The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Fall 2021 Semester
September 29 – December 12, 2021

Capstone: Political Power & Practice
PMGT 6495, 3 credits

Office Hours:
Wednesdays, 8:00pm – 9:00pm
Online via Zoom: link here

Instructor Information

Instructor
Todd L. Belt, Ph.D.
Professor and Director of the Political Management Master's Program, GSPM

Dr. Belt's research and writing focus on the presidency, mass media, public opinion, campaigns and elections. He is the co-author of four books, over a dozen chapters in edited scholarly books, and over two dozen articles appearing in academic journals. Dr. Belt received his B.A. in Economics and Political Science at the University of California, Irvine. He earned his M.A. and Ph.D. in Political Science at the University of Southern California and studied at the Inter-University Consortium for Political and Social Research at the University of Michigan as part of his graduate work. Dr. Belt has worked as a research consultant for political campaigns, interest groups, think tanks, and media corporations. Professor Belt has held the John W. Kluge Fellowship in Digital Studies at the Library of Congress, as well as visiting positions at Wellesley College and Kyungpook University (Daegu, South Korea). He has over 25 years of teaching experience, including at California State University Northridge, California State University Long Beach, the University of California Los Angeles, the University of Hawaii at Hilo, University of Southern California, and Whittier College. Professor Belt is a frequent contributor to media reporting on politics and is the recipient of two teaching awards.

Contact Information
Email Address: tbelt@gwu.edu, Phone Number: (202) 994-4363,

Communication
I will try to respond within 24 hours to inquiries submitted by email or telephone, but inquiries submitted after business hours, on holidays, or on weekends may take longer to respond to. I am happy to schedule phone calls or Zoom conferences if that is most efficient. Please check your GWU email regularly for class updates and any emails.

Expectations and Responsibilities

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 communications between the instructors and the students. Students can access the course site at GWU Blackboard. Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes. Support for Blackboard is available at 202-994-4948 or IT Blackboard web page.

Credit Hour Policy
For this 10 week, 3 credit course there will be an average of 11.25 hours of combined direct instruction and independent learning per week. More information about GWU's credit hour policy can be found at the Office of the Provost's Policies web page (Under: Assignment of Credit Hour Policy).

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." Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an "F" for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an "F" for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a "do-over" or resubmission. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity

Attendance Policy
Attendance is not required for this course. Office hours are optional.

University Policy on Observance of Religious Holidays
Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

Online Classroom Conduct Policy
You should behave in class as if you are in a professional setting. Unless you are having connection difficulties, you are expected to activate your camera and to be present, attentive, and engaged during online course meetings. Please do not attempt to multitask, as it is almost impossible to read something while simultaneously listening to something else. Please observe the following rules of netiquette for communicating online:
- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Technology Requirements
It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the Technical Requirements and Support web page. If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the IT Support website. GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. The following links provide more information about the accessibility of technologies that may be used in this course:

- Blackboard accessibility
- Adobe accessibility
- VoiceThread accessibility
- Zoom accessibility

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the Disability Support Services website (see above).

Technology Expectations
Regarding technology skills, you should be able to (delete all not needed):

- Create documents and presentation slides
- Use a webcam and microphone
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Use of Electronic Course Materials and Class Recordings
Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services if you need additional accommodations for accessing electronic course materials.

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. The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

Support for Students with Disabilities
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. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please

notify your instructor if you require accommodations. Additional information is available at https://disabilitysupport.gwu.edu/.

Counseling and Psychological Services
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the Counseling and Psychological Services website.

Title IX: Confidentiality and Responsible Employee Statement
The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit https://haven.gwu.edu/.

The Writing Center
The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can schedule writing center appointments, both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the writing center contact page. The Writing Center offers summer hours.

GWU Libraries
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. For more information visit the GW Libraries homepage.

Call the Ask Us desk at 202-994-6048 or 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.

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:

Dr. Todd Belt	Suzanne Farrand
Director, Political Management Program	Director of Academic Administration, GSPM
tbelt@gwu.edu	202-994-4363	sfarrand@gwu.edu	202-994-9309

The Course

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.

Course Description and Overview
As the capstone seminar represents the consolidation and application of knowledge acquired throughout your GSPM curriculum, students to are encouraged to enroll during their last or penultimate term. This capstone seminar that develops and integrates knowledge of political strategies, tactics, and situational considerations, and applies that knowledge to advanced political problems. Topics include: gaining and wielding power, the complexity associated with making democracy work, positioning and posturing with regard to rules and laws, conflict resolution, negotiation and bargaining skills, grappling with the consequences of winning and losing.

