

CMN 146/Communication Campaigns, Winter, 2012

Meets: M 5:10 pm - 9:00 pm in Wellman 6
Instructor/Office: John Theobald/Kerr 481
Office Hours/drop in: M 4-5; W 12:30-2:00; (other hours by appointment)
Course Assistant: Katia Ratkovich (kmratkovich@ucdavis.edu)
Tutors: Allison Larson (aelarson@ucdavis.edu); Ani Ucar (aucar@ucdavis.edu)

Description: This course focuses on strategic uses of communication channels in health, environmental, and political campaigns. Emphasis is on general principles relevant to most campaign types, including public information, social marketing, and advocacy campaigns. There will be three equally weighted exams.

Topics: Each part of the course will begin with an examination of communication campaign principles. Then, we will examine an application of these principles. There is a reader available at Classical Notes—it contains various social science and case study articles.

Schedule, Winter, 2012

Political Communication: The Presidential Campaign

Jan 09: Course Intro
Jan 16: No Meeting/MLK, Jr. Holiday
Jan 23: A Communication Campaign History; Campaign Concepts (Paisley; Atkin & Salmon)
Jan 30: Politics; Case Studies: Obama & Tea Party (pollster.com; Manjoo; Gabler '01; Gabler '08; Green)
Feb 06 (5:10-7:00 pm): Examination 1

Environmental Communication: The Peak Oil Awareness Campaign

Feb 06 (7:00-9:00 pm): Intro to Part 2
Feb 13: Evaluating Campaigns; Planning (Salmon & Murray-Johnson; Cobb 1)
Feb 20: No Meeting/Presidents' Day Holiday
Feb 27: Case Study: Energy (Plate; *Energy Tribune*; Cobb 2; Swenson; Smil; Bonde)
Mar 05 (5:10-7:00 pm): Examination 2

Health Communication: The Campaign For A Healthy American Diet and Agriculture

Mar 05 (7:00-9:00 pm): Intro to Part 3
Mar 12: Principles and Applications (Rice & Atkin; Schlosser; Jensen; Pollan 2008)
Mar 19: A Social Movement? (Pollan 2009; Wilson; Pollan 2010)
Mar 24 @ 10:30 am: Examination 3

Grading, Administrative Policies, Attendance, and Make Up Work

- Exams will be graded on a 90/A, 80/B, 70/C, 60/D percent scale, except for a possible curved distribution of grades in the event of a low exam mean (defined as any exam that falls below a 77-78% mean).
- Please note the following pertaining to any exam to which a grade curve is applied: A curve will be applied to benefit students in the event that an exam is more difficult/contains more ambiguities than the instructor intends. The benefit of a curve will be automatically applied to each student. If students choose on an individual basis to challenge questions they answered incorrectly after taking an exam, they may . . . BUT, the distribution curve applied to any such student’s grade will be withdrawn, and the student’s exam will at that point be graded on a straight, uncurved 90-80-70 scale. In other words, if a 50 question exam yields a mean of 72%, the distribution will be adjusted downward by three questions (or 6%) to raise the mean artificially to 78%. If a student chooses to challenge questions, their exam will be graded on the pre-curved exam scale. The rationale for this policy is that the student already is receiving the benefit of a curve that presumably accounts for an exam’s difficulty/ambiguity. The benefit should not be applied twice. Of course, in the case of clear error in writing an exam question or exam key, students will be given the benefit of the point in question.
- The study guides are designed to describe questions from the reading. It is assumed that you will attend the lectures and expect any lecture material to be fair game on exams.
- There may be two types of assistants used to help the instructor and students during the course. The following describes each of them and their roles:

Tutors: These are students who have completed the course and received a high grade, usually A or A-grades, in a previous quarter. Tutors attend lecture, hold office hours and hold pre-exam question and answer sessions. They are to be used for questions pertaining to course content.

Course Assistants (a.k.a. Undergraduate Readers): These are students who have taken several courses from the instructor, though not necessarily the course in which you are enrolled. They assist with instructional organization. They are to be used (in lieu of the instructor as much as possible) for administrative, record-keeping, and organizational matters pertaining to the course.

