M.P.S. in Political Management
Summer
May 21, 2018 - July 28, 2018

Running for Office
PMGT 6434
3 Credits

Wednesday, 7:10-9:40 P.M.
1776 G Street, NW, Room C-115

BASIC INFORMATION AND RESOURCES

Instructor
The Honorable Daniel B. Maffei

Dan Maffei has been elected as a Democrat to two terms in the U.S. Congress representing a historically Republican area of Upstate New York. Previously, Maffei had worked for ten years as a communications strategist and spokesperson in the House, Senate, and political campaigns. His prior experience includes TV reporting and producing.

Maffei has been a senior fellow at two think tanks – Third Way and the Center on the Study of the Presidency and Congress – and taught as a visiting faculty member at New York State’s College of Environmental Science and Forestry. In addition to a BA in history and American civilization from Brown University, Maffei has an MPP from Harvard’s JFK School of Government and an MS in journalism from Columbia. Dan Maffei currently serves on the Federal Maritime Commission, the independent agency that regulates international ocean transportation.

Contact Information
Phone Number: (315) 430-8251
Email Address: maffei_dan@yahoo.com

Communication
Please contact me by e-mail, unless it is an emergency, in which case you may reach me on my mobile phone. I will respond within 24 hours to all student e-mails. If you would like to arrange an appointment to see me one-on-one, please e-mail me at least 48 hours in advance and we will arrange a meeting.
Social Media Policy
To be successful, this course must include honest discussions about our backgrounds and experiences in politics, as well as our future plans and aspirations. To ensure that everyone (including the instructor and any guest speakers) will be as open and honest as possible, it’s imperative that classroom discussions be off the record — which means no audio or video recording and no posting or dissemination of comments (or characterization of comments) made in the classroom to the Internet or other public media. This includes classroom discussion and instruction and encompasses all students in the class, the instructors and the guest speakers. Per university policy, I and this class will not tolerate any type of harassment or bullying.

I, as the instructor, might record student activities in the course for instructional purposes only. This will help me stay focused on the content of the discussion while ensuring fairness in grading.

Electronic Devices
Smart phones, smart watches, smart pads, and computers are only allowed for the purposes of written note-taking only. In accessing classroom performance, I will look very unfavorably on students who are distracted by electronic devices (even if they are ostensibly looking up relevant material). If you have an urgent matter or some situation that requires you monitor your phone during a class session, please see me before the class. Unless it is absolutely unavoidable, I want you focused on the in-class discussion only.

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at https://blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or https://helpdesk.gwu.edu.

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity.
University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Support for Students Outside the Classroom

Support for Students with Disabilities 202-994-8250
GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. Please notify your instructor if you require accommodations. Additional information is available at https://disabilitysupport.gwu.edu/.

Mental Health Services 202-994-5300
The University’s Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/.

The Writing Center 202-994-3765
The Writing Center is located in Gelman Library at 2130 H Street, NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. Appointments, both in-person or by phone, can be made in advance at https://gwu.mywconline.com/. Daytime and evening hours are available, check for this semester's hours at https://writingcenter.gwu.edu/contact-us-0. The Writing Center offers Summer hours.

GWU Libraries http://library.gwu.edu/
Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. Call the Ask Us desk at 202-994-6048 or visit go.gwu.edu/ask to contact someone at the library to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

In the Event of an Emergency or Crisis During Class
If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet outside the building in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: http://www.campusadvisories.gwu.edu/.
Attendance Policy
Attendance and participation in class is vital for this course. If an absence will be unavoidable, please let me know as soon as possible. Regardless of the excuse, you cannot participate if you do not attend class, so absences could negatively count against your participation grade and you will have to try to arrange with me make-ups for any in-class exercises you miss.

Out-of-Class/Independent Learning Expectation
Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 22.5 hours in instructional time and 87.5 hours preparing for class. For this 10-week course, there will be 2.5 hours of direct instruction per week and at least 5.5 hours of independent learning per week (time outside of class for reading assignments, writing papers, discussion boards, preparing for exams, and so forth).