To achieve the objectives of the course, you will be asked to conceive and execute an advocacy or electoral "campaign-relevant" research report and slide presentation for a political client that you select (you may not select a client you work for as this violates GW's nonprofit status). As you complete this project, you will draw

upon concepts and skills you have learned during your coursework as well as important people to your professional network in order to produce a product of deliverables suitable for your career portfolio.

In addition to this semester-long research project, you will be asked to engage with assigned readings and produce shorter assignments designed to help you reflect on your leadership capacities and your vocation (opportunities, aspirations, and place) within the world of politics.

In sum, there are two tracks of knowledge that you will gain through this course. The first track is general knowledge about leadership and the practice of wielding political power. This knowledge will be acquired and expressed through lectures, readings, and reading groups discussions. The second track is specific knowledge, which includes applying general knowledge from this and other courses into a specific research project, client presentation and related assignments.

Course Learning Objectives
By the end of the course, the students will:

1. Understand how time and context structure (provide opportunities and impose constraints) on political strategy; learn to perceive and account for strategically those factors under one's control and gain an appreciation for heresthetics; delve into the nature of power and learn about the methods for effectively acquiring as well as wielding it; weigh the ethical and moral considerations related to manipulating public sentiments and political outcomes.

2. Be able to align strategy and tactics through time to achieve long-term goals; learn how to perceive and exploit the longer-term political opportunities which exist in the American political system.

3. Discover by doing how disciplined, systematic, and largely self-conducted research can help political clients to construct strategies and tactics to win a campaign (electoral or advocacy); develop proficiencies related to creating written and visual deliverables that communicate research results effectively to a political client.

4. Develop analytical, strategic, and professional skills with regard to your passion for specific partisan political and advocacy issues; cultivate skills for better sizing up situations, plotting strategies, aligning and executing tactics, grappling with setbacks, negotiating favorable terms, reducing (and when necessary instigating) conflict to achieve your aims, and maintaining humility.

Required Text and Learning Materials
The following course book is required in addition to readings that will be posted on Blackboard (BB). Earlier editions of this book are OK. Page numbers in assigned readings refer to current edition. Sections also provided for earlier editions.

> Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. 2016. *The Craft of Research*, 4th ed. Chicago, IL: University of Chicago Press.

Additional readings may be supplemented on an ongoing basis. If you have difficulty getting the readings off of Blackboard (in the Electronic Reserves section), notify me immediately and I will email them to you (don't wait until the last minute to have to deal with technical glitches).

Note that there is a problem with the web browser Google Chrome's handling of large PDF files. You can fix it by adjusting a setting this way: In Preferences, go to Settings -> Advanced (at bottom) -> In "Privacy & Security" select Site Settings -> PDF Documents -> Turn on "Download PDF Files Automatically."

Course Requirements and Evaluation:

Component	Weight	Due Date, Learning Objectives, and Evaluation
Political Purpose	5%	This is your mission statement, which will be due during the first week. The objective is to clarify your goals for the rest of the course. Details on Blackboard.
Reading Group Preparation Assignments	30%	Throughout the semester (see course schedule for specific days) you will be tasked with preparing notes on readings and responding to notes provided by other students. The objective is to summarize, critically analyze, integrate, and apply course readings to other material within and outside of the course.
Project Prospectus	5%	The goal is to produce a research prospectus with four components: (1) Research Question and Rationale; (2) Campaign Context; (3) Literature Review; (4) Proposed Sources and Methods. Each component will be 20% of the grade calculation, and 20% will be determined based upon grammar, spelling, and organizational clarity. Approximately 1,000 words (+/-200), further details on Blackboard. If you score 94 or better, you may opt out of the revised prospectus, in which case you can take this grade as your revised prospectus grade.
Revised Prospectus	10%	The goal of this assignment is to improve your prospectus based upon feedback from the class and the instructor. Details on Blackboard.
Research Report	40%	The goal of this assignment is to prepare a formal report with six components: (1) Argument and Thesis; (2) Situational Description/Context; (3) Research Results; (4) Political Analysis; (5) Campaign Recommendations; (6) Strategic Positioning and Message Development (Content & Delivery). Each one of these components will be worth 15% points, and an additional 10% will be based upon grammar, spelling, voice, and overall clarity. This report should be approximately 5,000 words (+/-1,000), excluding back matter. Details on Blackboard.
Client Slide Deck	10%	The purpose of this assignment is to summarize and make compelling the topic and findings of your research. Along five dimensions (20% each): (1) Highlighting, (2) Sequencing, (3) Visuals, (4) Persuasiveness, and (5) Grammar and Language Clarity. You should produce no more than 15 slides. Details on Blackboard.

