

# The Graduate School of Political Management

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THE GEORGE WASHINGTON UNIVERSITY

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## **M.P.S. in Political Management**

Fall 2018

August 28 – December 4

## **Fundamentals of Political Management**

PMGT 6401-10

3 Credits

CRN 23798

Tuesdays, 7:10 – 9:40 pm

Rome Hall 351

## **BASIC INFORMATION AND RESOURCES**

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### **Instructor**

Associate Professor Dr. Michael Cornfield

### **Contact Information**

[corn@gwu.edu](mailto:corn@gwu.edu)

202.994.9598

### **Communication**

Email is the best way to reach me. I will usually respond within 24 hours. If we can't resolve a problem through email, in-person appointments are welcome, generally late afternoons. My office is in the Media and Public Affairs Building, room 464. I will listen to voicemail but rarely respond by phone.

### **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 instructor 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](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 the lobby of the Elliott School of International Affairs, 1957 E St. 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**

See the “Regarding Deadlines” section in the course description ahead.

### **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. Lara Brown  
Director, Political Management Program  
[larambrown@gwu.edu](mailto:larambrown@gwu.edu) | 202-994-6000

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

Suzanne Farrand  
Director of Academic Administration, GSPM  
[sfarrand@gwu.edu](mailto:sfarrand@gwu.edu) | 202-994-9309

## **THE PROGRAM**

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### **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 the 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

“Politics and love are the only forms of constraint possible between free people. Politics is conflict become discussion, and it sets us a humane task on a human scale.”

---Bernard Crick, *In Defense of Politics*.

### Prelude

Many people stay away from politics. It’s usually frustrating and occasionally brutal. But some politics shunners pay more attention to it than they like to admit.

As well they should. Politics affects everyone.

A few people want to do their best to make politics, and democratic politics in particular, work. That self-selected population includes you and your classmates. So welcome!

This course, and this program, will show you how to learn more about how political campaigns are organized, how campaigns connect (and fail to connect) to citizens and governments, and how you can plan your next best steps in the political world.

More formally, Fundamentals of Political Management introduces GSPM students to the field of political management: essential concepts, skills, methods, roles, and standards of conduct that political managers rely upon to advise decision-makers and carry out their own decisions.

We will consider four “fundamentals.” A course learning objective is rooted in each one.

### The Fundamentals and Course Learning Objectives

**Strategy:** Strategic communication –communicating with a purpose in a social or organized setting--constitutes the core of applied politics. **You will learn basic types of strategies inherent to election, advocacy, public education, and governance campaigns. You will also learn how to recognize from readily available evidence what kind of strategy a campaign is deploying and how well it is executing it. You will learn how to devise and implement communication strategies in many of your ensuing courses, culminating in PMGT 6495, Capstone: Political Power and Practice.**

**Research:** Political professionals collect, organize, analyze and evaluate relevant empirical evidence to shape, inform, and optimize their campaign strategy. **You will learn to conduct and interpret several types of mostly qualitative research on behalf of a mock client in keeping**

**with a designated strategy. You will be introduced to elements of quantitative research, the main subject of PMGT 6403, Political Data and Analytics.**

**Communication:** Political professionals specify who should say what to whom, when, where, and with respect to which competitors. They embed campaign messages into public narratives familiar to and believed by members of the community in which the campaign occurs. They also master listening to and conversing with others; communication is not just a unidirectional matter of crafting and delivering messages, as important as that is. **You will learn to critique and compose messages for your mock client, and explain to the client in cover memos what the messages are meant to accomplish. You will learn to refine messages and combine them into a plan in PMGT 6403, Applied Political Communications.**

**Political Action:** Political action encompasses voting, contributing money and hours, and assembling and mobilizing supporters to demonstrate strength, and negotiating. Political professionals form and join teams and assemble coalitions capable of delivering the results they seek. They know how to attract attention, win support, maintain interest, and train and motivate people to act in effective concert at the right times. They also meet with powerful and influential individuals to advance their messages and goals. **You will participate in and monitor group activities and cross-group simulations, and then reflect on your engagement experiences in debrief memos. In the process, you will be introduced to dilemmas and Principles of Political Leadership, the main subject of PMGT 6404.**

## Course Requirements

Your course grade will be based 5% on general classroom participation, 5% on an oral reading report in class, and 90% on memo and message deliverables. Points counting toward the course grade will be awarded as follows:

### A. CLASSROOM PARTICIPATION (5% of course grade)

**Oral communication skills** are essential to political management. The capacity to speak effectively in a professional political setting is not synonymous with “public speaking,” that is, delivering a speech to an assembled audience. Students will not be expected to give speeches in this course, and may be cut off (as gently as possible) if they launch into a speech. Instead, the class setting resembles a staff meeting at a large multi-purpose firm that provides services in political consulting, government relations, and strategic communications in public affairs. We analyze and brainstorm collaboratively.

