EDUCATIONAL RESEARCH & DEVELOPMENT PROGRAM

1. Name of Institution: SANTA BARBARA CITY COLLEGE
   Chief Executive Officer: DR. GLENN G. GOODER, Superintendent-President
   Address: 721 Cliff Drive, Santa Barbara, California 93109
   Phone: (805) 965-0581, Ext. 211

2. Dean of Instruction: MR. M. L. HUGLIN
   Department Chairman: MR. JOHN KAY, Chairperson, Department of Political Science

3. Project Director: DR. PETER O. HASLUND, Associate Professor
   Department of Political Science
   Santa Barbara City College
   721 Cliff Drive
   Santa Barbara, California 93109
   Phone: (805) 965-0581, Ext. 221

4. Area of Higher Education to be Improved: INSTRUCTION

5. Descriptive Title: USE OF VIDEOTAPE IN THE TEACHING OF POLITICAL SCIENCE

6. Amount of Grant: $24,985

7. Objective: To demonstrate the affective impact of instructor originated videotape about political activity on students of American Government

8. Description: This proposal draws its inspiration from research with the use of videotape as a tool of instruction for political science students during 1974-75 (see attached article for brief description) and seeks to broaden the scope of that research by allowing the author time to travel to Washington, D.C. and Sacramento for the purpose of recording daily political activity on videotape. The material thus recorded will be edited for classroom use, thereby bringing the students to the scene of that activity. The objective of this technique is to lessen what students (and most citizens) now perceive as an enormous distance which now separates them from the affairs of government by allowing them to experience routine
political activities, i.e., press conferences, Congressional Committee Hearings, etc., vicariously through videotape. Congressman Robert J. Lagomarsino, State Senator Omer L. Rains and Assemblyman Gary K. Hart have all expressed support for this project and stand ready to assist if the project is funded.

9. Evaluation: Edited tapes will be evaluated by use of pre- and post-test which will assess student attitudes toward a variety of political activity. Students at Santa Barbara City College and the University of California, Santa Barbara, will participate.


11. Project Cost:

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<thead>
<tr>
<th>Item</th>
<th>Grant</th>
<th>SBCC District</th>
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<tbody>
<tr>
<td>a. Staff</td>
<td></td>
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<tr>
<td>Director</td>
<td>$12,320</td>
<td>600</td>
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<tr>
<td>Secretarial support</td>
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<td></td>
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<td>b. Travel</td>
<td>1,450</td>
<td>815</td>
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<tr>
<td>Washington, D.C.</td>
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<td>Sacramento, California</td>
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<tr>
<td>c. Equipment</td>
<td>4,400</td>
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<tr>
<td>Color TV camera</td>
<td></td>
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<tr>
<td>Videotape recorder</td>
<td>3,000</td>
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<tr>
<td>12&quot; TV monitor</td>
<td>500</td>
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<td>d. Materials</td>
<td>2,500</td>
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<tr>
<td>100 hours videotape</td>
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<tr>
<td>e. TV studio support</td>
<td>2,000</td>
<td>500</td>
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<tr>
<td>f. Use of videotape editor</td>
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<td></td>
<td>$24,985</td>
<td>$3,100</td>
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Total Project Cost: $28,085

12. Date of Project Start: JULY 1, 1976

Date of Project Completion: JUNE 30, 1977

13. Signature of Executive Officer:

GLEN G. GOODER
Superintendent-President

14. Date of application: NOVEMBER 25, 1975
INTRODUCING THE MEDIUM OF TELEVISION

TO THE STUDY OF POLITICS

You cannot say you have thoroughly seen anything until you have got a photograph of it, revealing a lot of points which otherwise would be unnoticed...

Emile Zola

Political scientists, like most other academicians, have come to rely upon two modes of communication to describe everything from the simplest political event to the most complicated theoretical abstraction: lecture and writing. From time to time, film enthusiasts, electronic hardware salesmen, and education specialists have dabbled with the notion that audio-visual aids may serve to augment or replace a college lecture, and with the advent of television, some even opined that the professor had only to put his lectures on videotape to relieve himself of the burdensome task of repeating the same material term after term. The objective in the latter case was to save time or money, not to facilitate learning. But the misuse or neglect of the television medium should not be allowed to diminish its potential as a tool for political research and for improved communications in the classroom.
One possible application would be to allow the television camera to act as a collector and recorder of political activity which might otherwise be difficult to obtain by use of note-taking or a simple audio tape recorder. A video tape recorder positioned inside a willing legislator's office might record routine interactions between the legislator and his staff, visitors and constituents, colleagues, newsmen, lobbyists and a host of others, all of which could add considerably to our understanding of power relationships and the variety of ways by which legislators are swayed and persuaded. An audio recorder would never be able to record much of the "political drama" which occurs during periods of non-verbal communications such as facial expressions and other gestures denoting anxiety, anger, frustration, elation and any number of other emotional responses. A written account would be even further removed from reality. This is not to suggest that we can determine with any precision what any given political actor is thinking or communicating by a given gesture at any given time; the study of non-verbal communications leaves much to the observer's imagination. On the other hand, emotional indicators cannot easily be overlooked in a truly scholarly examination of political interaction.

