

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Fall 2018

Principled Political Leadership
PMGT 6404.10
3 Credits
1776 G St. NW
C-103

Tuesdays, 7:10 – 9:40 pm

BASIC INFORMATION AND RESOURCES

Contact Information

Matthew Dallek (202) 302-1794

Email Address: mdallek@gwu.edu

Mary Crannell

Email: mary.crannell@ideasciences.com

Note: Prof. Crannell will help grade papers and lead two classes. She has taught this course before and is very familiar with the course content and a terrific resource.

Communication

The best way to reach us is email. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment before/after class.

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.

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 <https://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 basement of the Marvin Center 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 is mandatory for this class. Any individual unable attend class should email Matthew Dallek prior to the beginning of that class. *Repeated absences will be considered in your final 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. Lara Brown
Director, Political Management Program
larabrown@gwu.edu | 202-994-4545

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

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.

Additional Note: Students are not permitted to use laptops and cell phones during class time, which can create unnecessary distractions and detract from the content of the class discussion and lectures.

Political Management Program Objectives

1. Assess a political environment, develop a strategy to achieve specified goals within that environment, and act to carry out that strategy through a campaign.
2. Draw upon a repertoire of effective campaign communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize a campaign.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to a campaign.
5. Address the recurring dilemmas of political life in a manner that upholds ethical standards as they practice the profession.

Course Description and Overview

This course seeks to advance students’ understanding of political leadership, broadly conceived. The course develops the capacity of students to address recurring political dilemmas and challenges in ways that uphold ethical standards, and it aims to sharpen students’ leadership skills by exposing them to varied forms and styles of political leadership throughout the term. Students are expected to engage with the study of ideas about political leadership, practice how they would handle varied political challenges that defy easy solution, and deepen their

appreciation for the complex nature of political leadership in modern America and around the world. This course satisfies either the ethics or leadership core course requirement for the Master’s Degree in the Political Management Program.

Course Learning Objectives

1. Develop a process that helps students make the best decisions when confronted by political dilemmas
2. See political controversies from a wealth of perspectives—including those of critics and people with different cultural and ideological backgrounds.
3. Sharpen the skills enabling students to enact their political agendas, without violating standards of conduct that are core to their principles.
4. Learn to handle political criticism, including personal attacks, while remaining true to students’ goals and values.
5. Think more deeply about how to get things done in complex political structures and climates.
6. Learn to persuade audiences about controversial political subjects.

Course Requirements

Students are expected to take active part in class discussion, finish their assignments on time, and complete the readings assigned for that day’s discussion.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
<p>Memo #1: Strategy for Handling Political Leadership Failure</p>	<p>Pick a political leader, analyze how or why he or she failed in a particular task (ie...running for office, a policy issue, poor handling of political attacks), and recommend at least two to three concrete steps the person can use to become a better leader in the years ahead and avoid a repeat of the failure. Briefly put, how can the leader learn from her mistakes?</p>	<p>Before 7 pm on 09/11/18</p>	<p>10%</p>

<p>Hometown Leadership: Speech, Press Release, Facebook Post, and Tweets</p>	<p>Draft a speech, press release, Facebook post, and 2-3 tweets explaining to the people of your hometown or city how you will solve one of the town's most urgent problems</p>	<p>Before 7 pm on 10/02/18</p>	<p>20%</p>
<p>Memo #2: Shaping a Leader's Public Image</p>	<p>Select a political leader whose public image has been in decline; then, write a memo that identifies the sources behind this decline and recommends strategies this leader can use over the next year to improve his or her public image. What concrete steps can this leader take to try to improve his or her fortunes in the public eye? What can the leader control in the coming months in terms of his/her public image, and what is out of the leader's control? Should the leader return to what worked in the past, or rather, should she try to overhaul her image and strike out on a new path? Provide a road map in the memo that will be the basis for strengthening the leader's image in the next 12 months.</p>	<p>Before 7 pm on 11/06/18</p>	<p>15%</p>
<p>Political Leaders' Decision-Making – Pick a political leader that you admire or dislike, and then write a 3,000-word analysis (and deliver an in-class oral presentation) that explains how this leader makes decisions; whether or not the leader's decision-making process is effective (and why or why not); and whether this process should be emulated by future leaders, or</p>	<p>See Prompt</p>	<p>Before midnight on 12/6/18</p>	<p>35%</p>

avoided altogether? Consider the trade-offs that factored in to the leader’s decision-making process.			
Attendance, In-class discussion, and participation	All students start with a “B” and must demonstrate engagement to increase grade for this category		20%
Total			100%

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.