Accordingly, up to 5 participation points will be awarded for **smart, succinct, and on-topic comments** in three formats:

1. Clear and pertinent comments during class discussions.
2. Insightful and inventive contributions in role-playing games.
3. Constructive suggestions during strategy and message workshop segments.

Points will **never** be subtracted for inadequate answers and discussion contributions. You can only gain points, not lose them. So don't be afraid to venture a comment! In addition to speaking up in class, students may submit comments and reflections on class sessions to the professor via email after the session has concluded.

### B. READING REPORTS (5% of course grade)

Once during the semester each student will speak for five minutes about a portion of the assigned readings. This will be worth up to 5 participation points. You will be graded on your capacity to communicate the key concepts, findings, and descriptive passages of the reading, and discuss their applicability to political management. See the "Reading Reports" document in the Syllabus section and sign up via email to me for THREE report slots, as directed in the document. I will make every effort to give you your first choice. If you submit a one-page outline of what you intend to say by noon on the day of your report, I will provide constructive feedback before class begins. Be prepared for me to interrupt you with questions and digressions!

### C. MEMO/MESSAGE DELIVERABLES (90% of course grade)

Students will write **six memos and messages** during the semester. Each of these deliverables will be worth 15% of the course grade. The number of days you have to complete the assignment will vary but you will have at least one week. **Assignments will be introduced in class, released in full the day after class sessions, and are due at noon on the day indicated.** In three instances (Assignments Two, Three, and Six), there will be in-class workshops to help you do your best on the assignment.

**Please use Blackboard to access and deposit the assignments.** They should be composed in Microsoft Word. Assignments submitted otherwise (e.g. email cut-and-paste, in pdf format) will not be annotated with feedback.

Given the large size of our class this semester, some assignments may be staggered in two groups. When that happens, and **when other schedule changes occur, I will email you.**

**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.

### ASSIGNMENT SCHEDULE

Reading Report selections, resumé and personal statement due September 4. (no points)

ONE –Released September 4, due September 11.

TWO –Released September 18, workshops September 25 and October 2, due one week after your workshop, either October 2 or October 9.

THREE –Released October 9, workshop October 16, due October 23.

FOUR –Released October 23, due October 30.

FIVE –Released November 20, due November 27 (when class starts, not at noon).

SIX – Released December 4, due December 11.

**Assignment grades** will be based on the intrinsic quality of your work (the content), and also on how well you write. Like your employers and clients, the GSPM places a high value on excellence in written composition. (See page 3.) Your deliverables will be marked up with an eye toward meeting a minimum standard of correct and legible English, and you will receive credit for writing improvement over the course of the semester. From the start, however, take heed of this warning: misspelling a client or major player's name more than once in a deliverable will *automatically* lower your grade. Students with substantial writing challenges will be advised to visit the GWU Writing Center. It is quite good.

GSPM students arrive in Fundamentals with different levels of political knowledge and experience. I will perform **benchmark assessments** on your levels in the first two weeks of the course. This may result in variations in your written assignments. Throughout the course, you will be asked to demonstrate that you have developed more capacity for professional performance than you showed at the start of the course.

Upon request I will provide **extra steps you can take** to stretch your skills; you may also request or be assigned additional readings and assignment components to ensure that you are making the most of the semester. Extra credit may or may not come with fulfillment of these requests.

### Standards Of Conduct

As noted in the first part of this syllabus, students will be held to the George Washington University [Code of Academic Integrity](#). Please read it, paying particular attention to the section on **plagiarism** (you will have been tested on the plagiarism policy). Should you have any questions or concerns bring them directly to me unless it has to do with my conduct toward you, in which case you should contact the Program Director. Your confidentiality will be preserved.

Politics is contentious by definition. Now and then things will be said in class that will offend your values and perhaps make you angry. You should speak up and disagree when you want to contribute to class discussion. However, **personal attacks will not be tolerated** in the classroom or in course deliverables (as they are, regrettably, in many real-world venues).

**Late submissions and class absences** will be accepted with advance permission via email request, and excused retroactively for emergencies. Grade penalties will apply at the rate of one point per 24 hours for non-emergencies and non-approved extensions. While all class sessions are important to attend, the simulation on November 27 is especially important.

