

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Summer

May 22, 2019 – July 24, 2019

Running for Office

PMGT 6434

3 Credits

Wednesday, 7:10 – 9:40 PM

1776 G Street, NW, Room C-115

BASIC INFORMATION AND RESOURCES

Instructor

The Honorable Connie Mack IV

Congressman Connie Mack is a government relations and strategic advocacy professional with over 20 years of public service and communications experience. First elected to the Florida House of Representatives in 2000, Representative Mack was subsequently elected to the U.S. House of Representatives in 2005. During his tenure, he served as Chairman of the House Foreign Affairs Subcommittee on the Western Hemisphere as well as the Chairman of the Republican Study Committee's Repeal Caucus.

In addition to his role as a Principal at Black Diamond Strategies, Congressman Mack serves as the founder and CEO of two lobbying firms, Liberty International Group and Mack Strategies. In this capacity, he has served as advocate and political counsel to both domestic and foreign clients including: Fortune 100 Companies, National Trade Associations, National Coalitions, as well as Foreign Governments & Political Parties amongst many others. Congressman Mack serves on the Board of Advisors for the George Washington University Graduate School of Political Management. He also sits on the Board of Directors for the International Conservation Caucus Foundation, where he founded ICCF's Colombia chapter, and the Balanced Budget Amendment Foundation.

Congressman Mack's extensive record of public service and government affairs experience allows him to provide clients with winning messages and unique political insights to develop, implement, and achieve the desired legislative and public affairs goals.

Teaching Assistant

William Cardon

Contact Information

Phone Number: (860) 707-3738

Email Address: cmack@conniemack.com

Communication

Please contact me by e-mail, unless it is an emergency, in which case you may reach me on my mobile phone. I will respond within 24 hours to all student e-mails. If you would like to arrange an appointment to see me one-on-one, please e-mail me at least 48 hours in advance and we will arrange a meeting.

Social Media Policy

To be successful, this course must include honest discussions about our backgrounds and experiences in politics, as well as our future plans and aspirations. To ensure that everyone (including the instructor and any guest speakers) will be as open and honest as possible, it's imperative that classroom discussions be off the record – which means no audio or video recording and no posting or dissemination of comments (or characterization of comments) made in the classroom to the Internet or other public media. This includes classroom discussion and instruction and encompasses all students in the class, the instructors and the guest speakers. Per university policy, I and this class will not tolerate any type of harassment or bullying.

I, as the instructor, might record student activities in the course for instructional purposes only. This will help me stay focused on the content of the discussion while ensuring fairness in grading.

Electronic Devices

Smart phones, smart watches, smart pads, and computers are only allowed for the purposes of written note-taking only. In accessing classroom performance, I will look very unfavorably on students who are distracted by electronic devices (even if they are ostensibly looking up relevant material). If you have an urgent matter or some situation that requires you monitor your phone during a class session, please see me before the class. Unless it is absolutely unavoidable, I want you focused on the in-class discussion only.

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 Outside the Classroom

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 **[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 and participation in class is vital for this course. If an absence will be unavoidable, please let me know as soon as possible. Regardless of the excuse, you cannot participate if you do not attend class, so absences could negatively count against your participation grade and you will have to try to arrange with me make-ups for any in-class exercises you miss.

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. 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

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

This course will give students a basic understanding of various aspects of a modern political campaign from the perspective of a candidate. As the instructor himself was a candidate multiple times and has worked closely with numerous other candidates, the course is designed to give students some sense of what the experience is actually like. While many campaign activities will be simulated, the overall focus is not on the mechanics of running a successful campaign but on preparation to face the tough questions and hard choices involved in running for (and holding) electoral office. At the end of the course, students should have developed the capacity to think clearly about the tough challenges and dilemmas that arise in real-world campaigns and act effectively.

Course Learning Objectives

The goal of this course is to develop an understanding of what it means to be a candidate for political office.

