

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Summer

May 24, 2017 - July 26, 2017

Running for Office

PMGT 6434

3 Credits

Wednesday, 7:10-9:40 P.M.

Phillips Hall 414B

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

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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 for instructional purposes only student activities in the course. 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 <http://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>.

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/>.

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 at TBD 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 will negatively count against your participation grade.

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

Assignment	Week Due	Evaluation	% of Grade
Class Participation	Every week in class	Come to class prepared to discuss the reading material, ask thoughtful questions to speakers and instructors, and participate in class discussion.*	20%
In Class Exercises	Every week in class	Come to class prepared to engage in these simulated campaign activities, do your best, and constructively comment on others' performances.	15%
Weekly Written Assignments	Weeks 2, 3, 4, 7, 8, 9	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.	25%
Candidate Op-ed Piece	Week 6	600-800 word opinion piece advocating your candidacy for a particular office.	10%
Final Assignment – Term Paper on some Person in Public Life	Week 5 - Subject, Partial Bibliography and Thesis Paragraph Week 10 – Final Draft of Paper	See below	30%

*The required reading is between 75 and 80 pages per week. It is essential you do this reading in order to participate in class. If I feel that many students are regularly not fulfilling this obligation, I may resort to adding pop quizzes that would count as a significant percentage of the class participation grade.

Note on 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, the stated reason for the decision and your analysis. It 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 it is encouraged that you interview a politician for this assignment, it is not required. I can provide you with ideas for topics.

The final paper should be from 6 to 8 pages (12-point font) which does not include bibliography or notes. On week 5 of the course, I want you to give me in writing the subject, a draft thesis paragraph and at least two of the sources you plan to use. The final paper is due at the start of the final class.

Following is the grade scale for all GSPM classes:

Grade*	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 of 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 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

*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 are due at the start of class so do not skip class to finish a paper. All assignments should be printed and hand delivered to the class. If I do not receive the printed copy by 7:20 P.M. then the assignment is late and I will have to penalize it one letter grade. 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. Thus, I will only grade up to the page or word limit. 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.) Beware when assessing the amount of time required to complete a short assignment, it is more difficult to write short than long.

Course Materials

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

Recommended Texts:

Campaign Bootcamp 2.0: Basic Training for Candidates, Staffers, Volunteers, and Nonprofits, Christine Pelosi (2012)

Winning Elections: Political Campaign Management, Strategy & Tactics, Ronald A. Faucheux, ed. (2003)

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 24, 2017 – 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) Excerpts of Roger Mudd's Kennedy interview (Boston Globe video), Rick Perry (Fox News Debate) and Donald Trump (MSNBC Joe Scarborough interview)

In Class Exercise:

Personal introductions and discussions of questions you would like answered by the course.

May 31, 2017 – Week 2

The Why? Question

What motivates someone to run for office? What turns them off? 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?

Read: *Goldwater*, Barry M. Goldwater and Jack Casserly (1988), Chapter 4

In Praise of Public Life, Joseph L. Lieberman with Michael D'Orso (2000), Prologue and Chapters 1-2

And I Haven't Has a Bad Day Since: From the Streets of Harlem to the Halls of Congress, Charles B. Rangel with Leon Wynter (2007), Chapter 6

Opportunity Time, Linwood Holton (2008), Chapter 6

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

In Class Exercises: Discussion of those in politics you admire/questionnaire on your views on issues

June 7, 2017 – Week 3

Is All Politics Still Local?

How important is an understanding of the local constituency? Where is it most important to have support within a locality or district? Are local issues really more important than national? Are all districts more alike than different? Which model of representation makes more sense for you in your locality or district - delegate or trustee?

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

Read: *Politics*, Ed Koch (1985), Chapter 3

Winning Elections: Political Campaign Management, Strategy & Tactics, Ronald A. Faucheux, ed. (2003), Chapters 83, 84, 85

The Challenge of Congressional Representation, Richard F. Fenno Jr. (2013), Intro., Chapter 2

The Partisan Divide: Congress in Crisis, Tom Davis, Martin Frost & Richard Cohen (2014), Chapter 7

Assignment Due Today: One page campaign profile on a locality, district or state.

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

June 14, 2017 – Week 4

Campaign Operations: How the Candidate Fits In

What do you need to know about how campaigns work in order to decide whether to run? What are the secrets to running a good campaign as the candidate? Does the candidate really run the campaign in today's data-driven politics? Who should you take advice from? Is having campaign funds the most important thing? How do you raise money and what's it like? How much is in the candidate's control? How much is it about the candidate's personality? Can an honest and straightforward candidate win?

