

We’re constantly tracking the work of peer institutions, organizations and individual leaders of political learning. Below are some resources that we’ve seen in the field that you may find helpful in practice, organized by category and source. If we are missing any, always feel free to send us ideas for additions at [idhe@tufts.edu](mailto:idhe@tufts.edu)!

**Resources from IDHE’s “Election Imperatives” Recommendations \_\_\_\_\_ 4**

**Imperative: Removing Barriers to Voting \_\_\_\_\_ 4**

- American Civil Liberties Union’s Voting Rights Resources \_\_\_\_\_ 4
- Campus Vote Project \_\_\_\_\_ 4
- Election Protection (866OurVote) \_\_\_\_\_ 4
- Fair Elections Center \_\_\_\_\_ 4
- The League of Women Voters \_\_\_\_\_ 4
- National Conference of State Legislatures \_\_\_\_\_ 4
- TurboVote \_\_\_\_\_ 4
- VoteRiders \_\_\_\_\_ 4

**Imperative: Develop Informed Voters \_\_\_\_\_ 4**

- Brennan Center for Justice at New York University of Law \_\_\_\_\_ 4
- AASCU’s American Democracy Project – Digital Polarization Initiative (led by Dr. Michael Caulfield) \_\_\_\_\_ 4

**Imperative: Build a Permanent and Inclusive Coalition on Campus \_\_\_\_\_ 4**

- National Coalition Building Institute \_\_\_\_\_ 4
- Community Tool Box, University of Kansas (see chapter 5 on coalition building) \_\_\_\_\_ 4
- Everyday Democracy’s Resources for Changemakers \_\_\_\_\_ 4

**Imperative: Invest in the Right Kind of Training \_\_\_\_\_ 4**

- Difficult Dialogues (University of Alaska Anchorage) \_\_\_\_\_ 4
- Resources from the National Coalition of Dialogue and Deliberation \_\_\_\_\_ 4
- Minnesota Campus Compact’s Civic Agency Workshops \_\_\_\_\_ 5
- Diversity & Democracy, Free and Civil Discourse: Challenges and Imperatives. Vol. 20, No. 2/3, Spring/Summer 2017. \_\_\_\_\_ 5
- Diversity & Democracy, Working Collectively Across Differences. Vol. 19, No. 2, Spring 2016. \_\_\_\_\_ 5

**Imperative: Talk Politics Across Campus \_\_\_\_\_ 5**

- Living Room Conversations: Conversation Guides \_\_\_\_\_ 5
- Diversity & Democracy, Student and Institutional Engagement in Political Life. Vol. 18, No. 4, Fall 2015. \_\_\_\_\_ 5

**Imperative: Involve Faculty Across Disciplines in Elections \_\_\_\_\_ 5**

- Politics 365: Fostering Campus Climates for Student Political Learning & Engagement (book chapter) \_\_\_\_\_ 5

**Imperative: Increase and Improve Classroom Discussions of Politics and Policy Across Disciplines \_\_\_\_\_ 5**

- Teaching Civic Engagement Across the Disciplines (2017) (free online book) \_\_\_\_\_ 5

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## Resources from IDHE’s “Election Imperatives” Recommendations

### Imperative: Removing Barriers to Voting

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[Campus Vote Project](#)

[Election Protection \(866OurVote\)](#)

[Fair Elections Center](#)

[The League of Women Voters](#)

[National Conference of State Legislatures](#)

[TurboVote](#)

[VoteRiders](#)

### Imperative: Develop Informed Voters

[Brennan Center for Justice at New York University of Law](#)

AASCU’s American Democracy Project – [Digital Polarization Initiative](#) (led by Dr. Michael Caulfield)

### Imperative: Build a Permanent and Inclusive Coalition on Campus

[National Coalition Building Institute](#)

[Community Tool Box](#), University of Kansas (see chapter 5 on coalition building)

Everyday Democracy’s [Resources for Changemakers](#)

### Imperative: Invest in the Right Kind of Training

[Difficult Dialogues](#) (University of Alaska Anchorage)

[Resources from the National Coalition of Dialogue and Deliberation](#)

Minnesota Campus Compact's [Civic Agency Workshops](#)

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## Imperative: Talk Politics Across Campus

[Living Room Conversations: Conversation Guides](#)

Diversity & Democracy, [Student and Institutional Engagement in Political Life](#). Vol. 18, No. 4, Fall 2015.