By the end of this course, the students will:

1. Understand the decision-making process that should occur when considering a run for office. This class will focus not just on the question of “can I run?” but also on the question “should I run?”
2. Understand the basic components of a modern campaign and the role a candidate plays in each component.
3. Be able to articulate a purpose for candidacy, which will provide the foundation for the messaging of the campaign.
4. Be able to assess situations and make decisions in the best interest of yourself as a candidate, your family and the campaign.
6. Develop resiliency to the criticism, unfair attacks, personal sacrifices, and inevitable set-backs encountered by candidates running for office.
7. Examine in depth a real-world example of a politician and his or her process of deciding on whether or not to run for a particular office and why he or she made the decision.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Written Weekly Assignments	Written assignments due in class. The week before each assignment I will give you the details and say how each will be evaluated.	Weekly	20%
In Class Exercises	Come to class prepared to engage in these simulated campaign activities, do your best, and constructively comment on others' performances.	Weekly	25%
Announcement Speech & Plan	3-5 minute speech announcing your candidacy with supporting rollout materials. I will give you further details as we approach the assignment	Week 5	15%
Final Assignment	See below	Week 9	30%
Attendance and Participation	Come to class each week prepared to discuss the assigned material and assignments, ask thoughtful questions to speakers and instructors, and participate in class discussion.	Weekly	10%
Total			100%

Final Assignment: The final for this course should serve as a capstone project encompassing all that you have learned and the work you have completed over the duration of this class.

The written portion of the final will consist of what I will describe as your 'book'. This book should contain all original written assignments in tandem with a revised and improved version that applies the concepts and lessons you have learned throughout the class. I am looking for each of you to have refined your work and further develop what you originally turned in. For some, this may consist of minor

changes/additions to the original version, for others it may require a full revision with extensive changes. EACH MUST BE ALTERED IN SOME SUBSTANTIVE MANNER TO BE ACCEPTED.

The oral portion of the final will consist a 7-minute speech as if you are the candidate for public office in you selected district/locality. This should draw on all previous assignments including your original stump speech.

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.

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

Required Text and Learning Materials

Winning Elections: Political Campaign Management, Strategy & Tactics, Ronald A. Faucheux, ed. (2003)

Supplemental Text and Learning Materials

The Candidate (1972 Film)

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

Class Date – May 22

Topic and Content Covered: Class Introduction & “Why are you running?”

- Introductions
- Class overview
- Why are you taking this class?
- Why are you interested in politics?
- What do you want to get out of this class?
- Why run for public office?

Special Guest: Congresswoman Debbie Wasserman Schultz (D-FL-23)

Assignment Due Today: Be prepared in your introductions to answer the questions above during in class

In Class Exercise:

- Introduce yourself to the class
- Discussion of why you want to run for office

Assignment(s) For Next Class: Paper (350-500 word) answering the question: “Why are you running for office?” This will serve as your statement of candidacy.

Reading Assignment(s) for Next Class:

- Chapters 29, 32, 34 – Faucheux

Week 2

Class Date – May 29

Topic and Content Covered: Inventory & Self-Opposition Research

- What are your strengths as a candidate?
- What are your weaknesses as a candidate?
- What is a true inventory of assets and liability?
- What does it mean to conduct opposition research?

Special Guest: [Craig Engle](#), Partner, Political Law Group, Arent Fox LLP

Assignment(s) Due Today: Paper (350-500 words) answering the question: “Why are you running for office?” This will serve as your statement of candidacy.

In Class Exercise:

- Introduce yourself as a candidate to the class (2-minute abbreviated version of assignment)

Assignment(s) For Next Class: Campaign profile (minimum 500 words) of a locality, district or state in which you might run and for what office.

- Breakdown of past two elections & trends
- What is the local party structure?
- Who else is running?
- What are the issues that drive turnout?
- What makes you right for the district?

Reading Assignment(s) for Next Class:

- Chapters 18, 30 – Faucheux

Week 3

Class Date – June 5

Topic and Content Covered: Issues, Messaging, & Positioning

- Identifying your message
- How do you speak to this message?
- Understanding where you position yourself in the ‘play’ of a campaign
- What is the candidate’s role when it comes to messaging?
- How has technology fundamentally changed the relationship between the candidate and voters?
- Digital Landscape

Special Guest: Jo Anne Barnhart, fmr. Social Security Commissioner

Assignment(s) Due Today: Campaign profile (500 words) of a locality, district or state in which you might run and for what office

In Class Exercise:

- Group discussion of the districts they selected, determine who of the group will present their district profile to the rest of the class

Assignment(s) For Next Class: Written paper (300-500 words) of a simulated fundraising pitch.

- I am a prospective donor, why should I support your candidacy?