- Uses of office hours:

Instructor hours

discussion of course performance
personal circumstances re: course
content not related to exams
requests for references, etc.
academic advising
appropriate items not listed above

Course Assistant hours

review of prior examinations
discussion of class experience
organizing study habits

In-class and pre-exam Q & A hours

questions from study guide
questions from lecture/reading
content related to exams

- If you have an issue with a question that you miss on an exam: 1) review the question by looking at the exam during a course assistant office hour, 2) make all necessary notes about the question, 3) clearly explain your point in writing, and 4) forward your claim to the instructor via the assistant.
- Make-up examinations will not be permitted without exceptional circumstances. Contact the instructor or course organizational assistant for arrangements.
- If you anticipate work, athletic, or other scheduling distractions, then take this course another quarter. As a guideline, if you have to miss one exam for a legitimate institutional reason, you probably can maintain your enrollment in the class. If more than one, then you need to re-enroll during a later quarter.

- Both lecture and video supplements will be part of our class-time curriculum. If you miss class, for whatever reason, you will have to rely on others for notes about what you missed. Like you, I have many things to do and do not have time to repeat lecture material or organize re-screenings of video material.
- If you wish to avoid having multiple exams in one day, check the exam schedule right now. If your exams appear bunched too tightly together for comfort in the weeks ahead or during finals week, drop one of your classes and take it during a subsequent quarter. Don't ask instructors to move your exams to different times and dates . . . well, ask another instructor if you want, but don't ask me. I'm generally a nice guy, but I'm not so nice during exams week, as I'm as busy as you are. I don't have time to create special exam arrangements.
- Please don't ask for special treatment—that is, attention and opportunities not available to other students. In order to preserve the integrity of the academic process, examinations are given to each student one time only. Extra credit opportunities may be available but only as announced in class and only if available to all students.

An In-Class Extra Credit Opportunity

- Concept: Each student will have the opportunity to make a presentation to the class analyzing a public communication campaign. “Communication campaign” will be defined as “an idea transmitting or sharing process that is part of an organized course of action to attain a particular goal.”

- Objective: To explain why the campaign succeeded or failed. If the campaign is ongoing, explain why you think the campaign will succeed or fail.

- Topic areas/campaigns

 - Political: presidency, political initiatives (such as Proposition 8)

 - Health: nutrition, smoking, HIV, other VD campaigns, other by permission

 - Environment: energy, no/slow growth, pollution, other by permission

 - Social Movement: women’s, civil rights, gay/lesbian, consumer products, other

 - Commercial Marketing Campaign: You may use a commercial campaign, as long as your analysis involves concepts pertinent to those discussed in course readings and lectures

 - note: you may pick something very specific—e.g., in the health/nutrition category, you may choose to focus on the slow food movement, vegetarian or vegan advocacy, anti GMO (genetically modified organisms)

- Presentation guidelines: If presented in class/2-3 minutes long, presented from your seat, no outline required. If enrollment size does not permit/Submit a one page description of your analysis. [We’ll decide which approach we’ll take depending upon class size.] Will give you 2 points applied to any one exam.

- Organization guidelines

- 1) Identify the campaign you’re analyzing

- 2) Briefly describe the history of the campaign:

 - a) when it occurred

 - b) what the issue involved was

 - c) who the participants in the campaign were

- 3) Thesis: Did/Will the campaign succeed or fail, and (in a sentence) why

- 4) Analysis of the campaign’s success or failure

- 5) Conclusion

Study Guide Examination 1

Paisley

- What are public service and advocacy campaigns?
- Note typical campaign stakeholders prior to World War II: voluntary associations, mass media, and the federal government.
- Note additional stakeholders that became common after World War II: foundations, trade unions, and corporations.
- Note the concept and an example of these two definitions of campaigns:
 - objectives
 - methods
- What are the three Es of public communication campaigns? You need to know what each of these means in the conduct of communication campaigns.
- Be familiar with these concepts in defining campaigns:
 - agenda
 - entitlement
- What are second party advocates?
- Note the authors three basic characteristics of public communication campaigns in the 18th, 19th, and 20th Century.
- How did government change re: public communication campaigns in the 20th Century?
- What does the author mean by:
 - public distrust
 - episodic issues
 - issue literacies

