

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Summer 2021 (10 weeks)
May 18, 2021 – July 20, 2021

Course Name
6474.10
3 Credits

Tuesdays from 7:10 p.m. – 9:00 p.m.
via Zoom ([link here](#))

Office Hours
Tuesdays from 6:40 p.m. – 7:10 p.m. by
appointment

BASIC INFORMATION AND RESOURCES

Instructor

Frieda K. Edgette (founder of [Novos Consulting](#)) is a former government affairs specialist, county commissioner and lobbyist turned award-winning leadership coach and civic-minded organizational strategist, who operates at the intersection of politics, innovation and well-being. She has facilitated more than 200 change initiatives on five continents, and helped more than 2,000 emerging and veteran executives powerfully lead through unpredictable environments, including corporate, nonprofit, government and political campaign C-Suite executives, US secretaries and parliamentary ministers. She designed and taught a course on resilient leadership at Stanford Continuing Studies - the first of its kind, in addition to teaching “Stereotypes and Political Strategy” at George Washington University Graduate School of Political Management. Frieda has published in the *Harvard Business Review*, *GOVERNING*, *US News & World Report*, *Roll Call*, *POLITICO* and *Mindful*, and has appeared on Fox News, Sirius POTUS, Womens Running and C-SPAN Washington Journal on issues of strategy and resilience for civic professionals. She is a 2020 Goldies All Star and Campaigns & Elections Reed Award winner for Best Professional Development Initiative for [Courage to Run](#), the nation's premier running series and community dedicated to celebrating women running for office (literally) and being healthy to lead effectively. Frieda is a professional International Coach Federation coach, as well as a Co-Active Professional Certified Coach. She has a MSc in Organizational and Social Psychology from the London School of Economics and a BA in Political Science from the University of California, Santa Barbara.

Contact Information

Phone Number: (415) 939-6169 (cell)
Email Address: edgette@novosconsulting.com

Communication

Please contact me by email unless it is an emergency, in which case please connect via my cell phone. I will try to respond within 24 hours to all student emails. Do note that emails after business hours, on weekends and holidays may take longer to respond to. If you would like to arrange an appointment to discuss your work or the course at large, please email to book a specific office hour slot or other appointment time.

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 helpdesk.gwu.edu.

The course will meet online at 7:10 on its scheduled meeting days via Zoom.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend approximately two and one-half hours per week in combined online class meetings (synchronous learning) and engaged in asynchronous instructional learning activities (done weekly on one's own time). In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8 ¾ hours per week. Over the course of the semester, students will spend 25 hours in instructional time (asynchronous and synchronous) and 87.5 hours preparing for class.

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

Attending class is required and contributes to part of your overall grade. If you find yourself with a scheduling conflict, contact me as soon as you are aware of the issue to determine whether excusable; otherwise, your absence will be considered unexcused and impact your participation grade. You must attend class to participate. Three or more unexcused class absences during the summer semester will result in a failing class participation grade. In recent years, there has been a growing tendency for some students to disappear from class, only to return at the very end of (or after) the semester and expecting to be accommodated. Students who do this will not be accommodated and will not be given an opportunity to re-do missed assignments. If you disappeared on a client who expected regular meetings with you and only showed up at the time your deliverable was due, your client would be rightly upset. You would lose the client and any future referrals from the client. I understand that sometimes things happen in life, but if you fail to communicate with me about any issues you have with class attendance, you cannot expect to be accommodated.

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.

To the greatest extent possible, faculty must continue to 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 must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see the [Office of the Provost's Policies web page](#) (Religious Holidays document).

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](#)
- [YouTube 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:

- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- 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.

Safety and Security

- **In an emergency:** call GWPD at 202-994-6111 or call 911
- **For situation-specific actions:** review the [Emergency Response Handbook](#)
- **In an active violence situation:** [Get Out, Hide Out or Take Out](#)
- **Stay informed:** review [notification tools for staying informed during emergency and safety related situations](#)

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend approximately two hours per week in online class meetings (synchronous learning), plus another hour engaged in asynchronous instructional learning activities (done weekly on one’s own time). In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8 ¼ hours per week. Over the course of the semester, students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 hours preparing for class.

