

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Summer 2019

May 21st – July 23rd

Course Name

PMGT 6474.10

3 Credits

Tuesdays, 7:10PM – 9:40PM

Duques Hall, Rm. 362

2201 G St NW, Washington, DC 20052

BASIC INFORMATION AND RESOURCES

Instructor

Adam Schaeffer is the founder of Evolving Strategies. As a behavioral scientist, he likes to solve human problems – whether it's getting more people to support a policy or candidate, buy a particular energy drink, or assign negligence in a lawsuit.

He's spent the last twelve years designing, executing, and analyzing research to maximize the impact of messaging and optimize tactics for a wide range of clients (with a particular focus on the use of randomized-controlled trials and predictive analytics).

Adam has a wide range of interests and experience — he's intensively studied evolutionary psychology, behavioral economics, marketing, policy, and political behavior. He received his PhD from the University of Virginia in political behavior. His dissertation assessed how different combinations of school choice policies and messages can expand and mobilize elite and mass support. He received his M.A. in Social Science from the University of Chicago, where his thesis integrated aspects of evolutionary theory and psychology with political theory and strategy. His academic research and teaching centered on social psychology and human behavior, and this emphasis continues to animate his applied research.

Contact Information

Phone Number: (202) 746-4191

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Communication

Please contact me by e-mail first, and I will reply within a day (typically much more quickly). If I don't respond in a reasonable time, or the matter is more urgent, please feel free to call my cell phone. I will make myself available, by appointment, over the phone or in person, should you need to discuss something in more detail.

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.” Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an “F” for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an “F” for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a “do-over” or resubmission. 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 **[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

Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as you are aware of the issue to let me know you will absent; otherwise, it will be considered an unexcused absence and will negatively count against your participation grade. *Note: Two or more class absences during the semester will result in a failing class participation grade.*

Late Assignment Policy

Assignments are due by 7:00 a.m. on each Monday before the relevant class. Assignments received after 7:00 a.m. will be considered one day late and immediately reduced by one full letter grade (A to a B, e.g.). For each additional day an assignment is late, it will be reduced by one letter grade. Any assignment that is turned in more than three calendar days after it is due will be worth zero (0) points.

Classroom Conduct Policy

You should behave in class as if you are in a professional setting. Use of electronic devices for purposes other than classwork (e.g. texting, social media) will not be tolerated (it is impossible to divide your attention between reading and attending to classwork). A student violating this policy will be asked to leave immediately. Students causing other disruptions, such as carrying on a conversation with another student, typing loudly, or having devices emit audible alerts, will also be asked to leave immediately. Do not approach the instructor during class time to discuss issues regarding your assignments. Class time is for group work, not the discussion of individual issues. Do not use social media to post classroom activities unless authorized by all present.

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 is designed for GSPM students to digest and internalize what we know about major stereotypes in American electoral politics and how they impact candidates, voters, and elections.

There is much more that we do not know, however, and every candidate and campaign is unique. Students will also learn to analyze what aspects of a candidate’s identities and characteristics need to be taken into consideration when managing or advising a candidate campaign or independent expenditure campaign.

In addition, student will learn the appropriate research methodology necessary for learning about the strengths and weaknesses specific to a particular candidate and campaign, how to design a research proposal, and how to execute that research.

This is an applied knowledge class. Students will be asked to use what they have learned to assess current and/or former candidates and campaigns, both in their weekly reading essays and class discussions.

A note about the content of this course:

Stereotypes are “qualities perceived to be associated with particular groups or categories of people.” (Schneider 2005, p.24, The psychology of stereotyping)

I want to say a few words about the subject of this course before we get into it.

We are going to be talking about stereotypes. These involve generalizations about *perceived* population-level differences in major demographic groups.

None of these generalizations, these stereotypes — by definition — is true about any given individual. And it’s important to note that a description of or recognition that a stereotype exists does NOT mean it’s an endorsement of or agreement with the stereotype.