Atkin & Salmon

- What is the origin of the term “campaign”?
- What are the four essential elements of a communication campaign?
- What is the “universal” point re: campaigns?
- What are exposure and processing?
- In the section on formative research, review the process points on:
 - background info
 - qualitative reactions
 - feedback
- What are boomerang effects?
- Note the three distinct types of audiences targeted in media campaigns.
- What are awareness and instruction messages?
- Review the five key qualitative attributes in campaign messages.
- What are one- and two-sided messages?
- What three basic techniques for addressing drawbacks are discussed?
- What are the concepts of interactivity, narrowcasting, and tailoring?
- Have a general idea about the issues discussed in the section on evaluating campaign effects and effectiveness. What is the “most elemental problem” discussed in the section?
- What does the chapter conclude about “impact”?
- What do the authors claim would lead to greater success in campaigns?

Pollster.com (Lombardo)

- Was the Obama win “big” or “small”?
- What does the author claim about the Obama and McCain campaign teams?
- Review the basic analysis of the vote on pages 3 and 4 of the article.
- What did Obama accomplish in the election that was “unique”?
- You should be acquainted with the 13 reasons given why Obama won. If any of these are unclear, ask! Note that these are political concepts but nearly all of them have political implications.

Manjoo

- Are robo-calls effective in campaigns?
- What does the author think of the effectiveness of text messages?
- What is the central tenet of voter mobilization?
- What is the cost per voter of text message persuasion?
- How does texting affect turnout?
- What is the potential telemarketing downfall to texting?

Gabler, *Life The Movie*

- What are the primary and secondary effects of which Gabler writes?
- What is a pseudo-event?
- What was the effect of the proliferation of pseudo-events?
- Review the argument regarding the Heisenberg Effect (discussed in lecture).
- What is a ricochet effect?
- What is the history of politics being transformed into entertainment?
- According to David Riesman, glamour is correlated with what in the spectator?
- What did Alfred Hitchcock mean by "macguffins"?
- Note the political examples and the author's summary of them on p. 108.
- What is the relationship between perception and governing, in the political realm?
- What is the author's explanation of the political success of Ronald Reagan?
- How did Reagan design his presidency . . . to what purpose?
- Converting politics into show business means converting an electorate into what (p. 116)?

Gabler, "Obama: Star Of His Own Movie"

- What is Gabler's point about Obama and rock star vs. movie star?
- According to Mailer, what did John Kennedy do?
- All campaigns are what, according to Gabler?
- Every great star is what?
- What is the point about declaiming one's theme as opposed to living it?

Green

- You should have a basic understanding of Ron Paul's political philosophy. What kind of relationship has he had with the Republican party?
- Who gathers under the Tea Party banner, according to the article? Know what these descriptions mean.
- Paul is what to the Tea Party?
- Consider the implications for a political campaign of this statement: "it has upended the consensus that has prevailed around fiscal and monetary policy since the Great Depression."
- Paul is an adherent to what economic tradition?
- Note the tensions described in the article between Paul and the mainstream Republican Party on a range of issues.
- What changed the perceptions many had of Ron Paul going into the 2000s?
- How have Paul's ideas about economics shaped the upcoming election?

