INSTRUCTOR AND CONTACT INFORMATION

Jeff Gulati
I am a Professor of Political Science in the Global Studies Department and incoming interim Associate Dean for Arts & Sciences at Bentley University. I earned my Ph.D. in Government from the University of Virginia and B.A. in Political Science from UNC-Chapel Hill. My primary research interests are in political campaigns, digital politics, the U.S. Congress, and congressional elections. My current projects are on analyzing the impact of scandals in congressional elections, the use and impact of outside money in congressional elections, and the growth and impact of digital advertising in campaigns.

At Bentley, I recently have taught or will be teaching Campaigns & Elections, Model U.S. Congress, Political Psychology, and Politics Through Film. I also teach Rules, Laws, & Strategy for the Graduate School of Political Management. I previously at Wellesley College and the Ralph Bunche Summer Institute.

I am a member of the senior editorial board of the *Journal of Information Technology & Politics* and a member of the editorial board of the *Journal of Political Marketing*. Prior to my academic career, I was a survey researcher specializing primarily in designing assessment studies for higher education and surveys for non-profits, interest groups, and local governments. Before beginning graduate school, I was a legal assistant at Covington & Burling office and an intern on Capitol Hill.

Phone Number: (781) 690-3160
Email Address: jgulati@bentley.edu

E-mail is the best way to reach me. You can expect a response within a few hours or up to 24 hours for questions that require more detailed responses. I will respond to questions by text messages fairly quickly that require a very short response. I am happy to talk over the phone as well but please avoid voice mails if you are looking for a more immediate response. Since I am commuting from Boston, I only am available in person a few hours before class, after class, and the following day until noon.
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
Today’s political managers must be able to answer complex questions; construct comprehensive strategic plans; target specific stakeholders to gather and disseminate information; influence policy decisions; and predict needs, preferences, and outcomes. In order to produce efficacious results, you must rely on data-driven evidence versus opinion. This course is divided into two parts – the first part focuses on the theory and methods of reliable and valid empirical design in order to provide a sound foundation for the second part, which emphasizes hands-on, practical application of quantitative and qualitative skills to better inform decisions and actions and increase the likelihood of success.
Course Learning Objectives
As a result of completing this course, you will be able to:
1. Construct a reliable and valid research design based on the purpose of your political management questions that demonstrates the data required to answer the questions will be appropriate and accessible in a timely manner;
2. Collect appropriate primary or secondary data to answer political management questions;
3. Apply proper analytics and correctly interpret the results to answer political management questions;
4. Make actionable recommendations to political management questions based on findings from analytic results;
5. Prepare a report and presentation documenting the purpose, summary of what’s already known, methods, results, and recommendations for political management questions; and
6. Critically evaluate other’s research designs, data, analytics, and results to inform decisions and strategy.

Course Requirements and Evaluation
• Assignments (45%): Apply the course concepts and analytics learned in class and course readings through take-home assignments. You can collaborate with classmates on homework; however all submissions must be your own work and in your own words.

• Individual Project Proposal (15%)
  1. Identify a research question in the area of public opinion, voting behavior, or campaign & elections that is of practical significance;
  2. Summarize what already is known about your subject matter using a minimum of five empirical sources
  3. Derive a testable hypothesis from past research and provide the rationale for the expected relationship between the independent and dependent variables you have selected to study; and
  4. Select a secondary dataset(s) from a legitimate source (e.g., American National Election Study, Cooperative Congressional Election Study, General Social Survey, Pew Research Center, etc.) to test your hypothesis.

• Individual Project (30%): Use empirical evidence to explore the political management research question posed in your Individual Project Proposal and make strategic recommendations based on results. Detailed requirements will be discussed in class and posted to Blackboard.
  1. Analyze the variables and relationship(s) in SPSS using appropriate statistical tests;
  2. Draw conclusions and make actionable recommendations based on results;
  3. Acknowledge shortcomings of research design and make recommendations to improve; and
  4. Prepare a professional report to present your project’s purpose, methods, analysis, findings, actionable recommendations based on results and shortcomings.

• General Class Participation (10% of final grade)

• Late submission of assignment(s) will not be accepted; I will drop one of your Assignment grades

Attendance Policy
Attendance is vital and required for this class. More than two absences will result in a failing class participation grade.
**Out-of-Class/ Independent Learning Expectation**

You should expect to spend twice as much time outside of class on readings, assignments, and research as you spend in class. Because this class meets for 2.5 hours per week, you should spend, on average, at least 7 hours per week on your own to ensure you meet course learning goals.