Grade scale (for all GSPM classes):

Letter Grade	Points	Grading Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	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.
B-	80-82	You've completed the assignment, but you are not meeting all the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72	Poor performance. Major errors, too many misspellings, problems with accuracy, etc. (lowest grade to pass)
F	< 70	Unacceptable performance, or inability to submit the assignment.

Assignments are due as specified in the syllabus and on Blackboard. If your assignment is not submitted when it is due, you will be penalized three (3) points for every 24-hour period it is late, beginning with the first 24-hour period. Failure to submit one of the major assignments (first prospectus, revised prospectus, final report, and slide deck) will result in zero points for the assignment plus a deduction of one-third of a letter grade for the overall course grade. So, it is better to turn in an assignment late than not at all. Extensions will not be given except in cases of a verified emergency.

It is the student's own responsibility to know when, how, and what is to be submitted for each assignment. Saying you "didn't know" is never an acceptable excuse — it is your responsibility to know. If you don't know, find out. You have plenty of avenues for finding out the requirements for each assignment, including from the assignment sheets on the Blackboard site and from the instructor directly. It is your responsibility to plan accordingly so that your work can be accepted at the time, with the content, and in the manner prescribed. In the real world, your client does not care about your excuses, so give yourself significant lead time in order to handle problems that inevitably arise.

Don't ever neglect an assignment or turn it in with a comment such as "I hope this is right" or "I didn't know what to do." This only underscores your unpreparedness to the instructor (would you ever say something like that to a client?). Failure to adequately prepare is a mark of procrastination and unprofessionalism.

Note on missed classes and assignments: If you miss a class or an assignment, don't fall out of contact. If you disappear, don't expect to be accommodated. Sometimes problematic things occur during a semester, but do not disappear from contact for a significant amount of time.

Reading Group Assignments
The purpose of this assignment is to develop a semester-long dialogue that interrogates the readings and benefits your general knowledge about leadership and the practice of wielding power as well as your final project. For each assigned week, your task will be one of four roles. All submissions are to be entered into the discussion board section of Blackboard. See Blackboard for your group members and assignment by week. Your initial posting (as defined below) is due by 11:59pm (Eastern time) at the end of the given week. You are to respond with two comments total on any of your group members' initial postings by the following Wednesday by 11:59pm (Eastern time).

These Roles are for your initial post. Your two response comments can be addressed to any of the initial posts made by any member of your group (see Blackboard for your Role and Group Assignment)

1. Director
It is your job to elicit (make the other people in the group discuss) a brief summary of the assigned reading. Prepare a list of at least **three (3) *questions*** (at least one per reading) to guide discussion in such a way as to get the most out of your conversation (don't just ask: "What did you think about X?"). **Do not go beyond the specific content of the readings**, that is the job of the other members of the group (see below).

2. Methodologist
Your job is also to help your group as a political analyst. Identify at least **three (3) *choices*** (at least one per reading) the author(s) made in order to convince the audience of the validity of the piece's thesis. The choices you identify can deal with data and evidence (most important), examples, and logical arguments. Cite the page and line numbers of the examples you've chosen so that others can find it. Offer a brief explanation as to why you think the writer made the methodological choices s/he did. Then, evaluate the strength of this choice — is it persuasive? Explain why or why not. Your submission should invite agreement and/or disagreement among group members in order to create a critical evaluation of the piece.

3. Connector
Your job is to ensure that this continues to be a semester-long conversation that builds on prior knowledge. You must refer specifically to previous readings (more than just one in total), and to specific passages in those readings, as they pertain to the current week's readings. Identify at least **three (3) *connections*** (at least one per reading) between the current week's readings and previous readings (use more than just one), and cite them by author, page number, and line number (provide a citation for **both** the current week's reading and the previous reading you are connecting to it). You don't have to copy down the whole passage that "connects," just the key words. You must construct a ***question*** to stimulate discussion regarding each connection as it applies to politics and political management (something more sophisticated than "what do you think of this?").

4. Applier
You must integrate the course material by reference to real-world situations. You must develop a list of at least **three (3) *applications*** (at least one per reading) where the material from the reading applies to a political issue, current (preferably) or past. You must explain why and how it applies. Be sure to reference where you found the applied external material (not the week's reading) with a ***full citation and/or web link***. Your applications should be phrased in a way that stimulates discussion or even disagreement among your group.