Your classwork, oral and written, is regarded as private and confidential communication within the confines of the course. You are here to learn, and to do that you need to feel free to take chances, make mistakes, and hear polite and candid feedback. **THEREFORE: the recording of classroom discussion is strictly prohibited.** In addition, while you may draw on your classwork for real-world deliverables **you may not receive any financial compensation for work done for this class.**

### REQUIRED READINGS

There are three books assigned for this course. They may be ordered (or downloaded) through Amazon (Kindle) and other booksellers. I do not use the GW Bookstore system. The first assignments from the books do not occur until week four of the class, so you have time to acquire them.

- **Michael John Burton, William J. Miller, and Daniel M. Shea, *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management*. Fifth Edition, Praeger, 2015.** (The Fourth Edition is also acceptable.) This book uses examples from US election history to explain the logic of how election campaigns operate. Slightly dated (the fate of all books about politics in a digital world) but still pertinent.
- **Lawrence Freedman, *Strategy: A History*. Oxford, 2013.** This sweeping account of one of our fundamental concepts spans military and business as well as political strategy, explicating the

work of the greatest intellectual exponents in each of these related fields. While the volume is worth reading in full, we will be reading approximately half of the chapters for this course.

- **Stephanie Vance, *The Influence Game: 50 Insider Tactics from the Washington D.C. Lobbying World that Will Get You to Yes*. Wiley, 2012.** A compendium of advocacy basics by a GSPM graduate that blends experiential knowledge with perceptive tips and observations.

**Additional required readings can be found via the course Blackboard pages (Electronic Reserves) and through links provided ahead in the syllabus.**

Finally, for some assignments you will be hunting and gathering information in order to produce quality deliverables on behalf of your mock client or employer. Provide citations in your deliverables for this researched information: any footnote, endnote, hyperlink, or parenthetical system of citation is accepted so long as it is consistent and legible.

The assigned readings contain important conceptual distinctions and historical interpretations you will find immensely useful in political management. You will not be tested on the contents of the readings *per se*, except for your in-class explainer. Rather, you will be expected to apply these concepts and interpretations to situations posed in class and your assignments.

**All memo and message deliverables should be submitted by noon on the day of the class in which they will be discussed except assignment five, due at the start of class November 27. All reading reports should be completed in time for class on the day they are listed.**

## CALENDAR OF SESSIONS AND ASSIGNMENTS

***NOTE: The instructor reserves the right to alter course contents and assignments as circumstances require. All changes will be announced in class, posted on Blackboard, and emailed to the addresses you provide via Blackboard. If you check every Wednesday afternoon, you will stay in step. You may also email me with questions.***

### **1) August 28: THE GREAT GAMES OF POLITICS.**

LEARNING OBJECTIVES: Introduction to key concepts for the course.

READINGS: None.

DELIVERABLE: None.

CLASS AGENDA:

- A. Getting Acquainted as Political Professionals.
- B. From a Simple Game of Poker...how political games do and do not resemble poker games. Simulation and debrief.

## C. Syllabus Review.

NOTE: For this session only class participation will be just for illustration; no points awarded.

ASSIGNMENT: Reading Report selections, non-graded autobiographical statement and résumé due by noon September 4.

**2) September 4: CAMPAIGN LESSONS FROM THE FOUNDERS.**

**“When you got skin in the game, you stay in the game. But you don’t get a win unless you play in the game.”**

LEARNING OBJECTIVES: Appreciate the immediate and enduring significance to political management of the campaigns to ratify and amend the U.S. Constitution. Experience the politics of committee work.

## READINGS:

- Chronology of Events – Founders.
- F. McDonald, *E Pluribus Unum*, Chapter Eight, “From the Many One.”
- P. Meier, *Ratification*, excerpts from Epilogue, “‘Playing the After Game’.”
- Proposed Amendment Explanations.
- Gregory Watson’s accomplishment.
- Guideline Memo, “The Form of the Strategy Memo.”

DELIVERABLES: Reading Report selections, non-graded autobiographical statement and résumé.

## CLASS AGENDA:

- A) Discussion of McDonald and Meier readings: the Founders as politicians.
- B) Governance Simulation: Deliberating Constitutional Amendments for the 21<sup>st</sup> Century.
- C) Simulation Debrief.