NOTE: The instructor reserves the right to alter the course content and/or adjust the syllabus to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar. The instructor will let students know of any changes as soon as possible.

Course Schedule

PART I: Leadership Skills-Building

Aug. 28: Introduction: On Leadership

Topic and Content Covered:

Introductions
Review course details
Debate definitions of political leadership in various contexts

Learning Objective(s) Addressed:

Review course themes, syllabus, and goals for the semester

Sept. 4: Political Opportunism and the Presidency

Topic and Content Covered:

Discuss Statesmanship vs. Leadership
Analyze political “opportunism”

Learning Objective(s) Addressed:

Discerning the difference between statesmen and politicians
Discussing the impact of this difference on political issues of our time
Learning how the idea of leadership has evolved historically

Guest Lecture: Dr. Lara Brown

Reading Due:

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*, Preface, Chapter 4: “A House Divided,” 92-131

Max Weber, “the Profession and Vocation of Politics,” (1919)

R.A.W. Rhodes, Paul ‘T Hart, *The Oxford Handbook of Political Leadership*, pp. 1-13
https://books.google.com/books?id=yirnAwwAAQBAJ&pg=PA186&lpg=PA186&dq=political+leadership+oratory&source=bl&ots=-0sGpC4wOh&sig=Srs-DA8DDt6CJOVXwG_AXyRkKDY&hl=en&sa=X&ved=0ahUKEwjktZ-Oo73RAhVBIFAKHZFtC7MQ6AEIIDAB#v=onepage&q=political%20leadership%20oratory&f=false

Review: Jonathan Knee, “‘Forged in Crisis’ Strains to Define Leadership,”
https://www.nytimes.com/2017/10/05/business/dealbook/review-forged-in-crisis.html?_r=0

Sept. 11: Language and Power

Reading:

Michelle Obama's 2016 Convention Addresses

2016: https://www.washingtonpost.com/news/post-politics/wp/2016/07/26/transcript-read-michelle-obamas-full-speech-from-the-2016-dnc/?tid=a_inl

George Orwell, "Politics and the English Language"

http://www.orwell.ru/library/essays/politics/english/e_polit/

R.A.W. Rhodes, Paul 'T Hart, *The Oxford Handbook of Political Leadership*, pp. 186-189

https://books.google.com/books?id=yirnAwAAQBAJ&pg=PA186&lpg=PA186&dq=political+leadership+oratory&source=bl&ots=-0sGpC4wOh&sig=Srs-DA8DDt6CJOVXwG_AXyRkKDY&hl=en&sa=X&ved=0ahUKEwjktZ-Oo73RAhVBIFAKHZFtC7MQ6AEIIDAB#v=onepage&q=political%20leadership%20oratory&f=false

Allen Guelzo, *Lincoln and Douglas: The Debates that Defined America*, Chapter 5

Assignment Due: Memo #1

Sept. 18: Political Leadership and Team-Building

(Lecture: Prof. Mary Crannell)

Topic and Content Covered:

Understanding Personality Types

Learning Objective(s) Addressed:

Enrich your understanding of personality types and how they affect communication and interaction.

Discuss the complications of personalities when forging issue positions and seeking to enact an agenda.

Reading Due:

Otto Kroeger and Janet M. Thuesen, *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job*, Ch. 1

Assignment due: Complete Myers-Briggs Type Indicator (MBTI) assessment at

<http://www.humanmetrics.com/cgi-win/jtypes2.asp> and report your type to Professor Dallek and Professor Crannell (mary.crannell@ideasciences.com) by Feb. 7. This version of the assessment requires about 15 minutes to complete. You do not have to report your type if you believe it compromises your privacy.

Sept. 25: Leadership Skills: from empathy to authenticity to withstanding attacks

Topic and Content Covered:

Assess the role of various traits in forging principled political leadership.

Learning Objective(s) Addressed:

Better understand strategies, techniques, and skills that leaders use to project empathy, values, and other traits.

Reading Due:

Fred Greenstein, Larry Berman, eds., *The Art of Political Leadership: Essays in Honor of Fred I. Greenstein*, Ch. 3, Meena Bose, “What Makes a Great President?”

The Atlantic, “Does Empathy among World Leaders Do More Harm than Good?”

