M.P.S. in Political Management
Summer 2018
May 21 to July 28, 2018

Course Name
PMGT 6403.10
3 Credits

Mondays, 7:10 to 9:40 pm
TBD

BASIC INFORMATION AND RESOURCES

Instructor Dr. Randall Salm

Over the last 30 years, Randall Salm has worked in a variety of fields including higher education, social science research, conflict resolution, peacebuilding and exploitive child labor. Since 1990 he has taught over 100 courses in sociology and conflict resolution, and written on conflict resolution, peace education, child labor and ethnic conflict in Syria. From 1995 to 2002 he led conflict resolution and human rights training in Colombia. Since 2002 he has led juvenile justice training with Fairfax County; supervised USDOL exploitative child labor cooperative agreements; and supported numerous social research projects. Randall supported World Vision and UNICEF peace education work, including a conflict analysis of the education sector in Rakhine State, Myanmar in 2014. In 2015-6 he led a research unit for the NGO Forum in Antakya, Turkey, conducting primary research on the Syrian affected population, leading to six reports addressing displacement, protection, and humanitarian access. In 2017 he facilitated community dialogues for Everyday Democracy on policing and racial equity. Randall has masters’ degrees in Conflict Analysis and Resolution, and in Business Administration and a Ph.D. in Sociology, with a specialization in globalization and study of ethnic identity in Syria.

Contact Information
Email Address: randysalm6@gmail.com

Communication
The best way to reach me is via email. Office hours will be 30 minutes before and 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 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/.

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 [fill in proximate location] 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 taken for administrative purposes and is not graded. However, you should attend classes regularly and on time. Poor attendance and chronic lateness may affect your performance, and the effectiveness of the whole class. Most material covered in class is only available in class.

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:
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, professional s, 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
Today’s political managers are awash in a sea of data. Which “data” you use is of critical importance for both you and your clients as you develop your message. To help you accomplish this task this course provides students with an introduction to political data and analytics. Students undertake an in-depth review and critical investigation of quantitative research methods. They will be exposed to various tools and techniques and learn how to consume and utilize data in the political management context.

Course Learning Objectives
Students who successfully complete this course should be able to:

- Select and apply various quantitative tools to political management research project.
- Formulate a research problem, hypotheses, a research plan, and conduct a literature review.
- Identify, collect, analyze and interpret data.
- Identify and discuss the implications of analysis, formulate recommendations, and write up a research report.
- Present and discuss data analysis in intuitively understandable ways.

Students will also:

- Learn how to spot valid and manipulative use of data analysis.
- Become familiar with major trends influencing quantitative research.
- Understand trends and developments in data research and how they will influence the future of political management.

Course Requirements
Students will be required to read text material and apply the concepts to a fictional political data analysis project that will take place over the entire course. Students will design and implement a research project, including identifying a client and a political problem the client faces, developing a brief concept document for the client, developing a full research proposal, then conducting data collection using web-based survey methods and analyzing that data using cross tabulation frequency analysis. This will culminate in a final research project. This project can be done individually or in teams of two students. In addition, students will complete a data analysis assignment using cross tabulations and six discussions on Blackboard. Participation in class will also be graded.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross tabs assignment</td>
<td>Identify, collect, analyze and interpret data</td>
<td>July 9</td>
<td>20%</td>
</tr>
<tr>
<td>Course project concept document</td>
<td>Formulate a research problem, hypotheses, a research plan</td>
<td>June 14</td>
<td>10%</td>
</tr>
<tr>
<td>Course project research design</td>
<td>Formulate a research problem, hypotheses, a research plan, and conduct a literature review</td>
<td>June 18</td>
<td>20%</td>
</tr>
<tr>
<td>Course project final report</td>
<td>Identify, collect, analyze and interpret data</td>
<td>July 23</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions – 6 total</td>
<td>Various learning objectives</td>
<td>varies</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Every class</td>
<td>10%</td>
</tr>
</tbody>
</table>

Total 100%

Following is the grade scale for all GSPM classes:
<table>
<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 Your work is outstanding and ready for submission in a professional</td>
</tr>
<tr>
<td></td>
<td>environment. Your material, effort, research, and writing demonstrate superior</td>
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<tr>
<td></td>
<td>work.</td>
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<tr>
<td>A-</td>
<td>90-93 Represents solid work with minor errors. Overall, excellent work.</td>
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<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation,</td>
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<tr>
<td></td>
<td>but needs some minor work.</td>
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<tr>
<td>B</td>
<td>83-86 Satisfactory work, but needs reworking and more effort. Note that</td>
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<tr>
<td></td>
<td>although not a failing grade, at the graduate level, anything below a “B” is</td>
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<tr>
<td></td>
<td>viewed as unacceptable.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 You’ve completed the assignment, but you are not meeting all of the</td>
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<tr>
<td></td>
<td>requirements.</td>
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<tr>
<td>C+</td>
<td>77-79 Needs improvement in content and in effort. Shows some motivation and</td>
</tr>
<tr>
<td></td>
<td>concern.</td>
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<tr>
<td>C</td>
<td>73-76 Needs reworking, improved effort, and additional research. Shows minimal</td>
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<tr>
<td></td>
<td>motivation and concern.</td>
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<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass) Poor performance. Major errors, too many misspellings,</td>
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<td></td>
<td>problems with accuracy, etc.</td>
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<tr>
<td>F</td>
<td>Below 70 Unacceptable performance, or inability to submit the assignment.</td>
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</table>

*Please note that you may be penalized for late submission of assignment(s).