Study Guide Examination 2

Salmon & Murray-Johnson

- What have been the two primary obstacles to evaluating communication campaign effectiveness?
- What is “success” within an effective communication campaign?
- What do the authors describe as compounding the difficulty in assessing campaign effectiveness?
- What is definitional effectiveness?
- What is ideological effectiveness?
- What is contextual effectiveness? [note: a review of the “3 Es” discussed in Paisley/Part I will suffice to answer this question]
- What is cost effectiveness? [note: this explanation is given in the specific context of health campaign communication]
- What is programmatic effectiveness?
- What distinguishes effects and effectiveness? [note: this is related to lecture/Part I that dealt with intentionality in persuasion]
- What do the authors conclude about effectiveness and theory of campaigns? [note: there are significant implications in this conclusion for our understanding of social science]

Cobb, “ASPO USA Communications Plan”

- What are the two objectives of the communications plan suggested by Cobb?
 - How should the organization efforts be organized?
 - What is peak oil, and what is it not?
 - An audience expects what?
 - What assumption do ASPO members share?
 - Audiences are accustomed to what?
 - What are the two scenarios described by Cobb?
 - Be familiar with the Official Story suggested in the article.
 - What are the three legs of the ASPO storyline suggested by the author?
 - What are the three parts of the suggested communication program?
 - What does the author conclude about crisis publicity?
 - What does the author claim about the role of free media?
- [Skim to appendices to reinforce your understanding of the article.]

Plate

- What did CJR report about peak oil in 2008? What is the problem with our reporting of the story?
- Re: Theobald—Why is peak oil an underreported story?
- Re: Maass—What are the challenges to reporting on oil? What solution does he see?
- Re: Margonelli—Most of the media write to what level? Media rely too much on what? What does she claim about rewards as an energy reporter? What is “Jules Verne-ism”?
- Re: Heinberg—High oil prices do what, as far as educating the public is concerned?

Energy Tribune “Peak Oil”

- What is the point of the first paragraph of the article?
- What do some of the best minds in the energy business claim?
- Who is Peter Wells? Note his estimate about peak. About Iraq and Iran (no need to know specific numbers).
- Note the “other impediments” point on p. 28 of the original article.
- Review the section on demand destruction.
- How is today’s situation different from that in the 1980s and 90s?
- Who is Charley Maxwell? (p. 26) What is his point about peak oil damage?
- Note the author’s concluding paragraphs and the difficulties ahead.

Cobb, “Scitizen”

- What is the main point of this article (see first three paragraphs).
- What is the problem with “above-ground factors”?
- What are the two problems with “at current rates of consumption”?
- Why is “clean coal/carbon capture and sequestration” a troublesome set of phrases?
- The phrase “demand destruction” disguises what?
- What is the author’s issue with “resources”, and what is the rate of extraction issue?
- Review the many issues the author has with the term “substitution”?
- “Technically recoverable” means what?

- “Technology” has up and down sides. What is the author’s view?
- “Unproven/undiscovered” is problematic, too, why?

Swenson

- Relate this article to the lecture on desperation & diatribe in communication campaigns, and be prepared to describe how this commentary would be received by, well, anyone with a serious position of responsibility in American society.
- Note Swenson’s use of data in his claim about nuclear power and his analogy of our circumstances to those of our great-grandparents. [Look for that data. Look closely. Squint!]
- Note Swenson’s use of data in his claim about how “with most mountains, the dark side is steeper than the sunny side.” [Look for . . . OK, you get it.]
- Be prepared to explain the strategic aspects in a communication campaign of referring to a person to whom your organization is attempting to appeal as “a traitor” and acts committed by every member of Congress as “treason.”

Smil

- What is Smil’s thesis?
- What is the U.S./Europe comparison he makes?
- What does Smil claim about U.S. industries?
- What about U.S. houses? And cars? And passenger trains?
- What does he conclude about U.S. energy imports and our future?

Bonde

- What does the peak oil organization that is the subject of the article do well?
- What is it not doing well?
- What is the author’s dumber point?
- Read the publisher’s note.

CMN 146 Study Guide/Examination 3

Rice & Atkin

Note: Some of the discussion of new (digital media) will appear dated even though this is a recent article by academic standards. Read this discussion anyway, realizing that change happens very quickly and research cannot always keep up. Lecture and discussion during the unit will guide you here.