## Imperative: Involve Faculty Across Disciplines in Elections

[Politics 365: Fostering Campus Climates for Student Political Learning & Engagement](#)  
(book chapter)

## Imperative: Increase and Improve Classroom Discussions of Politics and Policy Across Disciplines

[Teaching Civic Engagement Across the Disciplines](#) (2017) (free online book)

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[Civic Prompts: Making Civic learning Routine Across the Disciplines](#). 2015. Washington, DC: Association of American Colleges and Universities

[Solutions Journalism Network](#)

## Imperative: Encourage and Support Student Activism and Leadership

[Effective Strategies for Supporting Student Civic Engagement](#) (NASPA)

[Student Activism in the Technology Age](#) (chapter)

[Imperative: Empower Students to Create a Buzz Around the Election](#)  
[Students Learn Students Vote Coalition Partners](#)

[Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voting Rates Among College Students](#)

[All-In Democracy Challenge Resource Hub](#)

## Additional Resources

### Debate Watch Activities

**Item:** [Debate Watch Fallacy Checklist](#) & [Fallacy Role Play Script](#)

**Source:** Alberto Olivas, [Pastor Center for Politics and Public Service, Arizona State University](#)

**Instructions:** (For use during a political debate) Just before a candidate debate begins, a faculty member (suggestion: Communications) or student leader(s) give a brief overview on logic fallacies and what to look and listen for in the debate using the script and the fallacy handout.

**Item:** [Debate Watch Bingo](#) (Designed for 2016 Presidential election, but can be adapted for your debate of choice)

**Source:** Alberto Olivas, [Pastor Center for Politics and Public Service, Arizona State University](#)

**Instructions:** (Following use of checklist and script documents, prior to political debate) All the participants are given a bingo card to take notes on during the debate. Afterward, a faculty member or student leader(s) run a 20-30 minute facilitated discussion about the candidates' performance based on the logic fallacies.

### Discussion Materials & Guides

**Item:** [Climate Change and the Campus](#)

**Source:** Dr. Robert Cavalier & Dr. Tim Dawson, [Program for Deliberative Democracy, Carnegie Mellon University](#)

**Instructions:** Full description can be found at item link above, where you'll find background, a discussion guide broken into sections, and more.

**Item:** [Beyond the Picket Lines: A Campus Conversation on the Issue of Abortion, Clinic Regulations, and Campus Reproductive Resources](#)

**Source:** Dr. Robert Cavalier & Dr. Tim Dawson, [Program for Deliberative Democracy, Carnegie Mellon University](#)

**Instructions:** Full description can be found at item link above, where you'll find an overview, full discussion guide, FAQ file, and more.

**Item:** [Gerrymandering: One Person, One Vote?](#)

**Source:** The Choices Program at Brown University

**Description:** Focusing on the why and the how of redistricting, this lesson helps spur learning-centered conversations around everything from the consequences of gerrymandering to the techniques of political cartoonists in encouraging critical thinking.

**Item:** Campus Election Engagement Project's (CEEP) [Candidate, Issue, and Primary Guides](#)

**Source:** CEEP

**Description:** Covering a wide variety of timely issues, CEEP releases a number of regularly updated, informative guides designed to help students engage with current events.

**Item:** [How Should We Meet the Challenges of a Warming Planet?](#) (Partial cost associated)

**Source:** [National Issues Forums](#) (in collaboration with the [Kettering Foundation](#) and the [North American Association for Environmental Education](#))

**Instructions:** This is a 25-page issue guide, a post-forum questionnaire, a moderators' guide to forums, and a chart that breaks down choices for deliberation. Full description can be found in the item link above.

## Civil & Voting Rights Resources

**Item:** [Brennan Center for Justice \(at NYU School of Law\) Website](#)

**Description:** Across a wide array of topics, the Brennan Center is a leading institute that produces resources. The entire site is worth exploring, and on it you will find resources like a [voting laws roundup for 2018](#) and an [election agenda for candidates, activists, and legislators](#) that attempts to “move democracy reform to the center of our politics, where it belongs.”

