BASIC INFORMATION AND RESOURCES

Instructor
Todd L. Belt, Ph.D.

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

Communication
I prefer to consult with students in person or on the telephone as it is much more efficient than the oftentimes protracted and delayed discussions across email. I simply want to give you the best and quickest feedback possible so that you can maximize your educational experience. Telephone and face-to-face communication is much quicker than email for follow-up questions. Moreover, “live” communication helps me to perceive whether you understand my comments and answers to your questions so that I can immediately clarify any misunderstandings. I am available by email for questions that are simple and easy to answer, but for anything more involved and pressing, please call or see me in person. I will try to respond within 24 hours to inquiries submitted by email or telephone. I am also available in my office at the Graduate School of Political Management for consultation during regular business hours, except on days when our class meets, when I come in later (please call or email to schedule an appointment).

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 the distribution of course materials. Students can access the course site at https://blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or https://it.gwu.edu/blackboard-students.

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
University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should 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 should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

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/

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/

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 outside the entrance to the classroom building 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

Attending class is required. If you find yourself with a scheduling conflict, contact me as soon as possible to let me know that you will be absent. Otherwise, it will be considered an unexcused absence and it will negatively count against your participation grade. You must attend class to participate. Three or more class absences during the spring semester will result in a failing class participation grade.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 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 any/all of the following:

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

**THE COURSE**

**Political Management Program Objectives**

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

**Graduate School Expectations**

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.
Course Description and Overview
As the capstone seminar represents the consolidation and application of knowledge acquired throughout your GSPM curriculum, students are encouraged to enroll during their last or penultimate term. This capstone seminar that develops and integrates knowledge of political strategies, tactics, and situational considerations, and applies that knowledge to advanced political problems. Topics include: gaining and wielding power, the complexity associated with making democracy work, positioning and posturing with regard to the rules, conflict resolution, negotiation and bargaining skills, grappling with the consequences of winning and losing. More generally, this course has been designed to teach you what Aristotle thought were the keys to being a successful political leader: discernment and prudence. Knowing what questions to ask, what research to pursue, and what actions to recommend at any one time are the marks of a prudent leader.

This capstone seminar has been designed to enhance your ability to develop and integrate knowledge of political strategies, tactics, and situations, and apply that knowledge to advanced political problems. To achieve these aims, you will be asked to conceive and execute an advocacy or electoral “campaign-relevant” research report and slide presentation for a mock political client that you select. As you complete this project, you will draw upon concepts and skills you have learned during your coursework, add important people to your professional network, and produce deliverables for your career portfolio. In addition to this semester-long research project, you will be asked to engage with assigned readings and produce shorter memo-based assignments designed to help you reflect on your leadership capacities and your vocation (opportunities, aspirations, and place) within the world of politics.

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

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

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

3. Understand and express the countervailing paradoxes of leadership within our current political climate, economic conditions and social concerns.

