

# The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

**M.P.S. in Political Management  
Spring 2020**

## **Principled Political Leadership**

PMGT 6404.10

3 Credits

Monroe Hall 250

Tuesdays, 7:10 – 9:40 pm

## **BASIC INFORMATION AND RESOURCES**

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### **Contact Information**

Matthew Dallek (202) 302-1794

Email: mdallek@gwu.edu

### **Communication**

The best way to reach me is through 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 to meet with me before or 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](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 <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](mailto:larabrown@gwu.edu) | 202-994-4545

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

### **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 enhance students’ understanding of political leadership, give students familiarity with dilemmas that could confront them as they pursue political careers, and tackle issues of ethics in an age of political cynicism. In class and in the written assignments, students will be required to sharpen their leadership “skills” by practicing speaking, writing, and communicating on divisive topics. Students will also gain exposure in this course to a variety of leadership models, study principled and unprincipled political leadership examples, and become better equipped all-around to handle the rigors of leadership in a politically polarized time dominated by social media. 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.

### Required Assignments

Assignment	Prompt	Due Date	Weight
<b>Op-Ed</b>	<i>Write an op-ed</i> (under your own name) that demonstrates “principled leadership.” Pick a topic in which you think the government is acting in a way that either undermines democracy, weakens public safety, or infringes on people’s Constitutional rights (or other rights as established by the nation in question). In 750 words <i>craft an argument based on evidence</i> that will move readers—whether elites, ordinary citizens, or both--to action and demonstrates strong leadership.	By 11:59pm, Feb. 9	15%
<b>Local Leadership:</b>	<i>Draft a roughly 1,000-word speech, a 200-word press release, and 5 to 6 tweets</i> explaining to a local community of your choosing (your hometown or your home city or home state) how you intend to lead on a divisive issue harming people’s lives. State the position from which you are leading (mayor, city council member, grassroots organizer, governor, etc.) and highlight your plan to move people	By 11:59pm, March 1	20%

	to action and address the problem of governance in a realistic, humane, principled fashion.		
<b>Memo</b>	<i>Write a 1,000-word memo</i> that seeks to help either yourself or another person of your choice who aspires to a position of political influence and leadership but has not yet attained the post. The memo should offer this would-be leader advice and strategies – you can focus on politics, policy, and/or personal issues. Specify a roadmap that the aspiring leader should take in order to achieve the position she is seeking. In brief, the memo should help the ambitious young leader-in-waiting identify the best ways to gain power and position her to wield this power effectively once she takes office.	By 11:59pm, March 29	20%
<b>Popular Culture and Leadership Analysis</b>	Pick a biography, memoir, movie, television show, play, or novel that deals with the topic of political leadership, broadly defined. Then write a 1,500-word essay analyzing the style of political leadership featured in the work you have selected. Answer some (though not necessarily all) of these questions: What are the protagonist’s leadership traits? Is the leader at the center of the story principled? Why or why not? Is she portrayed as effective? What factors seem to motivate the leader in question? How does this person use the tools at her disposal in order to wield power? Finally, what does this	By 11:59pm, April 26	25%

	<p>particular depiction get right (or get wrong) about political leadership in contemporary society? On the final night of class, every student will also be required to deliver a brief (3-4 minute) oral presentation explaining their topic and their argument.</p> <p>Some examples of cultural works related to political leadership include Veep, House of Cards, American President, War Room, All the King's Men, The Dark Knight, Mr. Smith Goes to Washington, Manchurian Candidate, Eyes on the Prize, Becoming, Primary Colors, Destiny and Power, All Too Human, What I Saw at the Revolution, One of Us.</p>		
PARTICIPATION (and attendance)	All students start with a "B" and must actively participate in course discussion, especially with respect to course readings, to raise the grade. Frequent absences will be penalized.		20%
<b>Total</b>			<b>100%</b>

**Following is the grade scale for all GSPM classes:**

<b>Grade</b>	<b>Grading Standard</b>
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.

**READINGS:** Students are required to purchase (or check out from the library) the following books. All other readings that appear on the syllabus can be found on Blackboard or the Internet.

Peggy Noonan, *What I Saw at the Revolution*

George Stephanopoulos, *All Too Human*

Jeffrey K. Tulis and Nicole Mellow, *Legacies of Losing in American Politics* (Chicago: University of Chicago Press, 2018).