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
Director, Political Management Program
tbelt@gwu.edu | 202-994-4363

Suzanne Farrand
Director of Academic Administration, GSPM
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

Stereotypes: What are they and what are their impacts? Stereotypes are “fast thinking” mental shortcuts that enable people to make split-second judgments. As the University of Virginia’s Timothy Wilson asserts, our brains are not equipped to handle the 11-plus million bits of information arriving at any given moment. For the sake of efficiency, our brains tend to make these split-second decisions based upon old frames, memories or associations, causing us to consciously and unconsciously jump to conclusions (Kahneman, 2013). Over the next ten weeks, we will cultivate a strategic understanding of the neurological and behavioral sciences underpinning stereotypes, unpack different stereotypes confronted within politics and explore their implications on practitioner, candidate and elected officials’ effectiveness, as well as societal consequences.

The goal of this course is to mindfully assess, adapt to and challenge stereotypes by teaching students how to perform campaign research anchored in the neurological behavioral and social sciences. By the end of the course, students will:

- **Understand the psychological, neurological and behavioral aspects of stereotypes and develop strategies to challenge them:** Evolutionary biology to emerging research on the brain report how we are predisposed to simplify thinking and feeling with stereotypes. With personal connections to candidates a rarity, social constructions of political party strong, and the media, campaigns and our own echo chambers regularly conveying political information through a specific “frame”, the political landscape can easily enable stereotyping. We will review psychological, neurological and behavioral factors that enable stereotypes, and develop mental and physical strategies to objectively assess stereotypes as they emerge.
- **Unpack multiple stereotypes and their implications:** Categorically, we will assess different stereotypes that emerge in the media and on the campaign trail.
- **Mindfully engage stereotypes for effective political strategy:** Students will identify, evaluate and challenge stereotypes through intensive in-class, interactive application and assignments.
- **Cultivate self-awareness and self-management:** As practitioners and political leaders, clients and communities look to us for balanced decisions, strategic focus and counsel. Students will increase their own understanding of themselves and begin developing personal strategies to diffuse personal biases and bolster political effectiveness.

COURSE REQUIREMENTS

In addition to written assignments, students are required to prepared for and actively participate in class discussions and in-class exercises that translate theory into practice. Further details will be provided.

EVALUATION AND GRADING

Assignment	Description	Due Date	Weight
Self-Evaluation and Strategy	A self-reflective memo of student identities, ascribed stereotypes and self-management strategies.	Week 2	5%
Gubernatorial Strategic Plan & Memo	There are three gubernatorial races in 2021: New Jersey and Virginia, and the California recall. Create a two-	Week 9	30%

	<p>part memo that details (1) an implementable media strategy that enhances one gubernatorial candidate’s image by leveraging two positive stereotypes, diffusing one stereotype blind spot, and distinguishing your candidate from the competition; and (2) provide the theoretical and scientific evaluation of the proposed strategy.</p> <p>An ungraded formative draft is due in Week 5 with the purpose of receiving early feedback.</p>		
Gubernatorial Viral Media	Create an accompanying media piece for your gubernatorial candidate with the intention of going viral on social media.	Week 9	5%
Strategic Memo Oral Presentation	Oral presentations of your candidate strategies, theory and viral piece will take place Weeks 9 and 10.	Week 9	5%
Synchronous Learning Attendance and Participation	This is an action learning course. As such, attendance and in-class active participation are expected. The course’s heavy “workshop” format seeks to translate academic theory into real-time application.	Ongoing	45%
Asynchronous Learning Discussion Board Posts	As a mixed delivery course, instruction that details theory and select course reading materials will be presented via Blackboard and include discussion prompts. Students are to watch the video or read the listed article(s) ahead of that week’s synchronous instruction and respond via the discussion board. A grading breakdown by week will be provided.	Ongoing	10%
Total			100%
Extra Credit	There will be an optional extra credit assignment introduced in Week 5.	Week 10	5%

IN-CLASS EVALUATION

During each week of the course, there will be in-class exercises and discussion, in which we translate the week’s theoretic readings into interactive practice. Explicit instructions on how to complete weekly discussion workshops will be included in each discussion assignment. Up to 5% of total grade may be earned each week.

Points	Unsatisfactory – 0 points	Satisfactory – 10 points	Exemplary – 20 points
Criterion	You do not attend the session and have an unexcused absence.	<p>You participate in discussions, address key issues and questions or problems, but indirectly or vaguely.</p> <p>You offer some analysis, insight and observation, but still lack a full understanding of concepts and ideas being studied.</p> <p>Statements are generally supported with evidence.</p>	<p>You actively participate, directly address key issues, questions or problems related to the week’s topic.</p> <p>You offer original and thoughtful analysis, insights and observation that demonstrate a strong grasp of concepts and ideas being studied.</p> <p>Statements are supported with rational arguments and evidence.</p>

WRITTEN ASSIGNMENT EVALUATION

You have written assignments due weeks 2, 5 and 9. Written assignments should be submitted in the memo format that is required for the course, which will be distributed in Week 1. The length of each assignment is based on actual written content. Reference pages, exhibits and any other attachments do not count toward the required content length of a written assignment.