<http://www.theatlantic.com/notes/2016/03/is-empathy-essential-for-political-leaders/474705/>

Ellyn Angelotti, “How to handle personal attacks on social media,” The Poynter Institute, Aug. 20, 2013

<http://www.poynter.org/2013/how-to-handle-personal-attacks-on-social-media/219452/>

Community Tool Box, Center for Community Health and Development, University of Kansas, Chapter 35, “How to Respond to Opposition Tactics”

<http://ctb.ku.edu/en/table-of-contents/advocacy/respond-to-counterattacks/respond-to-opposition/main>

Nancy Koehn, *Forged in Crisis: The Power of Courageous Leadership in Turbulent Times*, “Part V: Protect the Earth and Its Creatures, Rachel Carson’s Challenge”

PART II: Moral Dilemmas, Ethical Quandaries

Oct. 2: Moral Dilemmas Facing Leaders in Crisis

Michael Bess, *Choices under Fire: Moral Dimensions of World War II*, Ch. 6: “Deep Good and Deep Evil: the concept of human nature confronts the Holocaust”; Ch. 7: “Decisions at Midway, 1942: Moral Character as a Factor in Battle”

Assignment due: Hometown Leadership Speech, Press Release, Facebook Post, and Tweets

Oct. 9: Fall Break—NO CLASS

Oct. 16: Leadership Dilemmas in Trump’s America

Topic and Content Covered:

Grapple with real-time decisions faced by prominent Republican leaders about whether or not to support President Donald Trump on a variety of hot-button issues that have defined Trump’s time in office.

Learning Objective(s) Addressed:

Attain a concrete sense of the trade-offs involved in what for some Republican officeholders is an agonizing decision.

Reading Due:

Jeff Flake, *The Conscience of a Conservative*, Excerpt

<http://www.politico.com/magazine/story/2017/07/31/my-party-is-in-denial-about-donald-trump-215442>

Sen. Ben Sasse, “An Open Letter to Majority America,” Facebook

<https://m.facebook.com/sassefornebraska/posts/593031420862025>

“Letter to Steven Mnuchin,” Yale University Alumni, and Secretary Mnuchin’s Reply:

<http://lettertostevemnuchin.com/>

<https://twitter.com/stevenmnuchin1/status/899068140327325696>

Katie Glueck, “I Won’t Be a Servile Puppy Dog for Trump,” Politico

<http://www.politico.com/story/2016/07/ted-cruz-rules-out-voting-for-hillary-clinton-225944>

Ivanka Trump’s Convention Address

<http://time.com/4417579/republican-convention-ivanka-trump-transcript/>

Dan Balz, “After Charlottesville, Republicans Remain Stymied over What to Do about Trump,” *The Washington Post*, Aug. 20, 2017

https://www.washingtonpost.com/politics/after-charlottesville-republicans-remain-stymied-over-what-to-do-about-trump/2017/08/19/774bddd4-81d4-11e7-ab27-1a21a8e006ab_story.html?utm_term=.f6b479aa75ec

Ted Cruz’s 2016 Republican National Convention Address

<http://thehill.com/blogs/pundits-blog/presidential-campaign/288611-transcript-ted-cruz-addresses-republican-convention>

James Pinkerton, “His two strongest speeches of the campaign,” *Breitbart*, Aug. 17, 2016

<http://www.breitbart.com/big-government/2016/08/17/donald-trump-move-two-strongest-speeches-campaign/>

Peter Wehner, “Behold our ‘Child King,’” *the New York Times*, Aug. 26, 2017

<https://www.nytimes.com/2017/08/26/opinion/sunday/trump-our-child-king.html?mcubz=0>

Oct. 23: Campaign Ethics and Political Leadership

Learning Objective(s) Addressed:

Understand how a campaign leader faces moral and ethical dilemmas in seeking elective office

Reflect on various ethical dilemmas in campaigns; refine strategies one might use to address these dilemmas

Reading Due:

The American Association of Political Consultants code of ethics:

<http://www.theaapc.org/default.asp?contentID=701>.

Hana Callaghan, "Unavoidable Ethical Dilemmas for Candidates," Santa Clara University

<https://www.scu.edu/ethics/focus-areas/government-ethics/resources/unavoidable-ethical-dilemmas-for-candidates/>

New York Times, "Gravelly Ill, Atwater offers Apology," Jan. 13, 1991

<http://www.nytimes.com/1991/01/13/us/gravelly-ill-atwater-offers-apology.html>

Choose one of the following films and watch before Class:

"Boogie Man"

"A Perfect Candidate"

"Weiner"

Topic and Content Covered:

We will watch and discuss a series of political ads.