- Review both the definition that begins the chapter and the Paisley observations discussed in the second paragraph—these materials were discussed in slightly different form in Part I of the course.
- Why is it important to understand general principles related to campaigns?
- At the top of p. 439, what is the challenge discussed in the context of campaigns?
- Campaigns traditionally rely on what?
- What is segmentation?
- What do the authors claim about reviewing and applying relevant theories? [note: the article presents no substantive evidence for this claim]
- You should have a general idea about the theories discussed on p. 441, though details here will be covered in CMN 152 (Theories of Persuasion).
- You should know the campaign input variables.
- You should be familiar with the campaign output variables.
- What are the four stages in campaign preproduction research?
- What distinguishes social marketing from product marketing?
- What are public relations and public affairs?
- What are education-entertainment approaches?
- What are the four primary activities involved in a media advocacy approach?
- How do the authors see the net and digital media as especially relevant to campaign goals?
- What do the authors say about mobile phones?
- What are the five key stages in organizing community campaigns?
- What is evaluation?
- What are challenges associated with online/digital campaign components?
- Campaigns should be assessed on what two dimensions? [note: this material is similar to its treatment in the Salmon & Murray-Johnson article in the previous unit]

Schlosser

- What happened with “slow food” in 2008 in San Francisco, according to Schlosser?
- Who was missing from the event described above, and why are they important?
- What is the Slow Food trinity?
- You should be familiar with the arguments of Holden, Shiva, and Pollan in this article . . . though you need not be able to match the names with the specific viewpoints.
- What is missing from the Slow Food Movement?

Jensen

- Who is Wes Jackson?
- What is the problem on which the Land Institute is focused?
- What is the fundamental problem cited by Jackson (via Jensen)?
- What is NSA and how would it help our agricultural problem?
- When did the modern environmental movement begin? What marked it's beginnings?
- What does Jackson say about social movements and depth?
- Note the point about Jackson's age and how much oil has been used?
- What does Jackson say about the importance of high-density energy?
- What does he say about Democrats and Republicans?
- What does Jackson say about mass intellectual engagement on these issues?
- How does he compare the environmental movement to the anti-Vietnam war or civil rights movements?
- In what kind of agricultural economics is Jackson interested?

Pollan 2008

- Pollan makes a connection b/t the new administration and which earlier presidency?
- What does he claim about:
 - food costs?
 - national security?
- What can we no longer count on in our food system?
- What percentage of fossil fuel does our food system use?
- What is its greenhouse gas impact?

- What has the greenhouse gas impact been increased since the advent of 20th century agriculture?
- What are Pollan's health cost observations?
- What does Pollan note about the politics of food?
- What is the energy change Pollan wants to see for the food system in the U.S.?
- What does our food system do well?
- What has caused the design of our food system?
- What is the cheap energy/monoculture relationship? How did these changes affect prices and they type of food we produce?
- What are Pollan's three principles (p. 4 of the article)?
- Most of the problems of our food system are because of what?
- What is the connection between resolarizing and diversity?
- What are CAFOs, and what policies support its development?
- What does Pollan claim about yield potential (p. 7 of the article)?
- What will happen to the number of farmers in America?
- What is the terrorist threat to our food system, and what is the best way to protect it?
- Review Pollan's solution steps.
- Who does he feel should be in charge of communicating with Americans about their diet?
- What is Pollan's point about the second calorie-count label?
- What does he claim about the length and complexity of the modern food chain?
- What is Pollan's meatless day claim?

Pollan 2009

- The first paragraphs of the article are mostly set-up for point that appear later—points pertinent to the class. You don't need to outline them, but if you read through them once they'll make it easier for you to grasp later parts of the article.
- How popular is the Food Network?
- What is the irony that leads Pollan to say "here's what I don't get."
- How much time per day does the average American spend in food preparation?
- What is a "dump-and-stir" show?
- What has happened to the verb "to cook"?
- What is Food Network's target audience?
- What is the typical Food Network ad selling?
- What kind of activity does Pollan describe cooking as? . . . review the segment later in the article where he talks about the anthropological aspects of cooking.
- Note the findings of the Cutler study.
- What is the Balzer diet (at the article's conclusion)?