Assignment Content (70%)
<p>The content element will be judged on the following as pertinent to the assignment:</p> <ul style="list-style-type: none"> • How effectively material is organized • How clearly it is written • How accurate writing is (i.e., ensuring all information is accurate and properly attributed/cited to reliable sources) • Quality of substance, as opposed to simple opinion (unless explicitly requested) • Presentation of conflicting views in a way that provides representation of each side of an issue (if appropriate to the assignment) • Research and reliance on course materials, including weekly readings and outside research that is from reliable and accurate sources.
Grammar (20%)
<p>The grammar element will be judged on several key elements:</p> <ul style="list-style-type: none"> • Correct punctuation and spelling • Subject/verb agreement • Sentence construction • Complete sentences/thoughts

Formatting/Length (10%)

Assignments will be evaluated with respect to proper formatting using the memo template requirements and the required minimum length element of each assignment. Excess or superfluous content is not an effective communication technique and can degrade the quality of an assignment. Make sure presented information is clear, concise and precise. Any references and citations that are included in the assignment will be reviewed for proper APA formatting.

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).

REQUIRED TEXT AND LEARNING MATERIALS

This is a complex topic with many facets. As such, in most instances, you will read anywhere from 40 to 80 pages per week. Additional readings and interactive exercises may be assigned. Required readings are listed under each respective week. Readings are available in Blackboard or within the links offered below with the exception of the following text:

- Neffinger, J. and Kohut, M. (2013). *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York.

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.*

WEEK 1 - MAY 18, 2021

Topic: Introduction & Overview: What are stereotypes and their implications?

Learning objectives:

- Define “stereotype(s)”
- Explore biological, psychological and neurological factors that enable stereotype thinking
- Understand their functions and how stereotypes impact our behavior
- Build awareness of personal identities and narratives

Asynchronous Assignment: Watch video and respond to discussion prompts.

Readings:

- Tajfel, H. and Turner, J.C. (1979), “Chapter 1: Social Identity Theory for Intergroup Behavior,” in [n.s.]: 7-24. [\[PDF\]](#)
- Neffinger, J. and Kohut, M. (2013). “The Big Idea” in *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York, pgs. 1-24.

WEEK 2 – MAY 25, 2021

Topic: What are stereotypes and their implications? (Continued)

Learning objectives:

- Deepen neuroscientific and biological foundation for practical application
- Learn framework of universal dimensions of social perception

Asynchronous Assignment: Participate in discussion board, sharing insights from your Self Evaluation.

Due: *Self Evaluation and Strategy due by 7:00 p.m. on May 25, 2021. Submit via Blackboard.*

Readings:

- Cuddy, A., Fiske, S. and Glick, P. (2008). Warmth and Competence as Universal Dimensions of Social Perception: The Stereotype Content Model and the BIAS Map, *Advances in Experimental Social Psychology, Vol. 40*, pgs. 62-137.
- Kahneman, D. (2011). Thinking, Fast and Slow. New York: Farrar, Straus and Giroux: 19-30.
- Redlawsk, D. and Lau, R. (2012). “Chapter 3: Behavioral Decision-Making” in (eds.) Huddy, L., Sears, D. and Levy, J. *Oxford Handbook of Political Psychology (Second Edition)*, Oxford University Press, pgs. 13-18, 132-137, 139-141.

Optional reading:

- Lakoff, G. (2008). “Exploring the Political Mind” in *The Political Mind*, Viking: New York, New York, pgs. 195-200.
- Weston, D. (2007). “The Evolution of the Passionate Brain” in *The Political Brain: The Role of Emotion in Deciding the Fate of the Nation*, BBS Public Affairs: New York, New York, pgs. 45-68.

Learning Objectives for Weeks 3 – 7

- Explore different stereotype archetypes
- Evaluate through psychological and neurological theory
- Unpack through real time practice, discussion and expert panels

WEEK 3 – JUNE 1, 2021

Topic: Political Identity Stereotypes

Asynchronous Assignment: Take the Pew Typology Quiz ([here](#)) and respond to discussion prompt.