**Assignment One Released, due September 11.**

**3) September 11: HOW PEOPLE LOOK AT POLITICS.**

LEARNING OBJECTIVES: Survey what is known from social science about political expectations, attitudes, intakes, opinions, and actions, and consider what this academic knowledge of cognition and emotion means for political research (especially polling), strategy, and message.

## READINGS:

- D. Kahneman, *Thinking, Fast and Slow*, Chapters 7, “A Machine for Jumping to Conclusions,” and 9, “Answering An Easier Question.”
- Freedman, Chapters 37 (“Systems 1 and 2” section) and 38 (“System 1 Strategy and System 2 Strategy” section.)

- A. Guess, B. Nyhan and J. Reifler, "Selective Exposure to Misinformation: Evidence from the consumption of fake news during the 2016 U.S. presidential campaign."
- G. S. Lenz, *Follow the Leader?* Chapter 9, "Conclusion."

**DELIVERABLE: Assignment One due at noon.**

CLASS AGENDA:

- A) Key concepts of public opinion as political professionals use them.
- B) The behavioral and economic paradigms in social science.
- C) Introduction to surveys and other forms of audience research.

GUEST: Pete Brodnitz, Expedition Strategies.

#### **4) September 18: POLITICAL STRATEGY AND RESEARCH**

LEARNING OBJECTIVES: Assimilate a workday definition of campaign strategy. Understand how to collect and organize political information, both in real time and over time, for strategic use in campaign messaging and engagement.

READINGS:

- Freedman, Preface, Chapters 1 and 3. Chapters 2 and 4 are optional.
- Vance, Introduction and Chapters 1-3.
- Guideline Memo "Campaign Research Files."

CLASS AGENDA:

- A) It's Sorta Like War, It's Sorta Like Marketing, (and It's Sorta Like Religion): Campaign Strategy Defined.
- B) Trickery: how research helps prepare politicians to catch opponents, not get caught, win, and be moral. (Easy enough, don't you think?)
- C) Templates for Strategic Political Research: the Grid, the Window, the Dossier, the Graph, and the Properly Drawn Analogy.
- D) Project Groups formed and Group Work Rubric released.

**Assignment Two Released (in general), due October 2 or 9. Workshop Slots filled for September 25 and October 2 (when assignments will become more specific).**

#### **5) September 25: CAMPAIGNS FOR ELECTIVE OFFICE.**

LEARNING OBJECTIVES: Work through how polls inform election campaign strategy. Deepen awareness of the resources that election campaigners must manage (message, money, people, intelligence) and the myriad of roles they must play. Hear and read about other types of research including demographic, media, and opposition research.

## READINGS:

- Burton, Miller, and Shea, Chapters 1-5.
- Rick Tyler on Political Research.
- GW Politics Poll August 2018  
(<https://smpa.gwu.edu/sites/g/files/zaxdzs2046/f/Toplines%20GW%20Politics%20Poll%20Wave%202.pdf> )

DELIVERABLE: Groups in Wave One should be ready to discuss their second assignments in progress.

GUEST: TBA

## CLASS AGENDA:

- A) Political Research.
- B) Battleground Poll Discussion.
- C) Review basics of party-based vs. candidate-centered campaigns; incumbent vs. challenger strategies; issue positioning and emphasis; targeting and triage.
- D) Assignment Two Group Workshops: Wave One.

## 6) October 2: ADVOCACY CAMPAIGNS & GOVERNMENT AFFAIRS OFFICES.

LEARNING OBJECTIVES: Deepen awareness of the resources that advocacy and public education campaigners must manage (message, money, people, intelligence –same as in week 5!) and the myriad of roles they must play (these differ somewhat from election campaigns). Compare and contrast government relations operations with interest groups and other organizational approaches to advocacy.

## READINGS:

- Global Strategy Group, “Business and Politics: Do They Mix?” white paper at <http://globalstrategygroup.com/resources/businessandpoliticsdotheymix/>.
- Foundation for Public Affairs, “Measuring and Communicating the Value of Public Affairs.”
- Vance, Chapters 4-6.
- S. Englin and S. Hankin, “The Advocacy Gap.”
- F. Baumgartner *et al.*, *Lobbying and Policy Change*, Chapter One.

DELIVERABLE: Groups in Wave Two should be ready to discuss their second assignments in progress.  
**Wave One assignments due at noon.**

GUEST: TBA.

## CLASS AGENDA:

- A) How a Government Relations Office Works.
- B) Electoral and Advocacy Strategies Compared.
- C) How tilted (“rigged”) is the advocacy playing field?

