School
10	9/11 and the terrorist issu plus growing anti- Americanism abroad
11	inspiring teachers
12	Most students in my evening class take PS because it is a GE requirement
13	Desire to check and validate information from the media
14	pre-law
15	pre-law
16	Want to be where the action is
17	Requirement
18	Perception that it is a good major for law school.
19	general education requirement in social sciences
20	interest in law school
21	Just an interesting topic
22	undecided
23	iNTEREST IN HISTORY AND POLITICAL SCIENCE AS AN ADJUNCT
24	Planning to go to Law School
25	religious or "moral" issues drive many on the right
26	law school
27	pre-law
28	don't know
29	Law School plans
30	Law school and PS is (usually) a nontechnical subject
31	interest in law school
32	want to attend law school
33	a discipline requirement

34	career interest: law, government, politics
35	they want to be lawyers
36	Many want to go to Law School
37	LAW
38	Requirement to graduate
39	Prepare for law school and other graduate-level study
40	law school
41	general interest in politics and government
42	pre-law
43	Interest in law school
44	Strong political candidates, war in Iraq/Afghanistan, George Bush presidency, corruption-particularly in the Republican Party
45	Among our students--job prospects which they perceive to be slim.
46	Preparation for law school
47	perceptions that it is an easy major
48	blah blah
49	Something puzzling or disturbing -- impeachment, war, election results, policy outcome
50	Increasing interest in international affairs
51	required for graduation
52	Career (law, advocate, etc.)
53	law school
54	want to go to law school
55	Interest in subject; as a road to law school.
56	Dramatic international events
57	Need for more minority role models, international law as a field
58	do research
59	as a stepping-stone to law school
60	General interest in government and politics, and for many, a stepping stone to law school.
61	a fascination with the workings of politics and government
62	Students have told me that my teaching style and enthusiasm encourages them to pursue a major or minor in poli sci.
63	I teach sociology, not political science. At our technical college, we have no major or minor in any social science.
64	As a major to prepare for law school/graduate school
65	subject matter is interesting
66	enroll in law school
67	basic core course
68	Want to go to law school
69	Interest in knowing more about public arena
70	law school
71	Desire to go to law school
72	desire to attend law school
73	Understanding how it directly impacts their lives, especially in the workplace.
74	pre law preparation
75	interested in law
76	Tired of both parties lying to people
77	interest in law school
78	required courses
79	1) plan law school. 2) desire for a general-purpose major
80	More accessible provision of the courses
81	Prep for Law School
82	1. Want to go to law school, 2. A liberal arts major for those who can't decide what to do.

83	The quality of our program in Political Science
84	feeling confused by current events
85	their own self interests
86	political junkies - politically active
87	job opportunities in the local area (DC)
88	The sad part is that most are taking it because it is required.
89	Belief that it is an especially good track to law school
90	Gross errors of Bush admin that threaten students' futures
91	Public administration - career focus
92	Gain a basic knowledge of American government
93	prep for law school
94	war in Iraq
95	law school
96	variables intrinsic to our college
97	Students find the Political Science courses to be interesting
98	terrorism
99	Perceived superior major for law school
100	Interest in current events
101	like the faculty that teach the courses
102	Very often college political science it there only exposure because many are graduating without any government class
103	Desire to learn more about ways the world works.
104	Desire to go to law school
105	It is thought to be one of the better pre-law majors. (Over half of our senior majors apply to law schools>)
106	interest in social issues/ future law students
107	They want to go to law school
108	if the presentation or their first experience captivates them, then they will be more interested from that point on.
109	war increases interest in our field
110	general interest in current events/the state of the world
111	law
112	Pre Law
113	Background for law school.
114	they see it as preparation for law school
115	Interest in current events, global events
116	course required for degree
117	consider it a pre-law school major
118	Law school
119	want to go to Law School
120	upbringing
121	World Events, 9-11, war, genocide, students want to understand why these events occur
122	committments to causes
123	Law School
124	preparation for law school
125	Many political science students intend to go on to law school.
126	required course for graduation
127	More international focus
128	As a preparation for law school
129	Think its a good major for Law School admission
130	Going to Law School
131	Need for better individuals in the political process
132	Required Course