Read: Faucheux, ed., Chapter 3 [13]

Campaign Bootcamp 2.0: Basic Training for Candidates, Staffers, Volunteers, and Nonprofits, Christine Pelosi (2012), Chapter 5

Lieberman, Chapter 3

The Victory Lab: The Secret Science of Winning Campaigns, Sasha Issenberg (2013), pp. 131-156

Assignment Due Today: Fundraising list of prospective donors

In Class Exercise: Simulated asks for campaign contributions

June 21, 2017 – Week 5

Toxic Times in Electoral Politics

How does one organize a positive message and movement in order to get elected in these politically polarized times? How important are parties? Ideology? Support from interest groups? Support from political elites? How do good candidates roll with the punches that will be thrown at them? How do you appeal to voters who seemingly have a very different viewpoint than you do?

Read:

The Unwinding: An Inner History of the New America, George Packer (2013), Chapter 18

It's Even Worse Than It Looks: How the American Constitutional System Collided with the New Politics of Extremism, Thomas E. Mann and Norman J. Ornstein (2016 paperback), pp. 43-80

The Populist Explosion: How the Great Recession Transformed American and European Politics, John B. Judis (2016), Chapter 3

Assignment Due Today: Subject, thesis paragraph and partial list of sources for term paper

In Class Exercise: Simulated Debates Round One

June 28, 2017 – Week 6

An Uninformed Electorate In An Information Age

How do we know what motivates citizens' vote choices? Do issue positions matter? What about message? How do we frame issues for uninformed voters? How do you handle voters who seemingly believe in a different version of reality than you do? Why is the public so dismissive of expertise?

Read: *Politico* article "How the Internet Is Threatening Our Freedom," Andrew Keen (May 18, 2016)
<http://www.politico.com/magazine/story/2016/05/2016-election-internet-campaign-facts-digital-new-media-213899>

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

Uninformed: Why People Seem to Know So Little about Politics and What We Can Do about it, Arthur Lupia, Chapter 11

Do Facts Matter? Information and Misinformation in American Politics by Jennifer L. Hochschild and Katherine Levine Einstein (2013) Chapter 5.

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

In Class Exercise: Simulated Debates Round Two

July 5, 2017 – Week 7

The Media and the Triumph of Cynicism in Politics

Is perception more important than reality? Is there a responsible news media to referee political contests? What drives campaign coverage? How can you know what is true and what is not to make sound political judgements? How do voters know? Do campaigns consist of real events or 'pseudo-events'? Has the public's cynicism about government and politics become a self-fulfilling prophesy?

Read: *The Image*, Daniel J. Boorstin (1961), pp. 3-17 and 36-44

935 Lies: The Future of Truth and the Decline of Moral Integrity, Charles Lewis (2014), pp. 157-177

Blur: How to Know What's True in the Age of Information Overload, Bill Kovach and Tom Rosenstiel (2010), Chapter 7

Running From Office: Why Young Americans are Turned Off to Politics by Jennifer L. Lawless and Richard L. Fox (2015), pp. 102-123

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

In Class: Class will tour the U.S. Capitol

July 12, 2017 – Week 8

Sacrifice and Scandal: Enduring the Attacks While Launching Your Own

Office holders are vilified for getting all sorts of perks – is all of that true? 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? What do you do when you are attacked?

Read: Lieberman, Chapters 4

Life in the Marble Palace: In Praise of Folly, Clifford B. Stearns (2016), Chapter 11

Faucheux, ed., pp. 26-37 and 59-65

Campaigns and Conscience: The Ethics of Political Journalism, Philip Seib (1994), Chapter 3

The Political Brain: The Role of Emotion in Deciding the Fate of the Nation, Drew Westen (2008), Chapter 13

Assignment Due Today: Attack ad script (30 seconds)

In Class Exercise: Candidate damage-control news conference

July 19, 2017 – Week 9

Losing and Resilience

Is losing an election a “failure”? How difficult is it to bounce back? How do you know when to give up? Do politicians do a better in office if they have lost once? What lessons can be applied to another race?

Read: Lieberman, Chapter 5

First in His Class, David Maraniss (1995), pp. 334-341

My Life, William J. Clinton (2004), pp. 226-228

Nixon: The Education of a Politician 1913-1962, Stephen Ambrose, pp. 604-608, 666-674

Abraham Lincoln, George McGovern (2009), Chapter 2

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

In Class Exercise: Impromptu speeches

July 26, 2017 – Week 10

“What do we do now?” Winning and Serving in Office

Does winning the election give any mandate? Does it mean you can enact actual change? Do you have to keep all of your campaign promises? How is being in office different from being a candidate? Is the real job actually worth all the sacrifices of the campaign and public life?

Watch: (in class) Excerpts from *The Candidate*, Warner Bros. (1972)

Read: Pelosi, pp. 219-222

Lieberman, Chapter 7

Profiles in Courage, John F. Kennedy (1955), Chapter 11

The Reagan Paradox: The Conservative Icon and Today’s GOP, Lou Cannon and *TIME* Contributors (2014), Chapter 1

Our Divided Political Heart: The Battle for the American Idea in an Age of Discontent, E.J. Dionne Jr. (2012), pp. 253-268

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

In Class: Course evaluations

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.