D) Assignment Two Group workshops: Wave Two.

### 7) October 9: STRATEGIC MESSAGING & NARRATING I – Text and Video.

LEARNING OBJECTIVES (also for next session): Hone critical appreciation for message and narrative skills in the creation and delivery of major political messages through speeches, media relations, and motion pictures/videos. Understand similarities and differences among five modes of influence: text (spoken and written), video, media relations (dealing with journalists and info-tainers), online communications (web page and path architecture, social media), and statistics and infographics.

#### READINGS:

- Freedman, Chapters 26 (pp.427-432, on Narrative) and 27 especially the opening section (NB: the author misspells “Luntz” as “Lutz”).
- E. Coats, “Story Basics,” transcript of a collection of tweets.
- Guideline Memos “Anatomy of A Speech Module” and “Values and Beliefs.”
- Burton, Miller, and Shea, Chapter 9.

DELIVERABLE: **Wave Two assignments due at noon.**

#### CLASS AGENDA:

- A) Principles of good messaging and narrating.
- B) Speech Modules and Argumentation.
- C) The Powers of Variable Framing and Genre Referencing.
- D) Directing, Watching, and Commenting from Nixon to Obama (and the next guy).

**Third Assignment released, due October 23.**

### 8) October 16: STRATEGIC MESSAGING & NARRATING II – Media and Data.

#### READINGS:

- K. Halvorson, “Audit,” from *Content Strategy for the Web* (New Riders, 2010).
- M. Cornfield, “Basics of Digital Advocacy.”
- E. R. Tufte, “Aesthetics and Techniques in Data Graphical Design,” from *The Visual Display of Quantitative Information*, 2<sup>nd</sup> ed. (Graphics Press, 2001).
- D. Stone, *Policy Paradox*, Chapter 7, “Numbers.”
- Freedman, Chapter 38 (“The Trouble with Stories,” “Scripts” especially Bruner’s analysis of their functions, and “Scripts: Strategic and Dramatic.”)

DELIVERABLE: Come to class with questions about Assignment Three in progress.

#### CLASS AGENDA:

- A) Dealing with representatives from the media; campaign vs. media agendas.
- B) Power to the End Users and other digital effects on strategic narrating.
- C) Infographics and the Rhetoric of Data. (Overcoming Microsoft Office.)
- D) The Limits of Political Storytelling

### 9) October 23: POLITICAL MEETINGS & ENGAGEMENT.

LEARNING OBJECTIVES: Master the fine points of taking a political meeting: strategic, logistical, and rhetorical dimensions of recruiting individuals to join your coalition and lobbying decision-makers on policy matters. Also catch up and review readings, as we will discuss them to date if necessary.

#### READINGS:

- J. Conger, "The Necessary Art of Persuasion."
- Vance, Chapters 7-10.
- Congressional Management Foundation, *Face-to-Face With Congress*.
- E. McKenna and H. Han, *Groundbreakers*, (Oxford, 2014), Chapter 4 "Building Depth by Investing in Relationships."

DELIVERABLE: **Third Assignment due at noon.**

#### CLASS AGENDA:

- A) Engagement and Persuasion –the value of relationships.
- B) Insider meetings with officials and other decision-makers.
- C) Outsider meetings with stakeholders, volunteers and other supporters.

**Assignment Four released, due at noon October 30.**

### 10) October 30: POLITICAL MANAGEMENT AND EMOTION.

LEARNING OBJECTIVES: Anger mobilizes people for politics as no other emotion. But anger stymies the politics requisite for good policymaking and governance. Consider how we can manage anger given this contradiction, including examples from targeting, fundraising, negative messaging, and direct contacting.

#### READINGS (see also October 24 readings):

- N.A. Valentino *et al.*, "Election Night's Alright for Fighting: The Role of Emotion in Political Participation," *Journal of Politics* 73:1 (January 2011)
- J. Geer and L. Vavreck, "Negativity, Information, and Candidate Position Taking," unpublished paper.
- Burton, Miller, and Shea, Chapters 6-8, 10.

DELIVERABLE: **Assignment Four due at noon.**

#### CLASS AGENDA:

A) Injecting Emotion into Messages: Why Negative Appeals Trump Positive (pun intended), but at Greater Risk.

B) Fundraising, Targeting, and Mobilizing.

C) Dealing with the Demonized.

D) Reflections on Anger and Related Emotions.

