collaborate, were an added element in the redesigned American National Government sections in the pilot phase of the project.

Research Design and Student Selection

During the pilot phase, we evaluated three sections of the redesigned RST version of the large-enrollment GEP course in American National Government. Each of these was based on a 50% reduction in classroom contact. In order to determine the effects of the RST model on student outcomes, one of the RST sections was paired with a traditional, non-RST version of the same course. Both of these sections had the same instructor, the same textbook, the same substantive emphases, and the same midterm and final exams. Thus the pilot-study data permit controlled comparisons between a non-RST section and an RST section of American National Government.

Although these course-related features of the research setting were under the control of the investigators, students were at liberty to enroll in any available section of American National Government.[3] In the course schedule, consulted by students during registration, the non-RST version of American National Government was listed as having two one-hour-and-fifteen-minute class meetings per week. The RST version was listed as meeting one day a week for one hour and fifteen minutes and included this notation, which appeared beneath the RST listing: "For above course: Web enhanced; reduced class time. WWW access, browser & e-mail skills required." The instructor's name appeared identically in both listings. During registration, the traditional, non-RST section reached enrollment capacity and closed quickly, while the RST course had open seats until the last day of registration.

Responses to a precourse questionnaire, administered during the first week of the term, revealed noteworthy differences in student composition of the two sections (see Table 1 at <www.apsanet.org/PS/pollocktable1.cfm>).[4] Generally, non-RST students seemed more likely to enroll in the format they preferred—either for mundane reasons (a perceived "easier grade" in the traditional section) or professed intellectual motivations (wanted to "learn about American politics"). Also, non-RST students were more likely not to be freshmen and to have had a previous computer-based course. Virtually none of the non-RST students said they had been constrained by section availability, compared to a

Bringing the 2002 Elections into Your Teaching

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For the past three years, the Center for Congressional and Presidential Studies at American University has hosted short courses at the American Political Science Association's Annual Meeting on the topic of teaching about campaigns and elections. These efforts are part of the "Improving Campaign Conduct" project funded by The Pew Charitable Trusts. Our experience shows that professors teaching American politics have an interest in keeping their classroom materials relevant and timely, while also preserving a strong analytical framework. Here, we hope to offer some advice and guidance to professors teaching courses that cover campaigns and elections in whole or in part.

Use the web. Direct your students to useful sources about campaigns and elections on the web. We have assembled a list of free, helpful web sites for professors, at <www.american.edu/campaignconduct>. This site has links to dozens of sources about candidates, campaign spending, issues, and campaign conduct.

Explain how context matters. The dynamics of this fall's elections include the post-2000 census redistricting; almost partisan parity in the U.S. House and U.S. Senate; the impending changes in campaign-finance reform; and several major policy differences between the parties. There are a number of competitive races considered very important to the partisan makeup of both houses of Congress. That does not mean that local races in your area considered noncompetitive lack important lessons. Often, many races that seem noncompetitive tighten up closer to election day. Articles from *Campaigns & Elections* magazine present timely, practical observations about the elections: <www.campaignline.com>.

Consult professionals. Virtually all races assemble a campaign staff and many employ professional political consultants. Campaign staff and political consultants are good sources of knowledge about campaigns and elections. The American Association of Political Consultants (AAPC) can help you find out who is active in your area during the campaign <www.theaapc.org> and who would be willing to meet with your class. Immediately after the election (November 7–9, 2002) we are hosting a mentoring conference for campaign consultants and students in Washington, DC, cosponsored by American University and the AAPC. The conference will feature nationally known consultants, journalists, and academics. Students can be matched with professional campaign consultants as mentors. This is a good time to plan for your students to attend this unique event. It is a rare opportunity for students to discover the professional world of campaign consultants. More information can be found at <www.american.edu/campaignconduct> or <www.theaapc.org>. You may email ccps@american.edu for additional information.

Focus on campaign conduct. Explaining who won an election based on demographics, issues, and candidate attributes misses a great deal of what matters in elections today. We now have a number of voter-mobilization techniques (e.g., television and radio advertising, direct mail, phone banks, door-to-door canvassing) used by a widening group of electoral actors (e.g., candidates, political parties, interest groups, political consultants). The strategy and methods of modern campaigns deserve extra scrutiny today. American University's Improving Campaign Conduct project has produced materials that can be used for discussion about campaign ethics. These materials are available at <www.american.edu/campaignconduct>. Also, Ron Faucheux, editor of *Campaigns & Elections* magazine, is conducting a study of candidate debates that is useful for classes. During the fall semester, his web site <www.campaignline.com> will contain information and ideas about how to organize and monitor candidate debates.

Encourage students to get involved in politics. Former member of Congress David Skaggs, director of the Center for Democracy and Citizenship, is working on efforts to increase broader political participation among young people in the United States. His web site, <www.excelgov.org/demandcit>, lists surveys by leading pollsters about the political attitudes of young voters. These studies are useful for stimulating class discussions.

Please visit our web site, <www.american.edu/campaignconduct>, which is updated regularly, and email us with any questions about our Improving Campaign Conduct project or with ideas you may have about teaching materials on campaigns and elections.

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