Melba Beals, *I Will Not Fear: My Story of a Lifetime of Building Faith Under Fire*

Michael Signer, *Cry Havoc: Charlottesville and American Democracy Under Siege*

Ellen Fitzpatrick, *The Highest Glass Ceiling: Women’s Quest for the American Presidency*

## **Course Schedule**

### **PART I: Political Leadership in a Cynical Age**

#### **Jan. 14: What Makes a Principled Political Leader?**

##### Topic and Content Covered:

Introductions  
Review course details  
Discuss various forms of political leadership

##### Learning Objective(s) Addressed:

Review the syllabus, themes, and goals of the course.

## **Jan. 21: What Makes a Principled Political Leader, II**

### Topic and Content Covered:

Discuss Statesmanship vs. Leadership

### 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

### 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)

## **Jan. 28: Establishing Leadership Teams**

(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](mailto:mary.crannell@ideasciences.com)) by Sept. 8. 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.

#### **Feb. 4: Communicating and Political Leadership: from op-eds to speeches**

Reading:

George Orwell, "Politics and the English Language"

[http://www.orwell.ru/library/essays/politics/english/e\\_polit/](http://www.orwell.ru/library/essays/politics/english/e_polit/)

Peggy Noonan, *What I Saw at the Revolution*

*Feb. 9: Assignment Due: Op-Ed*

#### **Feb. 11: Communicating and Political Leadership, II**

Learning Objectives Covered:

Building arguments based on evidence

Navigating Social Media as Political Leaders

Luis Hestres, "The Emerging Ethics of Online Political Strategists," in Amber Davisson, Paul Booth, eds., *Controversies in Digital Ethics*

#### **Feb. 18: Losing in American Politics**

Topic and Content Covered:

*What does it mean to fail in American Politics? What lessons can leaders learn from failure? What legacies can leaders leave when they lose?*

Jeffrey K. Tulis and Nicole Mellow, *Legacies of Losing in American Politics* (Chicago: University of Chicago Press, 2018).

**Guest Speaker: John Lawrence**

#### **Feb. 25: Centrists as Principled Leaders?**

Guest Lecture: Bob Blaemire on former Sen. Birch Bayh

*March 1: Assignment #2 due: Local Leadership*

#### **II: Ethics and Political Leadership**

#### **March 3: The Rough-and-Tumble of Public Life**

Topic and Content Covered:

Identify ways to handle attacks and conduct oneself with dignity and still be an effective advocate for one's cause and candidacy.

Learning Objective(s) Addressed:

Better understand strategies, techniques, and skills that leaders use to cope with political attacks, assail their opponents, and endure life and even thrive in the public eye.

Reading Due:

George Stephanopoulos, *All Too Human*

**March 10: Waging (Un)Ethical Campaigns**

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.theapc.org/default.asp?contentID=701>.

**Watch one of the following documentaries and come to class prepared to discuss it with your classmates:**

“Boogie Man”

“A Perfect Candidate”

“Weiner”

Topic and Content Covered:

We will discuss the ethics of a series of controversial political ads.

Learning Objectives Addressed:

Understand how leaders of different political persuasions approach campaigns and wrestle with ethical dilemmas.

**March 17—Spring Break: No Class**

**III. Leadership in Social Context**

**March 24: Race and Power**

Topic and Content Covered:

Role of race in American political leadership;

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

Reading Due:

Melba Beals, *I Will Not Fear: My Story of a Lifetime of Building Faith Under Fire*  
<https://www.amazon.com/Will-Not-Fear-Lifetime-Building/dp/0800729439>

Ta-Nehisi Coates, “My President Was Black”

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

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

*March 29: Assignment #3 Due: Memo*

### **March 31: Gender and Representation**

Readings:

Ellen Fitzpatrick, *The Highest Glass Ceiling: Women’s Quest for the American Presidency*, Prologue; Chapters on Margaret Chase Smith and Shirley Chisholm; Epilogue: 2016

Jane Mayer, “The Case of Al Franken,” *The New Yorker*  
<https://www.newyorker.com/magazine/2019/07/29/the-case-of-al-franken>

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

### **April 7: Faith and Political Leadership**

Guest Lecture: Jioni Palmer, V.P. for Communications, PRRI

Readings Due:

John F. Kennedy’s Address to the Greater Houston Ministerial Association, Sept. 12, 1960  
<https://www.jfklibrary.org/Asset-Viewer/ALL6YEBJMEKYGMCntnSCvg.aspx>

**April 14: Leadership and the Limits of Power**  
**(SPECIAL START TIME AND LOCATION: 6:30PM, Churchill Center in Gelman Library)**

**Lecture and Q&A with Mike Signer, Cry Havoc**

**April 21: Oral Presentations**

**April 26: Final Paper Due**

## **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.*