**The grade scale for all GSPM classes is as follows:**

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<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72 (lowest</td>
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<tr>
<td></td>
<td>grade to pass)</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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*Required Text and Learning Materials*


**Optional Software**

If you would like to be able to run SPSS v26 (the statistical software we will be using for this class), you can purchase a 6-month graduate student license [Hearne Software](#) for $49. Choose which product you need based on your operating system. You must use your GWU email for electronic delivery to take advantage of this pricing. Please contact Hearne’s customer support directly if you have any questions about your operating system compatibility or installation.

**Course Calendar**

*I reserve 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, which will be posted to Blackboard.

Week 1: May 20

Scientific Approach to Political Management

• Explain the nature of social research, its theoretical foundations and practical applications
• Identify the different approaches to knowledge

Reading(s) Due Today:
Rich et al., *Empirical Political Analysis*, chapters 1 and 2.

Assignment(s) Due Today: Introduction-Information Sheet

Week 2: May 27 (No class meeting)

Research Questions and the Literature Review

Learning Objective(s) Addressed:
• Identify the general attributes of promising research topics
• Formulate interesting topics and research questions
• Identify the guidelines for conducting systematic review of past research on a topic

Reading(s) Due Today:

Assignment(s) Due Today: HW Assignment #1 on Blackboard

Week 3: June 3

Hypotheses, Variables, and Measurement

Learning Objective(s) Addressed:
• Identify fundamental elements of research such as unit of analysis, concepts, variables, measures, explanations, hypotheses, ecological and individualistic fallacies, and different kinds of relations possible among these variables.
• Identify and apply important foundational terms such as conceptual and operational definitions
• Explain basic research methodology issues including conceptualization, operationalization, measurement, definitions, indexes, and scales

Reading(s) Due Today:
Rich et al., *Empirical Political Analysis*, chapters 4 and 5.

Assignment(s) Due Today: HW Assignment #2 on Blackboard
Week 4: June 10
Research Design
Learning Objective(s) Addressed:
• Describe different roles of methodology and be able to choose a methodology for a research project
• Explain the core aspects, strengths and weaknesses of quantitative research methods, including surveys and experiments
• Explain the core aspects, strengths, weaknesses of qualitative research methods, including interviews, FGDs, and participant observation

Reading(s) Due Today:

Assignment(s) Due Today: HW Assignment #3 on Blackboard

Week 5: June 17
Sampling and Statistical Inference
Learning Objective(s) Addressed:
• Explain sampling methods, population, sampling frame, random sampling and stratified sampling and develop a sampling methodology for a survey project.
• Explain basic processes for survey data collection
• Express informed opinion on data collection methods

Reading(s) Due Today:

Assignment(s) Due Today: HW Assignment #4 on Blackboard

Week 6: June 24
Describing Data and Descriptive Statistics
Learning Objective(s) Addressed:
• Describe basic concepts of statistical analysis
• Identify the use of misleading statistics

Reading(s) Due Today:

Assignment(s) Due Today: Project Proposal

Week 7: July 1
Cross-Tabulation I
Learning Objective(s) Addressed:
• Explain statistical analysis including tests of significance and association for nominal and ordinal data
• Analyze political polling data

Reading(s) Due Today:
Rich et al., *Empirical Political Analysis*, chapter 16.

Assignment(s) Due Today: HW Assignment #5 on Blackboard

**Week 8: July 8**
**Correlation and Linear Regression**
Learning Objective(s) Addressed:
• Explain statistical analysis including tests of significance and association for interval and ratio data
• Analyze relationships among several variables
Reading(s) Due Today:

Assignment(s) Due Today: HW Assignment #6 on Blackboard

**Week 9: July 15**
**Current Applications of Data and Empirical Research in Campaigns**
Learning Objective(s) Addressed:
• Understand the role of big data analysis
• Understand how modern political campaigns deploy mobile devices, data analytics, and social media through organizational and technological innovation
• Synthesize data to make strategic recommendations

Reading(s) Due Today:
TBA

Assignment(s) Due Today: HW Assignment #7 on Blackboard

**Week 10: July 22**
**Statistical Models**
Learning Objective(s) Addressed:
• Employ election forecasting techniques

Reading(s) Due Today:
TBA.

Assignment(s) Due Today: None

**Final Project due Friday, July 26.**
RESOURCES AND SUPPORT SERVICES

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/.

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 [location TBA] 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/.

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. Todd Belt  
Director, Political Management Program  
tbelt@gwu.edu | 202-994-4363

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

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