133	preparation for associated degree program, ex: Law
134	interest in government/history
135	NA
136	career choice--public and nonprofit management
137	Graduation requirement
138	Law school aspiration
139	Interest in attending law school after graduation
140	law school
141	That's how their imaginations work
142	thinking it is a entre to law school
143	Apportionment of scarce resources
144	Social Science elective
145	desire to go to law school
146	Preparation for law school
147	Students' interest can be motivated by showing them tehir potential as a voter, group member, and political advocate.
148	in Texas government is a required course
149	Law school
150	general interest in politics
151	International events
152	Preparation for Law School
153	Interest in law career
154	Gateway to Law School
155	Course requirement
156	Interest in law school
157	pre-law
158	As the world situation gets worse, people want to know what is going on
159	Simply default major for many
160	Pre-law
161	law
162	It is more often just a requirement they must have. They don't really care to adopt any of its principles to their life.
163	interest in law school
164	Want to teach in High School, CC or univ; Find on undergrad level they can do well merely by memorizing content in books and lectures, so easy for them to get through
165	Desire to go to law school
166	desire to make money
167	To use in conjunction with a History Major
168	I do not teach classes that serve a major. Most students are just getting "social science" credits.
169	Plan to go to law school
170	travel / foreign service, interesting job/career-not boring work, variety of potential employment
171	a general interest in government
172	The Faculty member's engagement in the subject.
173	Curriculum changes at this institution
174	interest in law school
175	Quality of teaching and range of topics offered. We have two majors: Political Science and International Relations
176	American Government is required to graduate at my school. That's why they take the course.
177	Being directly affected by goverment actions
178	law school
179	Interest in law school
180	Faculty inspiring students/showing what you can do with the major

181	Pre-law majors
182	New position within Social Studies courses
183	Service Learning
184	they tend to follow faculty whom they admire or respect
185	Interest in government and politics
186	General Knowledge and Law School
187	They think it's a good major to get accepted to law school.
188	Desire to get into Law school
189	preparation for law school
190	pre-law
191	required course
192	Money
193	the students see political science as the pre law major
194	political science classes fulfill general education requirement
195	job prospects
196	Good major for law, public service, etc.
197	law school
198	role model is a public official, not necessarily a politician
199	desire to go to law school
200	Interest in international affairs in a more globalized world
201	law
202	interest in the subject matter
203	law school as a future pursuit
204	Pre-law
205	sense that social change is needed
206	Global Studies (the "old" international relations
207	interest in social and political debates
208	MONEY -PRE-LAW
209	Law school
210	law school
211	See it as a major or minor for HS instruction
212	Don't know what else to take!
213	Prepare for law school
214	academic requirement
215	An interest in government and how it works
216	professor as a role model
217	Growing concern with issues that they see effecting them
218	Perceptions of Power
219	pre law
220	Law School
221	desire to be a professor
222	Interest in careers in the public sector
223	have more have international backgrounds
224	Wish to understand political world
225	Law School
226	Abject partisanisn and anti-Americanism
227	foundation for law school
228	Some would like go to law school
229	make sense of craziness
230	Influenced by my teaching
231	pre law

Political Science in an Election Year

In your opinion, does an election year affect the level of involvement of your students (active interest in texts, classroom discussions, etc.)?

Answer Options	Response Percent	Response Count
a) Yes, it greatly affects the level of involvement.	29.7%	247
b) Yes, it somewhat affects the level of involvement.	60.3%	501
c) I have not seen a difference.	9.7%	81
d) No, it has a negative effect on students' interest.	0.2%	2
<i>answered question</i>		831
<i>skipped question</i>		264

Political Science in an Election Year		
Please specify what you have noticed (select all that apply).		
Answer Options	Response Percent	Response Count
a) Students seem to be reading the text more readily.	9.4%	69
b) Students seem to be actively participating in class.	63.4%	465
c) Students seem to be asking more questions.	68.4%	502
d) Students seem to be bringing up more topics in class.	56.7%	416
e) Students appear more interested in current events.	82.3%	604
f) Students have actively engaged in political groups or political interest organizations outside of the classroom.	41.8%	307
g) Students have attended office hours more readily.	3.0%	22
h) Other (please specify)	6.0%	44
<i>answered question</i>		734
<i>skipped question</i>		361