Readings:

- Carney, D., Jost, J., Gosling, S.D. and Potter, J. (2008). The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles and the Things They Leave Behind, *Political Psychology, Vol. 29(6)*, pgs. 814-836.
- Crawford, J., Modri, S. and Motyl, M. (2013). Bleeding Heart Liberals and Hard-Hearted Conservatives: Subtle Political Dehumanization Through Differential Attributes of Human Nature and Human Uniqueness Traits, *Journal of Social and Political Psychology, North America, Vol. 1 (Oct)*, pgs. 86-104.
- Dimock, M. and Wike, R. (2020). “America is exceptional in the nature of its political divide,” *Pew Research Center*. [[blog](#)]
- Jost, J. and Amodio, D.M. (2012). Political ideology as motivated social cognition: Behavior and neuroscience evidence, *Motivation Emotion, Vol. 36*, pgs. 55-64.

Optional Reading:

- Neffinger, J. and Kohut, M. (2013). “In Politics” in *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York, pgs. 222-225.

WEEK 4 – JUNE 8, 2021

Topic: Gender Stereotypes

Asynchronous Assignments: Read article and respond to discussion prompt.

Readings:

- [n.a.]. (2019). Keys to Elected Office: An Essential Guide for Women, *Barbara Lee Foundation*, pg. 1-24. [[pdf](#)]
- Gonzales, R.; Imse, E.; LeDonne, S. and Pope, S. (2021). The Decision to Run: Uncovering the Barriers and Motivators for LGBTQ Women Running for Office, *Victory Institute*, Washington, D.C., pgs. 1-27. [[pdf](#)]

- Hayes, D. (2011). When Gender and Party Collide: Stereotyping in Candidate Trait Attribution, *Politics and Gender*, Vol. 7, pgs. 133-141, 155-161.

Optional Reading:

- Neffinger, J. and Kohut, M. (2013). “Gender” in *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York, pgs. 28-42.
- Neffinger, J. and Kohut, M. (2013). “Sexual Orientation and Identity” in *Compelling People: The Hidden Qualities That Make Us Influential*. New York: Hudson Street Press: 68-70.

WEEK 5 – JUNE 15, 2021

Topic: Race and Ethnicity Stereotypes

Take the Pew Research Center “Who Shares Your Views on Race?” quiz. Come prepared to discuss in class. There is no discussion board this week. Asynchronous prep ungraded.

Due: Formative draft of candidate strategy due by 7:00 p.m. on June 15, 2021. Students will receive Instructor feedback responses by June 21, 2021.

Readings:

- [n.a.]. (2019). “Who Shares Your Views on Race?” Quiz, *Pew Research Center*. [[quiz](#)]
- [n.a.]. (2019). Race in America 2019, *Pew Research Center*, pgs. 1-50. [[pdf](#)]
- Kinder, D. (2013). “Prejudice and Politics” in (eds.) Huddy, L., Sears, D. and Levy, J.’s *The Oxford Handbook of Political Psychology (Second Edition)*: Oxford University Press, pgs. 826-839.
- Weaver, V.M. (2012). The Electoral Consequences of Skin Color: The ‘Hidden’ Side of Race in Politics, *Political Behavior*, Vol. 34(1), pgs. 159-192. [[pdf](#)]

Optional Reading:

- Al Ramiah, A. and Hewstone, M. (2013). “Discrimination: Conditions, Consequences and Cures” in (eds.) Huddy, L., Sears, D. and Levy, J. *The Oxford Handbook of Political Psychology (Second Edition)*: Oxford University Press, pgs. 890-922.
- Neffinger, J. and Kohut, M. (2013). “Ethnicity” in *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York, pgs. 43-52.

WEEK 6 – JUNE 22, 2021

Topic: Generational Stereotypes

Asynchronous Assignments: Read article and answer discussion prompt.

Readings:

- Campbell, K.W.; Campbell, S.; Siedor, L.E. and Jean M. Twenge (2015). Generational Differences Are Real and Useful. *Industrial and Organizational Psychology*, 8, pp 324-331.
- Fry, R. (2020). “Millennials Overtake Baby Boomers as America’s largest generation,” *Pew Research Center*. [[blog](#)]
- Riggio, R.E. and Karan Saggi, K. (2015). Belief in Generational Stereotypes: Why There Is a There There. *Industrial and Organizational Psychology*, 8, pp 340-342. [[pdf](#)]

Optional Reading:

- Neffinger, J. and Kohut, M. (2013). “Age” in *Compelling People: The Hidden Qualities That Make Us Influential*, Hudson Street Press: New York, pgs. 52-54.

WEEK 7 – JUNE 29, 2021

Topic: Candidate Image and Public Impressions

- Understand visual imagery’s neurological impacts
- Explore the role of appearance in politics
- Match candidate image with identity/stereotype narrative(s)

Asynchronous: Watch video and respond to discussion prompt.