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

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date, Learning Objectives, and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Group Preparation Assignments</td>
<td>20%</td>
<td>Throughout the semester (see course schedule for specific days) you will be tasked with preparing notes on readings prior to class. The objective is to summarize, critically analyze, integrate, and apply course readings to other material within and outside of the course. Each week that reading groups assignments, two points will be given for full credit, one point for partial credit (late, incomplete, or inadequate performance), and zero points for missed assignments. Points will be summed and a percentage computed.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Throughout the semester you will be evaluated on the quantity and quality of your verbal remarks shared with the class. The objective is to cultivate your verbal communication and extemporaneous analytical skills.</td>
</tr>
<tr>
<td>Political Purpose</td>
<td>5%</td>
<td>This is your mission statement, which will be due Week 2. The objective is to clarify your goals for the rest of the course. Details provided Week 1.</td>
</tr>
<tr>
<td>Project Prospectus</td>
<td>10%</td>
<td>The goal is to produce a research prospectus with four components: (1) Research Question and Rationale; (2) Campaign Context; (3) Literature Review; (4) Proposed Sources and Methods. Each component will be 20% of the grade calculation, and 20% will be determined based upon grammar, spelling, and organizational clarity. Due Week 4, further details will be provided.</td>
</tr>
<tr>
<td>Revised Prospectus</td>
<td>10%</td>
<td>The goal of this assignment is to improve your prospectus based upon feedback from the class and the instructor. Due Week 6.</td>
</tr>
<tr>
<td>Final Report</td>
<td>30%</td>
<td>The goal of this assignment is to prepare a formal report with six components: (1) Argument and Thesis; (2) Situational Description/Context; (3) Research Results; (4) Political Analysis; (5) Campaign Recommendations; (6) Strategic Positioning and Message Development (Content &amp; Delivery). Each one of these components will be worth 15% points, and an additional 10% will be based upon grammar, spelling, voice, and overall clarity. This report should be no more than 12-13 single-spaced typed pages (approx. 5000 words), excluding back matter. Due Week 11.</td>
</tr>
<tr>
<td>Client Slide Deck</td>
<td>10%</td>
<td>The purpose of this assignment is to summarize and make compelling the topic and findings of your research. Along five dimensions (20% each): (1) Sequence, (2) Highlighting, (3) Visuals, (4) Compelling, and (5) Grammar and Language Clarity. You should produce no more than 15 slides, along with no more than 7-10 minutes of talking points that you can place in the accompanying &quot;notes&quot; section. Due Week 12.</td>
</tr>
<tr>
<td>Oral Presentation of Client Research</td>
<td>5%</td>
<td>On the last two days of class, we will have individual presentations. Students will present to other students in the audience who will pretend to be the client. The audience will vote whether to follow the recommendations of each presentation. The vote will inform but not necessarily be calculated into the student's grade. The objective of this requirement is to develop skills in preparing and presenting a compelling proposal.</td>
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</tbody>
</table>
Grade scale (for all GSPM classes):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Grade Points</th>
<th>Grading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
<td>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B</td>
<td>83-96</td>
<td>3.00</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>You’ve completed the assignment, but you are not meeting all the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>(lowest grade to pass)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>0.00</td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
</tr>
</tbody>
</table>

Assignments are due at the time of the course meeting. If your assignment is not ready by the beginning of the course meeting, you will be penalized a full course grade for each course period it is late. Extensions will not be given except in cases of a verified emergency.

Grade points will be assigned to each letter grade (see below) for each corresponding component and the grade points will be multiplied by weight, then all weighted components summed together to calculate your final grade points. The letter grade closest to the final grade point calculation will be your final grade.
Reading Groups
For each assigned week, you will be tasked with one of four reading group roles. You are to type or 
handwrite your comments on hard-copy before you arrive (not after you arrive), including your role in 
the week’s group. If you do not show up with your completed comments, you will be asked to leave class 
until discussion is over and your assignment will be treated as late (see above). If you have not thought- 
out and written-out your comments, you are not prepared. If your comments are merely “in your head,” 
you are not prepared, so plan accordingly. The purpose of this assignment is to develop a semester-long 
dialogue that interacts with the readings and benefits your final project. A hard copy of your comments 
will be collected at the end of discussion (may be hand-written) and you should make your comments 
available to your group members (hard copy or electronically).

Discussion Director
You are the leader of your group, and it is your responsibility to begin the discussion, to keep it moving, 
and maintain a focus on the readings for the duration of the discussion. It is your job to elicit (make the 
other people in the group discuss) a brief summary of the assigned reading. Be prepared with a list of at 
least five (5) questions (at least one per reading) to elicit discussion in such a way as to get the most out 
of your conversation (don’t just ask: “What did you think about X?”). You are responsible for ensuring a 
polite and respectful conversation, and to ensure that everyone has a chance to speak and that no 
student dominates the conversation or is left out. Make sure everyone has a chance to share their 
prepared comments.

Methodologist
Your job is also to help turn the reading experience into something that will benefit you and your group 
as political analysts. Specifically, you must imagine yourself as the writer of the assigned reading, and 
identify at least five (5) choices (at least one per reading) you made in order to convince your audience 
of the validity of your thesis. The choices you imagine can deal with data and evidence (most important), 
examples, and logical arguments. You must cite the page and line numbers of the examples you’ve 
chosen to discuss (so that others can find it), and a brief explanation as to why you think the writer 
made the methodological choices s/he did.

Connector
Your job is to ensure that this continues to be a semester-long conversation that builds on prior 
knowledge. You must refer specifically to previous readings, and to specific passages in those readings, 
as they pertain to the current week’s readings. Identify at least five (5) connections (at least one per 
reading) between the current reading and previous readings, and cite them by author, page number, 
and line number. You don’t have to copy down the whole passage that “connects,” just the key words. 
You must construct a question to stimulate discussion regarding each connection (something more 
sophisticated than “what do you think of this?”).