Wilson

- What is the Malthusian concept, and what does the author note about how Malthusian concerns have resurfaced?
- What do the various authors mentioned in the article have in common?
- Roberts predicts what re: food?
- What happens to food consumption as people get richer, and how is the food market affected?
- What is the enemy in the various books reviewed?
- What is the state of the world's fisheries . . . and what fish do we want to eat?
- To what does "foodish" refer?

Pollan 2010

[from pt. 1/"Food Made Visible"]

- What is Pollan's point about food politics in the intro?
- What is his point about food expense and preparation time?
- What was the role of food in the sweep of human history?
- What has happened with the prices of the two types of food since the 1980s?
- What effect have food scandals had since the late 80s?
- What happened in the 1970s then again around 2001?
- What does Pollan mean by upside-down "Fordism"?

[from pt. 2/"Food Politics"]

- What is the food movement?
- Read the second paragraph of this section. Again. Again. OK, read it one more time.
- What is the author's big tent point? You should know some examples.
- What is happening with the various voice in the "movement"? And what about the tensions?
- What is sociologist Duster's point?

- What is the food movement's claim on public attention?
- What does Pollan say about Michelle Obama? Note the opposition to her campaign and the possible impact of her work.
- What is the food/healthcare/political link, and how might it affect the movement?

[from pt. 3/"Beyond the Barcode"]

- What is the food movement "also about"?
- Note Pollan's observations about farmers' markets.
- What is the local food movement's view of the global economy?
- What does Pollan claim about food and corporatization?
- What is at the center of the Slow Food movement and its founder?
- How does Pollan view the role of "the family meal" and the power of sharing a meal?
- What does Pollan project in the conclusion?

CMN 146 Course Reader (Winter, 2012)

Paisley

Atkin & Salmon

pollster.com

Manjoo

Gabler '01

Gabler '08

Green

Salmon & Murray-Johnson

Cobb I

Plate

Energy Tribune "Peak Oil"

Cobb II

Bonde

Rice & Atkin

Schlosser

Jensen

Pollan 2008

Pollan 2009

Wilson

Pollan 2010

CMN 146/Communication Campaigns, Fall, 2011

Meets: TR 2:10 pm - 4:00 pm in Wellman 106
Instructor/Office: John Theobald/Kerr 481
Office Hours/drop in: T 9-10:30; R 4-5 (other hours by appointment)
Course Assistant: Katia Ratkovich (kmatkovich@ucdavis.edu)

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Political Communication: The Presidential Campaign

Sep 22: Course Intro
Sep 24: A Communication Campaign History (Paisley)
Sep 29: Communication Campaign Concepts (Atkin & Salmon)
Oct 04: Case Study: The Obama Campaign (pollster.com; Manjoo)
Oct 06: Politics & Media (Gabler '01; Gabler '08)
Oct 11: Unit Summary (Green)
Oct 13: Examination 1

Environmental Communication: The Peak Oil Awareness Campaign

Oct 18: Evaluating Communication Campaigns (Salmon & Murray-Johnson)
Oct 20: Communication Campaign Planning (Cobb)
Oct 25: Environment & Media (Plate; *Energy Tribune*)
Oct 27: Case Study: Energy & Communicating Campaign Concepts (Cobb; Bonde)
Nov 01: Unit Summary
Nov 03: Examination 2

Health Communication: The Campaign For A Healthy American Diet and Agriculture

Nov 08: Principles and Applications In Communication Campaigns (Rice & Atkin)
Nov 10: A Campaign . . . Or Even A Social Movement? (Schlosser; Jensen)
Nov 15: Campaigning Against A System (Pollan 2008)
Nov 17: Media As Campaign Obstacle (Pollan 2009)
Nov 22: Intelligent Responses Conferences
Nov 24: No Meeting/Thanksgiving holiday
Nov 29: A Radical Health Campaign (Wilson)
Dec 01: Unit Summary
Wed., Dec. 7 @ 6:00 pm: Examination 3