**November 6 – ELECTION DAY USA – NO CLASS.**

### **11) November 13: POLITICS AS A BUSINESS.**

LEARNING OBJECTIVES: Appreciate the factors behind the growth of the politics business in the last century; understand the peculiarities of the “politics market” and the connection between political consulting and innovations in communications technology; how to be an entrepreneur and an executive.

READINGS (Note: given our guest list and your assignment deadline, we will have reports for these readings on October 31 as well, but their contents fit tonight’s learning objectives):

- Excerpts, “Michelle Nunn for Senate 2014” campaign plan.
- Burton, Miller, and Shea, Introduction and Conclusion (Chapter 12 in fifth ed.).
- Freedman, Chapter 30 (especially on Drucker)
- Peter Drucker, “Effective Decisions.”

CLASS AGENDA:

- A. Business Strategy and the Politics “Market.”
- B. Political Consultants as Change Agents.
- C. Specialties of the Politics Business in the Mass Media and Digital Eras.
- D. Effective decision-making.

### **12) November 20: CAMPAIGNS UNDER PHYSICAL DURESS (The Politics of Violence and Nonviolence).**

LEARNING OBJECTIVE: In the last century war has been technologically transformed several times over: nuclear weapons, (new types of) chemical-biological weapons, cyber-weapons (indirectly lethal), robotic weapons (e.g. drones). Appreciate how these technologies affect campaign strategies to achieve political goals through the threat and application of violence and nonviolent resistance.

DELIVERABLE: None

READINGS:

- B. Bueno De Mesquita and A. Smith, *The Dictator’s Handbook*, Chapter 1, “The Rules of Politics.”
- G. Sharp, *From Dictatorship to Democracy*, especially Chapter 8 “Applying Political Defiance” and Appendix One, “The Methods of Non-Violent Action.” <http://www.aeinstein.org/english/> (click on the icon of the pamphlet to download it as a pdf file).
- Freedman Chapters 7 (pp.85-92, on Clausewitz); 14 (pp.178-183, on T.E. Lawrence); 17 and 23.

**DELIVERABLE: Assignment Five released, due November 27 at start of class.**

CLASS AGENDA:

- A) Official modes of communication involving hostile-dominated populations: PSYOPS, Propaganda, Govt. Public Affairs, and Public Diplomacy.
- B) Rebellious modes of communication.
- C) Theories, principles, and methods of coercion and resistance.
- D) Briefings/Workshop for Simulated Summit November 28.

### **13) November 27: CAMPAIGNING TO GOVERN – Simulated Summit.**

LEARNING OBJECTIVE: Participate in a full-fledged simulation of a high-stakes, high-visibility decision-making summit between two sides, where players weigh compromise, consensus, and confrontation, and negotiations are susceptible in part to outside statements as well as inside maneuvers.

READINGS:

- A. Gutmann and D. Thompson, "The Case for Compromise," <http://harvardmagazine.com/2012/07/the-case-for-compromise>.
- Freedman, Chapter 13 (also review Chapter 3).

DELIVERABLE: Come to class ready to participate in the simulation, and bring two hard copies of your **Assignment Five**.

CLASS AGENDA:

- A) Simulated Summit.

### **14) December 4: WHAT POLITICAL PROFESSIONALS DO.**

LEARNING OBJECTIVES: Review the functions of political professionals in democracy and the world. Consider your options for a career as a political professional.

READINGS:

- Freedman, Chapter 21 (pp.301-306, on Max Weber) and re-read last three paragraphs of Chapter 27 (pp.455-56).
- Excerpts from Max Weber, "Politics As A Vocation."

CLASS AGENDA:

- A) Simulation debrief (and assignment six workshop, of a sort).
- B) Weber's view of the political world: the tension between leaders and bureaucracies; political professionals as change agents.
- C) Perils and rewards of political involvement (including being captivated by a single narrative and having a boss or client who is). Albert O. Hirschmann's options: exit, voice, and loyalty.

D) Conclusion: your next steps at GSPM.

**Sixth Assignment released, due one week after last class, December 11, at 11:59 pm.**

**Postscript:**

Politics can be fun (it's Vance's last tip) so here are two recommended books that evoke the humor of being involved in politics.

- **Rick Ridder, *Looking for Votes in All the Wrong Places*. Radius, 2016.** Uproarious tales and exceedingly smart rules from a lifetime on the campaign trail.
- **Barton Swaim, *The Speechwriter: A Brief Education in Politics*. Simon & Schuster, 2015.** A witty and often scathingly funny autobiographical account of what it's like to work for a politician. Reflections on the uses and abuses of language in politics.

**-END-**

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