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Michael Cohen  
Director, Political Management Program  
michaeldcohen@gwu.edu | 202-994-5512

Dr. Jack Prostko  
Associate Dean for Learning and Faculty Development  
College of Professional Studies  
jackp@gwu.edu | 202-994-3592

Suzanne Farrand  
Director of Academic Administration, GSPM  
sfarrand@gwu.edu | 202-994-9309
PROGRAM OBJECTIVES AND GSPM EXPECTATIONS

Political Management Program Objectives
A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:
1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Graduate School Expectations
Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:
1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.
THE COURSE

Course Description and Overview
This course will give students a basic understanding of various aspects of a modern political campaign from the perspective of a candidate. As the instructor himself was a candidate multiple times and has worked closely with numerous other candidates, the course is designed to give students some sense of what the experience is actually like. While many campaign activities will be simulated, the overall focus is not on the mechanics of running a successful campaign but on preparation to face the tough questions and hard choices involved in running for (and holding) electoral office in the complex, imbalanced, uninformed, often uncivil, and arguably un-democratic real world of American electoral politics today. At the end of the course, students should have developed the capacity to think clearly about the tough challenges and dilemmas that arise in real-world campaigns and act effectively.

Course Learning Objectives
The goal of this course is to develop an understanding of the various aspects of a modern campaign operation and prepare students to apply them to an actual campaign.

By the end of this course, the students will:

1. Understand the decision-making process that should occur when considering a run for office. This class will focus not just on the question of “can I run?” but also on the question “should I run?”

2. Understand the basic components of a modern campaign and the role a candidate plays in each component.

3. Be able to articulate a purpose for candidacy, which will provide the foundation for the messaging of the campaign.

4. Be able to assess situations and make decisions in the best interest of yourself as a candidate, your family and the campaign.

5. Become aware of the nature of today’s American electorate, as well as institutions such as the political parties and the media, so the students comprehend how the reality of running for office is very different from the democratic ideal.

6. Develop resiliency to the criticism, unfair attacks, personal sacrifices, and inevitable set-backs encountered by candidates running for office.

7. Examine in depth a real-world example of a politician and his or her process of deciding on whether or not to run for a particular office and why he or she made the decision.
Evaluation and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Week Due</th>
<th>Evaluation</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Every week in class</td>
<td>Come to class prepared to discuss the reading material, ask thoughtful questions, and participate fully in class discussion.*</td>
<td>10%</td>
</tr>
<tr>
<td>In Class Exercises</td>
<td>Every week in class (except Week 1)</td>
<td>Come to class prepared to engage in these simulated campaign activities. Do your best and constructively comment on others’ performances. Grading will be based on effort and evidence that you have taken into account some lessons from the readings and the class.</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Written Assignments</td>
<td>Weeks 2, 3, 4, 5, 7, 8</td>
<td>Six short assignments will be due in class. The week before each assignment I will give you the details and say how each will be evaluated. I will drop the lowest and count the others each for 5% of your grade.</td>
<td>25%</td>
</tr>
<tr>
<td>Candidate Op-ed Piece</td>
<td>Week 6</td>
<td>600-800 word opinion piece advocating your candidacy for a particular office.</td>
<td>15%</td>
</tr>
<tr>
<td>Final Assignment – Term Paper on Person in Public Life</td>
<td>Week 9</td>
<td>See below</td>
<td>30%</td>
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*The required reading is only about 65 pages per week on average. It is essential that you do this reading in order to participate and complete the in-class exercises.

Final Assignment

The final for this course should be a clearly written academic paper examining a politician (living or deceased) and the process he or she went through in deciding to run or decline to run for a particular public office. Include the outcome of the process and the stated reason for the decision in your analysis. The paper should also examine of the relevant parts of the politician’s biography that had an impact on his or her decision. I would like you to have at least three sources (e.g. a memoir, a contemporaneous news article, and an interview with the politician or one of his or her staffers). While I encourage you interview a politician for this assignment, it is not required. I also encourage you to meet with me and discuss your subject and sources several weeks before the due date.