Number	Other (please specify)
1	Students express stronger opinions about politics.
2	wonder why political science is so disconnected as a discipline from the real-world challenges they can see in our political system
3	None of the above, less interest expressed
4	functional student indifference seems to have increased; the numbers of students in class goes up, but the larger interest in politics declines
5	In fact, students seem to be having an increasingly difficult time reading texts and seem to be paying less attention, as a whole, to civic life.... In fact, I'm not sure the concept of a 'civic life' matters much to them anymore.
6	Other than voter registration drives, there is little political activity on this campus.
7	mostly outside of class political discussions & activity
8	Many are concerned about our over-extended military, and conscription.
9	Can't say
10	It's too early in the semester for me to answer these questions
11	Fewer students are actually seriously reading assigned class materials or other recommended academic works
12	Barack Obama's campaign has ignited this age group in a manner not seen in years. I think his impact will be felt for years to come.
13	Read and watch more news
14	Most students don't think politically, meaning they don't consider power and authority and who has it and why. But those who have some general opinion about politics overwhelmingly, from the first day, regard the U.S. system as basically broken.
15	The amount read goes down each year - we have a generation that watches the box, but they don't read. And if they read, they skim; they don't analyze.
16	I don't really see that much of a difference.
17	Students voice their opinions more
18	Students are participating in on-line activities as a requirement.
19	not teaching this year
20	I have seen no changes.
21	Why would a professor have general knowledge of students' "engaged in ... groups ororganizations outside the classroom?"
22	Generally better informed re current events
23	Students working election campaign and voter registration drives
24	Majors are active outside the classroom. Non-majors are vaguely aware that something is happening they should be paying attention to.
25	Many students are quicker to relate text material with current issues and public policy
26	No significant changes
27	Students want to know about the mechanics of registering and voting, if the instructor emphasizes voting as a key element of citizenship participation. they want to know about the candidates, issues, and character of the candidates.
28	None of these.
29	Student participation is a function of the class that I teach. This year I'm teaching interns in Washington so they are self-selected as to political interest.
30	students are more engaged with media presentations than straight lectures
31	Given the string of disasters in the corporate world and in our political system, students are easily disillusioned about the importance, or as long as their individual lives are not impacted, it is someone else's problem.
32	Students think that by taking certain PS courses, they'll learn more about politics to help them decide how the political system works in USA and how to use the info gained to support their particular party or candidate. During an election year, seems students come in to class more dogmatic for and more dogmatically supporting one position (i.e., right or left) or one party (Dem or Rep) or one candidate rather than being more open minded and seeking info before backing or supporting one over another.
33	I can more readily locate examples of events that fit/don't fit trend expectations or conform/don't conform to conceptual frameworks and the students are familiar with. I think they are more closely following news.

34	my students academic skills are no better regardless of interest
35	I have not seen any of this.
36	not much interest unfortunately
37	Students sometimes talk about current issues
38	More students have registered to vote, and actually do vote somewhat more.
39	none of above
40	Students taking leaves to work on campaigns.
41	Some degree of interest in class
42	Students are more likely to ask for voter registration information/forms and register; attend related events on campus and in community
43	students are more passive and expect to be told correct answers so they can repeat them
44	No difference

Political Science in an Election Year

In your opinion, does an election year affect the number of students interested in political science?

Answer Options	Response Percent	Response Count
a) Yes, it greatly affects students' interests.	17.4%	142
b) Yes, it somewhat affects students' interests.	58.2%	474
c) I have not seen a difference.	23.9%	195
d) No, it has a negative effect on students' interest.	0.5%	4
	<i>answered question</i>	815
	<i>skipped question</i>	280

Political Science in an Election Year

In your opinion, does the amount of attention politicians place on younger audiences affect the involvement of students in political science courses (active interest in texts, classroom discussions, etc.)?

Answer Options	Response Percent	Response Count
a) Yes, it greatly affects the level of involvement.	13.1%	106
b) Yes, it somewhat affects the level of involvement.	50.8%	411
c) I have not seen a difference.	35.8%	290
d) No, it has a negative effect on students' interest.	0.2%	2
	<i>answered question</i>	809
	<i>skipped question</i>	286

Political Science in an Election Year

In your opinion, does the amount of attention politicians place on social networking affect the involvement of students in political science courses (active interest in texts, classroom discussions, etc.)?

Answer Options	Response Percent	Response Count
a) Yes, it greatly affects the level of involvement.	6.6%	53
b) Yes, it somewhat affects the level of involvement.	37.3%	301
c) I have not seen a difference.	55.7%	449
d) No, it has a negative effect on students' interest.	0.4%	3
	<i>answered question</i>	806
	<i>skipped question</i>	289

Political Science in an Election Year

In your opinion, does the amount of attention the media places on politics during an election year affect the involvement of students in political science courses (active interest in texts, classroom discussions, etc.)?