Applier
You must integrate the course material by reference to real-world situations. You must develop a list of 
at least five (5) applications (at least one per reading) where the material from the reading applies to a 
political issue, current (preferably) or past, OR to a specific lesson on how to use power in the context of 
a political campaign. You must explain why and how it applies. Be sure to reference where you found 
the applied material with a full citation. Your list of applications should be phrased in a way that 
stimulates discussion or even disagreement among your group.
Required Text and Learning Materials
The following coursebooks are required in addition to readings that will be posted on Blackboard (BB).


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: 1/14. Course Introduction and Background**
- Discussion of Course Expectations.
- Trial run of Discussion Group Preparation and Execution.
- Discussion of Political Purpose Assignment
- Discussion of Logic and Fallacies

No class 1/21

**Week 2: 1/28. Research**
*Assignment:* Political Purpose,
- Reading Group Preparation #1.
*Readings:* Booth et al., Sections I-III.
- Understanding Scientific Research.
- Mastering the Building Blocks of Scientific Research.
- Discussion of Political Purposes.

**Week 3: 2/4. Classical Understandings of Leadership**
*Assignment:* Reading Group Preparation #2.
*Readings:* Cronin and Genovese, Preface and Chs. 4 and 5,
- Machiavelli, *The Prince*, Introduction & Chapters XIV-XXV,
- Leadership and the Classics.
- Leadership and Political Realism.
- The Concerns of a Leader.
- The Paradoxes of Leadership.
Week 4: 2/11. Wielding Power

Assignments: Project Prospectus and Brief Presentations, Reading Group Preparation #3.

Readings: Riker, Art of Political Manipulation, Preface, Chapters 2, 12, and Conclusion (BB), Neffinger and Kohut, Chs. 2-3.

- Sources of Power.
- Means of Wielding Power.

No class 2/18

Week 5: 2/25. Dealing with Rivals

Assignment: Reading Group Preparation #4.


- Competition and Power.
- Recovery, Reassertion and Power.

Week 6: 3/4. Strategic Thought

Assignments: Revised Project Prospectus, Reading Group Preparation #5.

Readings: Krippendorf, Outthink the Competition, pp. 1-126.

- Power Games.
- Thinking Deep into the Game.

No Class 3/11

Week 7: 3/18. Alternative Models of Leadership

Assignment: Reading Group Preparation #6.

Readings: Cronin and Genovese, Chs. 7, 9, and 10.

- Business Models in Politics.
- Military Models in Politics.

Week 8: 3/25. Losing

Assignment: Reading Group Preparation #7.

Readings: Cronin and Genovese, Ch. 2, Brown, “Mistaking the Moment & Missing the Opportunity” (BB), Shepsle, “Losers in Politics (And How They Sometimes Become Winners)” (BB).

- What Failure Teaches about Politics.
- What Failure Teaches about Leadership.
- Becoming a Phoenix.
Week 9: 4/1. Negotiations
Assignment:  Reading Group Preparation #8.
Readings:  Freund, *Smart Negotiating*, pp. 13-89,
Fisher and Ury, *Getting to Yes*, Chapters 1-3 (BB),
- Negotiations and Bargaining.
- Sources of Bargaining Leverage.

Assignment:  Reading Group Preparation #9.
Readings:  Freund, *Smart Negotiating*, pp. 91-97 and 208-226,
Harvard Business Article: “On Chinese Negotiation” (BB),
Tinsley et al., “Women at the Bargaining Table” (BB),
- The Negotiating Environment.
- Preparing Alternatives.
- Preparing for the Unexpected.

Week 11: 4/15. Final Reports and Opportunity Structure
Assignment:  Final Report Due.
Readings:  Lammers, Genovese and Belt, Ch 1 (BB).
- The Opportunity Structure of presidential Leadership.
- Applications of Opportunity Structure to Other Domains.

Week 12: 4/22. Re-Assessing Leadership and It’s Future
Assignment:  Slide Deck Due,
Reading Group Preparation #10.
Readings:  Cronin and Genovese, Chs. 12-13,
Neffinger and Kohut, pp. 1-74.
- The Art of Leadership.
- The Science of Leadership.
- The Future of Leadership.

Week 13: 4/29 and 5/1
Assignment:  Individual Research Presentations.

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.