Readings:

- Hayes, D., Lawless, J. and Baitinger, G. (2014). Who Cares What They Wear? Media, Gender, and the Influence of Candidate Appearance, *Social Science Quarterly, Volume 95 (5)*, pgs. 1194-1212.
- Lawson, C., Lenz, G.S., Baker, A., and Myers, M. (2010). Looking Like a Winner: Candidate Appearance and Electoral Success in New Democracies, *World Politics, Vol. 62(4)*, pgs. 561-593.
- Mattes et al. (2010). Predicting Candidate Outcomes Predicting Election Outcomes from Positive and Negative Trait Assessments of Candidate Images, *Political Psychology, Vol. 31(1)*, pgs. 41-58.
- Stroud, L., Glaser, J., and Salovey, P. (2005). The Effects of Partisanship and Candidate Emotionality on Voter Preference, *Imagination, Cognition and Personality, Vol. 25(1)*, pgs. 25-44. [[pdf](#)]
- Todorov, A., Mandisodza, A.N., Goren, A. and Hall, C.C. (2005). Inference of competence from faces predict electoral outcomes, *Science, Vol. 208 (June)*, pgs. 1623-1626. [[pdf](#)]

WEEK 8 - JULY 6, 2021

Topic: Ethics and Stereotypes

Learning objectives:

- Discuss the ethics of behavioral sciences in politics
- Address stereotypes in politics and their implications on the practice of political management
- Explore the future state of political campaigns and institutions

National holiday observed. No synchronous class. Asynchronous learning only.

Asynchronous Assignment: Watch video and respond to discussion prompts.

Reading:

- [n.a.]. [n.d.] AAPC Code of Ethics, *American Association of Political Consultants*. [[pdf](#)]
- [n.a.]. (2020). Americans' Views of Government: Low Trust, but Some Positive Performance Ratings, *Pew Research Center*. [[report](#)]

WEEK 9 – JULY 13, 2021

No asynchronous learning. No new readings. Strategy and video presentations.

DUE: Campaign Strategic Plan and Memo, and viral media piece due at 7:00 p.m. on July 12, 2021.

WEEK 10 – JULY 20, 2021

Topic: Intersectionality and Completion

Learning objectives:

- Explore intersectionality and its
- Recap on course and identify key learnings, applications and responsibilities
- Commit to action
- Offer feedback & final thoughts

No asynchronous learning. No new readings. Strategy and video presentations.

*** LATE POLICY**

Students should be prepared to engage effective time management skills so as to meet submission deadlines for written assignments. From time to time, mitigating circumstances arise that may preclude a student from submitting their assignment by its due date. In such instances, it is expected that the student will contact the Instructor in a timely and expeditious fashion, and discuss their particular situation prior to the assignment due date.

It is at the discretion of the Instructor as to the appropriateness of granting an extension to complete a written assignment. If a student contacts the Instructor prior to the due date and time of the written

assignment to request an extension and the Instructor grants the extension, the assignment will be reduced to the next letter grade on the grading scale for each day for which the extension is granted. For example, if the assignment would have earned an A- grade if submitted on or before the due date and the Instructor granted a one-day extension, the assignment grade will then be reduced to a B+. If a two-day extension, the A- will be reduced to a B. Additionally, the grade will be the lowest end of the grading scale associated with the letter grade. For example, if a B, and the assignment is 100 points, the written assignment will earn 83 points.

In no instance will more than a two (2) day extension be granted. A day is defined as that period of twenty-four hours after the due date/time.

If a student should submit a written assignment after the due date and time without first requesting an extension from the Instructor, then the following penalties will be assessed:

1. If the written assignment is submitted within 24 hours of the due date and time a two (2) letter grade penalty will be assessed. For example, if the written assignment is valued at 100 points and the Instructor assigns a grade of 85 points, which corresponds to a letter grade of B, then a letter grade of C+ will be assessed. The numerical grade recorded in the grade book will correspond to the number of points at the lowest end of the grading scale for the letter. (For example, C+ will be recorded as 77 points.)
2. If the written assignment is submitted over 24 hours after the due date and time but within 48 hours of the due date and time, a four (4) letter grade penalty will be assessed. For example, if the written assignment is valued at 100 points and the Instructor assigns a grade of 85 points, which corresponds to a letter grade of B, then a letter grade of C- will be assessed. The numerical grade recorded in the grade book will correspond to the number of points at the lowest end of the grading scale for the grade. (For example, assignments out of 100 points then earning a C- will be recorded as 70 points.)

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