Answer Options	Response Percent	Response Count
a) Yes, it greatly affects the level of involvement.	14.9%	120
b) Yes, it somewhat affects the level of involvement.	63.4%	510
c) I have not seen a difference.	19.9%	160
d) No, it has a negative effect on students' interest.	1.9%	15
	<i>answered question</i>	805
	<i>skipped question</i>	290

Political Science in an Election Year

Does an election year affect the manner in which you teach? (If you choose Answer a or b, please go to Question 18. If you choose Answer c, d or e, please go to Question 19)

Answer Options	Response Percent	Response Count
a) Yes, absolutely.	44.2%	356
b) Only sometimes.	34.4%	277
c) Not very often.	15.4%	124
d) Never.	5.1%	41
e) I'm not sure.	0.9%	7
<i>answered question</i>		805
<i>skipped question</i>		290

Political Science in an Election Year		
Please specify how an election year affect the manner in which you teach? (select all that apply)		
Answer Options	Response Percent	Response Count
a) I am better able to relate course topics with real-life scenarios.	74.9%	474
b) I am better able to engage students in classroom discussions.	73.8%	467
c) I am better able to draw on examples from outside the classroom.	75.0%	475
d) Students are better able to engage in out-of-classroom activities, such as watching a debate on television, getting involved in political meetings or demonstrations on campus, etc.	61.0%	386
e) Other (please specify)	8.1%	51
<i>answered question</i>		633
<i>skipped question</i>		462

#	Other (please specify)
1	I bring the election in as an example.
2	More natural ancillary material available to draw on--campaign ads, etc.
3	They appear highly interested and motivate, even when they do not become activists.
4	I try to draw election-specific examples
5	I assign "civic engagement" points only in the class I teach in even fall semesters because there are plenty of opportunities to earn them that aren't available other semesters.
6	I offer free workers to local candidates and encourage the candidates to offer internships to my students.
7	We explicitly discuss what's happening in the election on a regular basis.
8	I include a section on the election in my course on the presidency.
9	Students are required to select 3 states to research for a "class electoral college prediction."
10	I alter course assignments for election (i.e., mock presidential debates)
11	Students have their own current information about current politics
12	Students are better able to find campaign internship and campaign volunteer opportunities
13	I explain more fully how elections work -- i.e. I devote more time to the political science of elections and voting, and correlatively less time on some other topic -- bureaucracy or public policy are the areas where I cut back in election years.
14	This is the first semester I will be discussing a sitting President in my course on Law and Politics. It is challenging and I am walking into the unknown regarding possible student response.
15	I teach courts, so it's not immediately applicable to elections, but there are lots of tie-ins, and there is a quickening of interest even in the third branch.
16	I devote time to races (especially presidential) even in courses which focus on other topics.
17	I offer my course on political humor during an election year.
18	I add a special class that engages political science students in the issues and debates.
19	I have often actively bring in the election as apart of the class.
20	Include consequences of election as course topic
21	Some students who would not normally pay much attention to political issues are more engaged because it is an election year; they are more predisposed to participate.
22	I offer a Parties & Elections class during the presidential campaign season; I use a different syllabus that emphasizes discussion of and involvement in the election
23	It allows me the opportunity to stress the responsibility of citizens to study the issues and to vote rather than complain about the government actions.
24	We work to promote non partisan activities and coverage of the material. Our goal is to allow students to make up their own minds. We encourage voter registration and voting, however we strive to remain neutral at all times.
25	It allows me to draw attention to the logic employed by candidates re: foreign policy. I teach IR and comparative politics.
26	my students are required to participate in a political campaign of their choice
27	More grist for the mill. It is interesting to follow how certain ways of thought play out.
28	I teach courses specifically aimed at Campaigns and Elections.
29	I have run a class presidential election simulation in my US Government class for each of the last 4 presidential elections and my students love it.

30	It affects how I write my media analysis assignment. Since my classes are always driven significantly by current events, I spend more times on parties and elections.
31	We revisit the potential of good government and governance (eg, re-thinking Constitutional issues and new attention to policy implementation)
32	I am able to draw studnets into a good discussion by using an example, which many have heard about, from the campaign. Examples would be the need to filter and judge political advertisements, since many have seen some of the advertising in the media. Also, the need to evaluate political statements can be easily demonstrated.
33	Students are more actively engaged in political campaigns.
34	Again, given policy and political disasters in the public and private sectors, I try to demonstrate why good work makes all the difference, but until it affects them in some way personally, they often don't really seem to care.
35	I teach the whole course around the current election.
36	I use examples from the current election
37	See previous comment
38	I am better able to encourage student participation in political campaigns.
39	Close elections especially bring more interest.
40	I change the amount of emphasis placed on certain topics.
41	I rearrange the order of material to cover the election material before the November general election.
42	politics and politicians are more top-of-mind
43	This is an election year in which the economy, the wars in Iraq and Afghanistan, and the legal responses to the war on terror have assumed significance that transcends the election cycle. These issues highlight many of the issues in political science and related courses and enable students to make connections between course content and current events.
44	I am better able to instill in students a sense of civic duty and mindedness; I'm more enthusiastic and use more innovative teaching methods
45	Able to involve student smore readily in simulations (debates, budgetary, policy formulation)
46	students are somewhat more aware of political issues which improves discussion
47	I teach Criminal Justice, so it isn't directly related to my course material. However, I try to engage the students in a political dialogue because it's impt!
48	I make them act as election monitors in states of their own choosing!
49	I have them mount their own 3rd party campaigns complete with ads, positions papers, debates, crafting their own party planks and writing speeches.
50	I spend more time on some topics than in a non-election year - presidential nominating process and Electoral College in particular
51	I teach a course on elections and a course on political participation