Another area of application relates to the use of the television medium in the learning process. This is an area which has, to a large extent, been neglected by political scientists. The American Political Science Association's Media Task Force acknowledged in 1974 that little had been
achieved since a 1951 APSA Committee on the Advancement of Teaching had recommended serious exploration of the uses of media in teaching political science.¹ Reasons for this neglect may be difficult to pinpoint but probably include the fear that by committing lectures to videotape, we would be contributing to our own obsolescence. Others are concerned that television is a tool for entertainment; not education, and that when it has been used as a tool of instruction, it has generally turned out to be "dull, confused and disorganized."² Many complain that television is a poor substitute for the instructor and the interaction with students permitted by his presence in the classroom. This latter area of concern deserved a special focus. This writers most successful experiences with the use of videotape have been when it has been applied as a supplement to--not a substitute for--classroom lecture. But what kinds of supplements? And what kinds of objectives can be achieved through the use of television?

Meredith Watts and Ronald Hedland have suggested that television can bring the classroom to the scene of political activity. To demonstrate the validity of their theme, they developed a series of short videotapes of local political activity for use in their introductory course. Their objective was to provide the student with reinforcement through vicarious experiences of local political activity such that student attitudes might be affected to increase the anticipated

level of political participation. The "target behavior" included attitudinal modifications about desired levels of political awareness and participation "to be formed and altered through observation of social models."³

The Watts and Hedlund experience was sufficiently encouraging to warrant further study, and a series of events, beginning with the death of a local Congressman, made the Santa Barbara political scene of 1974 particularly interesting as an arena for videotape coverage and analysis. Within that year, there was a special election to fill that Congressional seat, a special election to fill a State Senate seat (the victor of the Congressional race had been State Senator), a primary election for that seat, a run-off election for the unexpired State Senate seat, and finally, the November General Election. In the midst of all this local campaign activity, television viewers were focusing their attention on the House Judiciary Committee's Impeachment Hearings, eleventh-hour revelations implicating the President of the United States in the Watergate cover-up conspiracy, the resignation of the President, and the installation of his successor. The political climate resulting from this interaction of national and local activity helped contribute abundant quantities of primary source material from which to construct four thirty-minute videotape modules.

The first module focuses on the 1970 reapportionment of State and Federal legislative districts in California which resulted in an obvious gerrymander favoring incumbent Congressman Charles Teague. Interviews are integrated with graphics to demonstrate how and why the districts were drawn as they were, and where the lines would be drawn for the upcoming 1974 election year.

The second module begins with the death of Congressman Teague and the scramble to fill his seat, thereby creating another vacancy, and another special election is held to fill his unexpired term of less than a year. This race, involving eight candidates from the two major parties, requires a run-off between the party nominees, the winner of which is Democrat attorney Omer Rains.

The third module, entitled, "Off to Sacramento: The Transformation of a Candidate to State Senator," focuses on the first days in office for Senator Rains. The videotape camera follows his activities in his office and on the Senate floor, and then pays a visit to the office of his Republican rival, Assemblyman W. Don MacGillivray, whom Rains defeated in the Special Election and would have to face again in the November General Election.

The fourth component of this project attempts to capture the flavor of that final contest in November. Both candidates graciously agreed to discuss the issues of the campaign before a television camera at the UCSB television studio, and the impact of Watergate and the national cry for political reform was evident in virtually every topic.
covered. Clear examples of ideological as well as personality differences are presented to the viewer, as well as the differing positions on specific issues, but it is the former which gives the module unique value.

Each module has been viewed by students enrolled in an introductory course in political science at Santa Barbara City College, and some of the modules have been seen by students enrolled at University of California, Santa Barbara. Only the students at SBCC participated in evaluating the modules, and each attempt at evaluation was a little different so as to measure more accurately the impact of differing learning objectives. On the whole, the results of the evaluation were very encouraging. Students were consistent in identifying strengths and weaknesses of the modules, and their examination performance about topics covered by the videotapes was generally higher in comparison to other areas.

Students were excited about, and able to identify with, the political process because the key political actors were generally familiar to them, in large measures because the relentless television camera provided them with a look at the candidates over a sustained period of time, revealing strengths as well as weaknesses, ultimately rendering them more "human" and, therefore, more accessible. The use of television as both an instructional aid and a research tool should neither be short-changed nor feared but, instead, regarded as a highly useful communications tool, equal in status with, and subject to the same rules as applied to, any other means used in communicating the essence of politics.