Learning Objectives Addressed:

Conducting a case study and simulation to understand how leaders of different political persuasions handle tough issues in an ethical manner

Possible Guest Speaker: Former Rep. Dan Maffei

III. Leadership and Political Culture

Oct. 30: Organizational Culture and Political Leadership

(Lecture: Prof. Crannell)

Reading:

Edgar H. Schein, **Organizational Culture and Leadership**, 3rd ed., Chs. 1-2

<https://books.google.com/books?id=xhmezdokfnYC&pg=PR6&lpg=PR6&dq=Edgar+H.+Schein,+Organizational+Culture+and+Leadership,+Jossey-Bass,+2004&source=bl&ots=m6MU4Nn7kL&sig=YnQMR3fTn8GKkH3R-SZg-6dcxpA&hl=en&sa=X&ved=0ahUKEwj5wN2kqL3RAhVadIAKHVGIaK0Q6AEIWTAJ#v=onepage&q=Edgar%20H.%20Schein%20Organizational%20Culture%20and%20Leadership%20Jossey-Bass%202004&f=false>

Nov. 6: Race, Religion, and Leadership

Topic and Content Covered:

Role of race in American political leadership;

Assess political leadership on issues of racial justice and religion in the U.S.

Reading Due:

Dr. Martin Luther King, Jr., “Letter from Birmingham Jail”

David Garrow, *Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference*, Chapter 5, “Birmingham and the March on Washington, 1963”

Barbara Jordan, Keynote, Democratic National Convention, 1976

<http://www.americanrhetoric.com/speeches/barbarajordan1976dnc.html>

John F. Kennedy’s Address to the Greater Houston Ministerial Association, Sept. 12, 1960

<https://www.jfklibrary.org/Asset-Viewer/ALL6YEBJMEKYGMCntnSCvg.aspx>

Mitt Romney, “Faith in America,” George Bush Presidential Library, College Station, Texas, Dec. 6, 2007

<http://www.npr.org/templates/story/story.php?storyId=16969460>

PBS’s *Eyes on the Prize: America’s Civil Rights Movement* (Clips shown in class)

Possible Guest Speaker: Former Congressman Al Wynn

Assignment Due: Memo #2

Nov. 13: Gender, #MeToo, and Political Leadership

Readings:

Anne Kornblut, *Notes from the Cracked Ceiling: Hillary Clinton, Sarah Palin, and What It Will Take for a Woman to Win*, Chapter 2, “Under Siege”

Time, “The Silence Breakers”

<http://time.com/time-person-of-the-year-2017-silence-breakers/>

Masha Gessen, “Al Franken’s Resignation and the Selective Force of #MeToo,” *The New Yorker*

<https://www.newyorker.com/news/our-columnists/al-franken-resignation-and-the-selective-force-of-metoo>

Learning Objective(s) Addressed:

Explore the role of gender in modern American (and global) political leadership, why comparatively few women are in elected office, and the forces that are (and are not) remaking American culture around issues of gender, politics, and leadership.

Nov. 20: No Class—Thanksgiving Week

Nov. 27: Political Leadership and Confederate Monuments

Readings:

Garance Franke-Ruta, “Charlottesville is a target for the alt-right. Its Jewish mayor is emerging as a national voice,” *Yahoo News*, Aug. 16, 2017

<https://www.yahoo.com/news/charlottesville-target-alt-right-jewish-mayor-emerging-national-voice-120253532.html>

Kristine Phillips, “‘Look at the campaign he ran’: Charlottesville mayor is becoming one of Trump’s strongest critics,” *the Washington Post*, Aug. 13, 2017

https://www.washingtonpost.com/news/local/wp/2017/08/13/look-at-the-campaign-he-ran-charlottesville-mayor-is-becoming-one-of-trumps-strongest-critics/?utm_term=.31be8b5992a0

Aaron C. Davis, Joe Heim, and Laura Vozzella, “How Charlottesville lost control amid deadly protest,” *the Washington Post*, Aug. 26, 2017

https://www.washingtonpost.com/investigations/how-charlottesville-lost-control-amid-deadly-protest/2017/08/26/288ffd4a-88f7-11e7-a94f-3139abce39f5_story.html?utm_term=.157aa4c8520a

Possible Guest Speaker (via Skype): Former Charlottesville Mayor Michael Signer

Dec. 4: Final in-class Presentations

Dec. 6: Final Paper Due

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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.