Reading Assignment(s) for Next Class:

- Chapters 19, 20, 21, 28 - Faucheux

Week 4

Class Date – June 12

Topic and Content Covered: Campaign Mechanics & the Candidates Role

- The all-important Factbook
 - The Factbook is a tool used that identifies key constituencies within your district. This tool will include fundraising targets, local political party leadership, relevant civil society groups/clubs, business leaders & organizations (chambers of commerce), press, influencers (radio shows, tv hosts, etc.), clergy/religious groups.

Special Guest: [Larry Weitzner](#), CEO, Jamestown Associates & [Tony Fabrizio](#), Partner, Fabrizio, Lee & Associates

Assignment(s) Due Today: Written paper (300-500 words) of a simulated fundraising pitch.

- I am a prospective donor, why should I support your candidacy?

In Class Exercise:

- Presentation of select fundraising pitches

Assignment(s) For Next Class: Campaign Announcement Speech & Rollout Plan (3-5 mins)

- What does the announcement look like? Please also identify your location of choice, the optics, etc..
- Are there subsequent events to support your campaign announcement?
- Develop an announcement plan that includes location, medium used, strategy, etc.

Reading Assignment(s) for Next Class:

- Chapters 5, 83, 84, 85, 88, 90 – Faucheux

Week 5

Class Date – June 19

Topic and Content Covered: Announcement of Candidacy & Press

- Kicking off the campaign & announcement strategy
- How best to deliver your message and strategically position yourself in the 'play' that is the race
- Driving home your campaign platform
- Role of the press
- What is the candidate's relationship to the press?

Special Guest: Ed Henry, Chief National Correspondent, Fox News

Assignment(s) Due Today: Campaign Announcement Speech & Rollout Plan (3-5 mins)

- What does the announcement look like? Please also identify your location of choice, the optics, etc..
- Are there subsequent events to support your campaign announcement?
- Develop an announcement plan that includes location, medium used, strategy, etc.

In Class Exercise:

- Deliver your announcement speech & rollout plan

Assignment(s) For Next Class: Anticipated questions and preferred answers in preparation for your simulated candidate press scrum

- Top 20 questions you think you will be asked
 - 10 should be questions that do not align with your campaign strategy/positions

Reading Assignment(s) for Next Class:

- Chapters 93, 95, 97, 100 – Faucheux

Week 6

Class Date – June 26

Topic and Content Covered: Political Attacks, Crisis Management, & Candidate Management

- If you run for office, one thing is guaranteed, you will have a crisis moment, you will be attacked politically, and you will have to understand the candidate's role in managing the crisis.
- How to deal with a scandal?

Special Guest: [Lanny Davis](#), Partner, Trident DMG

Assignment(s) Due Today: Anticipated questions and preferred answers in preparation for your simulated candidate press scrum

- Top 20 questions you think you will be asked
 - 10 should be questions that do not align with your campaign strategy/positions

In Class Exercise:

- Simulated press conference & press scrum
- Discussion of big political/public scandals and how they were handled

Assignment(s) For Next Class: Study (500 – 750 words) of a candidate (you will have a choice from a list of candidates I have selected previously) who has lost a race due to scandal and/or a candidate who has weathered the storm of a political scandal and emerged victorious

Reading Assignment(s) for Next Class:

- Reading that is necessary to complete assignment above

Week 7 (CANCELLED FOR 4th of JULY)

Class Date – July 3

Topic and Content Covered: N/A

Special Guest: N/A

Assignment(s) Due Today: Study (500 – 750 words) of a candidate (you will have a choice from a list of candidates I have selected previously) who has lost a race due to scandal and/or a candidate who has weathered the storm of a political scandal and emerged victorious

In Class Exercise: N/A

Assignment(s) For Next Class:

- Write an op-ed as if you are the candidate for public office (600-800 words)
- Watch *The Candidate*

Week 8

Class Date – July 9

Topic and Content Covered: Debates & Forums

- Debate book (issues, positions previously taken, what is the structure of the debate, etc.)
- Connecting with people (empathetic not necessarily academic)
- Defining your opponent
- Winning gracefully, losing gracefully

Special Guest: (leave open for rescheduling purposes)

Assignment(s) Due Today: Candidate Op-Ed (600-800 words) & identify key themes in ***The Candidate*** and relate them to our assignments

In Class Exercise: Be prepared to engage in a discussion about ***The Candidate*** and how it relates to previous assignments in this class

Assignment(s) For Next Class: Final projects

Week 9

Class Date – July 17 (FINAL PROJECT PRESENTATIONS)

Week 10

Class Date – July 24 (FINAL PROJECT PRESENTATIONS)

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.