Political Science in an Election Year

Does an election year affect the kinds of classroom supplements and texts you use? (if you choose Answer a or b, please go to Question 20)

Answer Options	Response Percent	Response Count
a) Yes, absolutely.	13.7%	110
b) Only sometimes.	31.6%	254
c) Not very often.	35.8%	288
d) Never.	17.8%	143
e) I'm not sure.	1.2%	10
	<i>answered question</i>	805
	<i>skipped question</i>	290

Political Science in an Election Year

Please specify how an election year affects the kinds of classroom supplements and texts you use (select all that apply)

Answer Options	Response Percent	Response Count
a) I tend to rely on newspapers more often than in a non-election year.	55.5%	202
b) I tend to rely on magazines more often than in a non-election year.	31.3%	114
c) I tend to rely on political Web sites and blogs more often than in a non-election year.	68.7%	250
d) I tend to rely on the text chapters about political elections more often than in a non-election year.	25.5%	93
e) I typically change the textbook titles to focus on a different subject (i.e. the election, politics during an election, etc.).	13.2%	48
f) Other (please specify)	14.0%	51
<i>answered question</i>		364
<i>skipped question</i>		731

#	Other (please specify)
1	I use articles written by candidates to illustrate different approaches and perspectives.
2	A textbook actually becomes less important--seems more out of date in an election semester; examples are necessarily old
3	students' own political experiences
4	Video segments
5	I do all of these things routinely. The change is the degree of interest.
6	npr
7	Electoral college class prediction
8	require students to incorporate different media in their outside studies
9	I use Abramson, Aldrich, and Rohde, CHANGE AND CONTINUITY
10	I tend to rely on stories in the news more often
11	television ads
12	use political cartoons
13	I don't really change the readings.
14	Research assignments related to elections
15	I will assign they watch debates or media coverage
16	none
17	more use of clips from Daily Show/Colbert and from NPR
18	I change the order I cover topics (more emphasis on elections/political parties earlier in the course)
19	I hand out opinion pieces of interest.
20	None of the above
21	This year I have adopted a different text which comes with an ancillary text. This was not part of my decision, but it is a nice addition.
22	You Tube has been popping up more often
23	Newspaper, magazine and web site news is simply different than in a non-election year.
24	I teach election year courses such as presidential elections; electoral behavior
25	This survey reflects an attitude that I do not promote. The emphasis seems to be on the Presidential election. There are important elections every year.
26	Campaign documents; public statements by candidates are assigned.
27	I like to use ancillaries about the election.
28	I can specify different media programs to watch, suchy as "Countdown" with Keith Olberman
29	Since few students and young people read newspapers, I bring the news from them into classroom discussions.
30	I tend to rely more heavily on polling analysis and data in putting together class exercises as well as focusing very specifically on the issues.
31	Require daily reading of the Wall Street Journal
32	we use a supplement to the text about elections
33	I encourage students to watch debates, interviews, and community speeches covering textbook material for use in class discussion.
34	class discussions are focused around news events
35	I use election year examples to highlight course topics
36	Still figuring the fall election/classroom supplements out....

37	I either bring in or have students seek out campaign literature, position statements of parties or candidates, visit campaign headquarters, etc.
38	I tend to use public data from governmental websites for more accurate issue discussions.
39	I teach foreign policy so election years are major topics in my classes.
40	I have students read supplemental books (not textbooks). This year they're reading The Audacity of Hope & Man of the People (McCain biography).
41	add a supplemental book on campaign/election
42	use of out-of-class experiential options (e.g., working on a campaign)
43	I require them to watch more news on tv, from various sources
44	Depends if I am teaching American Government or not
45	The courses I teach automatically lend themselves to increased classroom activity
46	Students may bring in newspaper clippings or raise issues that they might have read.
47	Use more media clips; recorded recent debates, ads, etc.
48	Utilize materials developed by special interest groups
49	I give current events assignments
50	Supplemental readings emphasis election
51	focus on impeachment--politicians won't