**Required Text and Learning Materials**

- Additional readings to be assigned in class.

**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.

**Class Date**

Week 1 – May 21

- Topic and Content Covered: Fundamentals of political and social research
- Learning Objective(s) Addressed:
  - Nature of social research, theoretical foundations, approaches to knowledge, causal reasoning.
  - Elements of research: unit of analysis, concepts, variables, explanations, hypotheses, ecological and individualistic fallacies and kinds of relations among these variables.
  - Understand ethical standards used in social research
- Reading Due Today: Pollock ch. 1 concepts; ch. 2 variables; ch. 3 explanations, hypotheses
- Assignment Due Today: Create a google account.
Discussions: D1. Who are you? Career goals, research interests, statistical analysis skills, political management experience. Due May 25.

Class Date
Week 2 – June 4
- Topic and Content Covered: Fundamentals of political and social research
- Learning Objective(s) Addressed:
  - Quantitative vs qualitative primary vs secondary research.
  - Core aspects, strengths and weaknesses of quantitative research methods, including surveys and experiments.
  - Core aspects, strengths, weaknesses of qualitative research methods, including interviews, FGDs, and participant observation.
- Reading Due Today: Dillman ch. 1 – surveys; Ch. 2 social exchange theory; Babbie ch. 10 qualitative methods
- Assignment Due Today:
  - Discussions: D2. Using interviews and focus groups for political research: watch videos and comment. Due June 8.

Class Date
Week 3 – June 11
- Topic and Content Covered: research designs
- Learning Objective(s) Addressed:
  - Conceptualization, operationalization, measurement, definitions, indexes, and scales.
  - Understanding different roles of methodology and be able to choose a methodology for a research project.
  - Apply conceptual and operational definitions
  - Formulate research question and write a research design
- Reading Due Today: Pollock ch.4 research design; ch. 5 comparisons; Dillman ch. 4 and 5 writing survey questions; Babbie ch. 5 concepts ch. 6 indexes, scales
- Assignment Due June 14 at 11:59 pm: Concept document: identify a politically-related client, summarize research problem and propose research project.

Class Date
Week 4 – June 18
- Topic and Content Covered: research designs and sampling
- Learning Objective(s) Addressed:
  - Ensure compliance of research design with codes of ethics.
  - Explain sampling methods and develop a sampling methodology for a survey project.
- Reading Due Today: Pollock ch. 6 sampling; Dillman ch. 3 sampling; ch. 7 survey testing and order
- Assignment(s) Due Today: Research design. Submit research proposal to client for review. 1) introduction and problem statement, 2) lit review/ background 3). Research questions 4) survey research methods, with timeline, budget 5) works cited 6) appendix: survey questionnaire.

Class Date
Week 5 – June 25
• Topic and Content Covered: survey research
• Learning Objective(s) Addressed:
  o Explain basic processes, strengths and weaknesses for survey data collection via web, mail, and telephone methods
  o Express an informed opinion on data collection methods.
• Reading Due Today: Dillman ch. 8 phone surveys; Ch. 9 web surveys; Ch. 10 mail surveys; Ch. 11 mixed modes
• Assignment Due Today: Discussions: D4. Tips and challenges with survey data collection. Due June 29

Class Date
Week 6 – July 2
• Topic and Content Covered: quantitative data analysis
• Learning Objective(s) Addressed:
  o Explain statistical analysis including tests of significance, association, correlation and linear regression.
  o Analyze a political poll and synthesize data to make strategic recommendations.
• Reading Due Today: Pollock ch. 7 tests significance & association, Ch. 8 correlation and linear regression;
• Assignment(s) Due Today:

Class Date
Week 7 – July 9
• Topic and Content Covered: Critical analysis of political data
• Learning Objective(s) Addressed:
  o Understand how Obama pres. campaign changed modern political campaigns via mobile devices, data analytics, and social media.
  o Identify misleading statistics: use of stats to distort or convey false or misleading information.
• Reading Due Today: How To Lie With Statistics (PDF); Misleading Graphs and Statistics (PDF); Empirical Political Analysis (PDF), Chapter 15.
• Assignment(s) Due Today: Assignment 1: cross tabulations of survey data with nominal, ordinal and interval/ratio data.

Class Date
Week 8 – July 16
• Topic and Content Covered: Big data
• Learning Objective(s) Addressed:
  o Understand the role of big data analysis
  o Use digital and social media analytics
• Assignment(s) Due Today:

Class Date
Week 9 – July 23

- Topic and Content Covered: The future of political data analysis
- Learning Objective(s) Addressed:
  - Predict future quantitative research methods
  - Employ election forecasting techniques
- Reading Due Today: Pollock ch. 10 thinking empirically; Dillman ch. 12 social change and future;
- Assignment(s) Due Today: Submit final research report to client. Short form of research design, Results and Recommendations.

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.