Course Calendar

Week 1 (9/27-10/3). Welcome & Research I
Regularly Scheduled Office Hours on 9/29
Readings: Booth et al., pp. 1-84 (Sections I-II.5).
Video: Welcome & Research I.
Assignment Due: Political Purpose and Background Information Questionnaire, due by Sunday (10/3) by 11:59pm (ET).
Objectives Covered: 2, 3, 4.
Weekly Topics:
  ➢ Understanding Scientific Research.
  ➢ Mastering the Building Blocks of Scientific Research.

Week 2 (10/4-10/10). Research II
Regularly Scheduled Office Hours on 10/6
Readings: Booth et al., pp. 85-172 (Sections II.6-III).
Video: Research II and Prospectuses.
Assignments Due: Project Prospectus due by Sunday (10/10) by 11:59pm (ET),
                         Reading Group Assignment #1, initial post due Sunday (10/10) by 11:59pm (ET),
                         comments on each other members' posts due by Wednesday (10/13) by 11:59pm (ET).
Objectives Covered: 2, 3, 4.
Weekly Topics:
  ➢ Claims and causality.
  ➢ Dismissing alternative explanations.
  ➢ Warrants.

Week 3 (10/11-10/17). Classical Understandings of Leadership and Alternative Models of Leadership
Regularly Scheduled Office Hours on 10/13
Readings: Machiavelli, *The Prince*, Introduction & Chapters XIV-XXV,
                         Krippendorf, *Outthink the Competition*, pp. 3-83.
Video: Leadership.
Assignment Due: Reading Group Assignment #2, initial post due Sunday (10/17) by 11:59pm (ET),
                         comments on each other members' posts due by Wednesday (10/20) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.
Weekly Topics:
  ➢ Leadership and Political Realism.
  ➢ The Paradoxes of Leadership.
  ➢ Power Games and Thinking Deep into the Game.

Week 4 (10/18-10/24). Wielding Power and Dealing with Rivals
Regularly Scheduled Office Hours on 10/20
Readings: Riker, Art of Political Manipulation, Preface, Chapters 2, 12, and Conclusion (BB),
                         Caro, "Master of the Senate," pp. 383-419 (BB).
Video: Power.
Assignments Due: Revised Project Prospectus due by Sunday (10/24) by 11:59pm (ET),
                         Reading Group Assignment #3, initial post due Sunday (10/24) by 11:59pm (ET),
                         comments on each other members' posts due by Wednesday (10/27) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.
Weekly Topics:

  ➢ Sources of Power.
  ➢ Means of Wielding Power.
  ➢ Competition and Power.

Week 5 (10/25-10/31). Negotiations I
Regularly Scheduled Office Hours on 10/27
Readings: Freund, *Smart Negotiating*, pp. 13-88 (BB).
Video: Final Report
Assignment Due: Reading Group Assignment #4, initial post due Sunday (10/31) by 11:59pm (ET),
                     comments on each other members' posts due by Wednesday (11/3) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.
  ➢ The Negotiating Environment.
  ➢ Leverage.

Week 6 (11/1-11/7). Negotiations II
Regularly Scheduled Office Hours on 11/3
Readings: Fisher and Ury, *Getting to Yes*, pp. 19-57 (BB),
                     Tinsley et al., "Women at the Bargaining Table" (BB).
Video: Client Slide Deck
Assignment Due: Reading Group Assignment #5, initial post due Sunday (11/7) by 11:59pm (ET),
                     comments on each other members' posts due by Wednesday (11/10) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.
  ➢ Preparing Alternatives.
  ➢ Preparing for the Unexpected.

Week 7 (11/8-11/14). Losing and Transitions
Regularly Scheduled Office Hours on 11/10
Readings: Shepsle, "Losers in Politics (And How They Sometimes Become Winners)" (BB),
                     Kumar, *Before the Oath*, pp. 8-67 (BB).
Videos: Losing and Transitions
Assignment Due: Reading Group Assignment #6, initial post due Sunday (11/14) by 11:59pm (ET),
                     comments on each other members' posts due by Wednesday (11/17) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.
  ➢ What Failure Teaches about Politics and Leadership.
  ➢ Transitions into and out of governance.

Week 8 (11/15-11/21). Work on Final Report and Client Slide Deck
Regularly Scheduled Office Hours on 11/17

Thanksgiving Week Break (11/22-11/28)
No Office Hours, Conferences by Appointment as needed

Week 9 (11/29-12/5). Work on Final Report and Client Slide Deck
Regularly Scheduled Office Hours on 12/1

Week 10: (12/6-12/12). Research Report and Client Slide Deck Due
Regularly Scheduled Office Hours on 12/8
Assignments Due: Research Report and Client Slide Deck due Sunday (12/12) by 11:59pm (ET).
Objectives Covered: 1**,** 2, 3, 4.