The final paper should be from 6 to 8 pages (12-point font) which does not include bibliography or notes. The final paper is due at the start of the final class.
Following is the grade scale for all GSPM classes:

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<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B</td>
<td>83-86 Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C</td>
<td>73-76 Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass) Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 Unacceptable performance, or inability to submit the assignment.</td>
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*Please note that you may be penalized for late submission of assignment(s).

**Note on Format, Length and Due Dates for All Assignments**

Due to the need for me to keep up with reviewing and grading your work, no extensions of time will be granted except in the case of a true emergency. All assignments should be printed and hand delivered to the class. If I do not receive the printed copy at the start of class, then the assignment is late and I will have to penalize it one letter grade. **Do not skip class to finish a written assignment.** Bring it to the subsequent class day a week later. After that, I will not accept it. I also will strictly adhere to the page (using 12-point font) or word limit. In the real world, political principals have limited time and the public has limited attention. However, charts, illustrations, and other visual aids are allowed in appendices. (In the real world, it is often good to include these to anticipate follow-up questions.)

**Course Materials**

**Required Texts:** *In Praise of Public Life*, Joseph L. Lieberman with Michael D’Orso (2000)


Tentative Course Calendar*
*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

May 23, 2018 – Week 1

Introductions/Course Overview
Why are you taking this class? Are you considering running for office? What about campaigns would you like to learn more about? What do you hope to accomplish by the end of the class?

Watch: (In class)
- Ed Rendell DNC video: https://www.youtube.com/watch?v=d9I5-uaXJWs;
- Rick Perry interview: https://www.youtube.com/watch?v=TdwXwX3UFCA;
- Lincoln Chafee on CNN: https://www.youtube.com/watch?v=SExMtNDS5hk
- Donald Trump on MSNBC: http://www.realclearpolitics.com/video/2016/01/08/sca
borough_to_trump_why_do_you_want_to_be_president.html
- Colin Powell speech: https://www.youtube.com/watch?v=zYXOZ5GUVA
- John Green video: https://www.youtube.com/watch?v=Jer0nvxJHs

In Class: Personal introductions and discussion of issues you want course to cover

May 30, 2018 – Week 2

The Why? Question
Why does a person decide to run for office? What keeps many good people from running? Are there good reasons and bad reasons to run? Is there a calling? Is there a type of person (e.g. extroverted or self-confident) that will most likely be successful? How much does timing factor into it? What do prospective candidates include in their cost-benefit analyses when deciding whether to run? What other factors might be motivations to run or not run.

Read:
- *Running From Office: Why Young Americans are Turned Off to Politics*, Jennifer L. Lawless and Richard L. Fox (2015), pp. 102-115
- *Decision Points*, George W. Bush (2010), excerpts from Chapter 2

Assignment Due Today: Campaign biography of you as a candidate (200-400 words).

In Class Exercise: Introduce yourself as a candidate
June 6, 2018 – Week 3

Finding a Time and Place to Run
If you decide to run for office, what office and in what locality or district? How do you develop an understanding of the local constituency? Where is it most important to have support within a locality or district? Is all politics still local? Are national issues and party affiliation now more important? How do you know when the best time to run is? How do you know you are ready? Where do you start?

Watch: (Recommended but not required) House of Cards, Netflix, Season 1, Episode 3

Read:
- The Partisan Divide: Congress in Crisis, Tom Davis, Martin Frost & Richard Cohen (2014), pp. 95-108
- Lieberman, Chapter 3
- Dead Center: How Political Polarization Divided America and What We Can Do About It, Jason Altmire (2017), pp. 48-59
- Opportunity Time, Linwood Holton (2008), Chapter 6

Assignment Due Today: One-page campaign profile of a locality, district or state in which you might run

In Class Exercise: Campaign stump speech (1-2 minutes)

June 13, 2018 – Week 4

“Just go raise money“: The Role of the Candidate in a Campaign
What does the candidate need to know about campaigns? How can a candidate maximize the likelihood of success? Is it really mostly fundraising? How do you go about raising money? What else is in the candidate’s control? How important is support from the party? Interest groups? Political elites?