**Item:** [State-by-State Student Registration & Voting Guides](#)

**Source:** Campus Vote Project

**Description:** Campus Vote Project (CVP) has compiled an easy-to-navigate, helpful set of guides for each state that provide information on registration, voting, and the rights of students in their school or home community.

**Item:** [Lecture on Current Voting Rights in the U.S.](#)

**Source:** The Andrew Goodman Foundation

**Description:** Dale Ho, Director of the Voting Rights Project at the ACLU, talks in this YouTube video about the current voting rights landscape at the 2018 National Civic Leadership Training Summit.

## Voting Logistics Resources

**Item:** ALL IN Campus Democracy Challenge: Resources on [Voter Registration](#), [Voter Turnout](#), & [Voter Education](#)

**Description:** The ALL IN Challenge has compiled several lists of links to resources and organizations that help with the logistics of voting. Organized by category, this is where you can find ways to learn about the issues, how and when to register, and utilize tools to make voting simple and easy.

**Item:** [Voter Engagement Toolkit for Community Foundations](#)

**Source:** Nonprofit Vote

**Description:** This extensive packet goes through nonpartisan ways to think about and execute voter engagement efforts. Although this resource is designed to be used by community foundations, there are some excellent pieces of advice, case studies, and engagement ideas that may be useful to other types of organizations.

## Course Development Materials

**Item:** [Vote Oswego: Developing and Assessing the Campaign-as-Course Model](#)

**Source:** [Dr. Allison Rank](#), SUNY Oswego

**Description:** The linked article, from the Journal of Political Science Education, describes Professor Rank's work to develop a class "that treats a campus-wide voter mobilization drive as the basis of an applied political science course."

## Combating Mis-/Disinformation ("Fake News") & News/Media Literacy Resources

**Item:** [Combating Fake News: An Agenda for Research and Action](#) [PDF]

**Source:** David Lazer, Matthew Baum, Nir Grinberg, Lisa Friedland, Kenneth Joseph, Will Hobbs, and Carolina Mattsson (all from Northeastern University and/or Harvard University; compiled at a conference co-sponsored by the Shorenstein Center, Ash Center, NULab for Texts, Maps and Networks, and the Northeastern Network Science Institute)

**Overview:** This document contains sections on 1) "the state of misinformation in the current



media ecosystem,” 2) the extant “research about the psychology of fake news and its spread in social systems,” 3) a summary of the “responses and discussions held during [the aforementioned conference] into three courses of action that the academic community could take in the immediate future,” and 4) “areas of research that will improve our ability to tackle misinformation in the future.”

**Item:** [Confronting Fake News and Misinformation](#) [Resources for Teaching Compilation]

**Source:** University of Washington Office of Strategic Planning

**Overview:** This extensive set of resources including many areas for exploration, including classroom and workshop activities, resources for evaluating and fact-checking, organizations doing work in this area, and suggested readings, among other offerings.

**Item:** [Fake News and the Spread of Misinformation: A compilation of peer-reviewed research](#)

**Source:** Harvard Kennedy School’s Shorenstein Center on Media, Politics and Public Policy – Journalist’s Resource

**Overview:** This site offers an annotated bibliography of peer-reviewed work on misinformation and fake news. Much of the writing to date in this subject area falls within the category of popular media, so this compilation is especially useful for identifying what we know from an academic research perspective.

**Item:** [Facing Ferguson: News Literacy in a Digital Age](#)

**Source:** Facing History and Ourselves, in partnership with The News Literacy Project

**Overview:** This 11-part lesson plan explores the challenges of navigating news in an age of online information. Through a mixed-media approach, including analysis of social media posts, video content, and framing questions, the lessons in this unit include subjects like identity, confirmation (and other) biases, breaking news, the importance of a free press, among others.

**Item:** [Research Guide: “Fake News” and Misinformation](#)

**Source:** University of Michigan Library

**Overview:** A brief compilation of external resources, including some links to research studies, frameworks for understanding the issue, and useful websites for evaluation news and information.