Read:
- Faucheux, ed., Chapter 3
- Campaign Bootcamp 2.0: Basic Training for Candidates, Staffers, Volunteers, and Nonprofits, Christine Pelosi (2012), pp. 135-146
- Inside Campaigns: Elections through the Eyes of Political Professionals, William J. Feltus, Kenneth M. Goldstein & Matthew Dallek (2017), Chapter 4

Assignment Due Today: Fundraising list of prospective donors

In Class Exercise: Simulated Fundraising Call Time
June 20, 2018 – Week 5

**Understanding the Challenge and Sacrifice of Being a Candidate**

How do candidates roll with the punches that will be thrown at them? How do their families cope? Do the candidate’s sex, race, sexual orientation or other personal characteristics affect campaign dynamics? How do you appeal to voters who come from a very different background than you do? What are the challenges involved in primary elections? How do you deal with supporters who disagree with your decisions? Is it true that there are no permanent friend and no permanent enemies in politics?

Read:

- *Off the Sidelines: Raise Your Voice, Change the World*, Kirsten Gillibrand (2014), Chapter 3

**Assignment Due Today:** Letter written to your future self (1-2 pages)

**In Class Exercise:** Debates Round One

June 27, 2018 – Week 6

**An Uninformed Electorate in an Information Age**

How does a candidate organize a positive message and movement in order to get elected in these politically polarized times? How does a candidate deal with today’s data-driven politics? How do we know what motivates citizens’ vote choices? Do issue positions matter? What about message? How do you frame issues for uninformed voters?

Read:

- *What Americans Really Want ... Really: The Truth About Our Hopes, Dreams, and Fears*, Frank Luntz (2009), Chapter 2
- Altmire, Chapter 9

**Assignment Due Today:** Candidate op-ed piece (600-800 words)

**In Class Exercise:** Debates Round Two

July 4, 2018 – No Class
July 11, 2018 – Week 7

The Media and Cynicism about Politics
Is perception more important than reality? Is there a responsible news media to referee political contests? What drives campaign coverage? Is there any way to break through public cynicism about politics given how the media covers it? How can voters know what is true and what is false in order to make sound political judgements? How do campaigns manipulate the public’s vulnerability to false information? Has the public’s cynicism about government and politics become a self-fulfilling prophesy?

Read:
- Frey and Hayes, eds., pp. 242-245
- Feltus, Goldstein & Dallek, Chapter 7
- Blur: How to Know What’s True in the Age of Information Overload, Bill Kovach and Tom Rosenstiel (2010), Chapter 7

Assignment Due Today: One-page memo debunking an inaccurate news story

In Class: Simulated Town Hall Meeting

July 18, 2018 – Week 8

Politics as a Contact Sport: Enduring the Attacks While Launching Your Own
Can you win a campaign without attacking? Will voters believe political attacks on you even if they are not true? Why is negative campaigning so prevalent? Should you listen to professional consultants and pollsters who tell you to attack? Can you inoculate your candidacy to certain attacks? What do you do when you are attacked?

Read:
- Feltus, Goldstein & Dallek, Chapter 6
- Faucheux, ed., chapters 66, 67, 68
- The Political Brain: The Role of Emotion in Deciding the Fate of the Nation, Drew Westen (2008), Chapter 13
- Frey and Hayes, eds., Chapter 6

Assignment Due Today: Attack ad script (30 seconds)

In Class Exercise: Simulated Press Conference
July 25, 2018 – Week 9

Winning and Losing

Is losing an election a “failure”? How difficult is it to bounce back? How do you know when to give up? Do politicians do better in office if they have lost once? What lessons can be applied to another race? Does winning an election mean the campaign is over? How does winning an election obligate you to your supporters? Do you have to keep all of your campaign promises?

Watch: (in class) Excerpts from The Candidate, Warner Brothers (1972)

Read:

- Lieberman, Chapter 5
- First in His Class, David Maraniss (1995), pp. 334-341
- Profiles in Courage, John F. Kennedy (1955), Chapter 11

Assignment Due Today: Final paper due (6-8 pages plus notes and bibliography)

In Class: Impromptu speeches

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.