If any of us identify with a *group* under discussion — and all of us will at some point — we need to keep in mind that the discussion is about the stereotype, not any one of us as individuals. This is not meant to minimize the impacts that stereotypes have on individual people — that’s a big part of what we are looking at in an electoral context. So please feel free to bring your personal experiences to bear on the topic. But I want to encourage all of us to focus on each other as individual students and researchers, part of our own common identity — if you will — as members of this class.

We know that the construction and use of stereotypes is a fundamental part of how human beings make sense of society and social interactions. What we are doing here is trying to understand what those stereotypes are in relation to politics, and how they impact candidates and elections.

Let me know if you find any characterizations in the papers, or our discussions, to be problematic ... please feel free to take issue with how the researchers are defining groups, stereotypes, or characterizing the implications of their findings. Discussion, criticism, and argument are good — we are here to ask questions and look for gaps and seams in the research.

I just ask that we all disagree without being disagreeable. This class can only work if we assume good intentions on the part of others, and recognize that all of us can make mistakes in how we discuss sensitive topics. We’re here to learn from the research, and from each other.

Course Learning Objectives

1. Understand and be able to apply current knowledge regarding stereotypes and how they apply to candidates and elections.
2. Learn to evaluate research methodology and results.
3. Learn to think creatively about stereotypes and campaign strategies.

Course Requirements

Every week, students must show up prepared to discuss their **weekly readings essays**, give and receive criticism of student essays, and apply the information from that the readings from that week and before.

The weekly readings essay is meant to help students focus on the lessons of the research from that section, demonstrate an awareness of the limits and implications of the research findings, and demonstrate an ability to synthesize and apply the findings to specific candidates/campaigns.

For each weekly readings essay, students will be required to write a 750–1,000 essay that:

1. Synthesizes the findings of at least 3 of the assigned readings for that week. Note, this is not simply a summary of the reported findings in these papers, but a *reflection* on what the implications of the papers taken together might be.
2. Discusses the limitations of, or open questions regarding, the methodology and/or measurements, or conclusions from at least 1 of the assigned readings for that week. Please critique the papers – what do you question about the research itself or the conclusions the authors draw from those findings?
3. Applies the findings to a current or former campaign/candidate for U.S. Congress/Senate, President, or Governor. The campaign in question can be either for the party primary or general election.

Please email me if you have any questions or trouble writing your essay. I'm looking for a creative, thoughtful criticism, synthesis, and application of the findings from each week's readings, that shows a mastery of the materials. It does not need to be exhaustive. I encourage you to speculate about further implications and applications of the findings, but make sure to give context and support for your ideas.

Each week, we will be building a knowledge base to apply to candidates and campaigns generally, and with an eye toward developing a novel research question and research design for the final class project.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Weekly readings essays.	Synthesize, critique, and apply research findings.		50%
Research proposal, presentation, and report.	Develop the ability to formulate a useful hypothesis, a research plan to answer it, and a report to communicate the findings and implications.		25%
Attendance and participation.	Attendance is required, but this portion of a student's grade will be based on participation.		25%
Total			100%

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 will be penalized for late submission of assignment(s). See above.

Required Text and Learning Materials

Required readings for each week are listed below. All materials will be made available to you via Blackboard.

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 – 05/21

Topic and Content Covered:

Introductions

Overview of the course and assignments

Research methodologies

Reading Due Today: None.

Assignment(s) Due Today: None.

Week 2 – 05/28

Topic and Content Covered: Partisanship 1

Assignment Due: *Weekly readings essay*

Reading Due Today:

- Douglas J. Ahler and Gaurav Sood, "The Parties in Our Heads: Misperceptions about Party Composition

and Their Consequences," *The Journal of Politics*, 2018.

- Stephen N. Goggin, John A. Henderson, Alexander G. Theodoridis, "What Goes with Red and Blue? Mapping Partisan and Ideological Associations in the Minds of Voters," *Political Behavior*, 2019.
- Lilliana Mason, Julie Wronski, "One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship," *Political Psychology* 2018
- Patrick J. Egan, "Identity as Dependent Variable: How Americans Shift Their Identities to Better Align With Their Politics," *Unpublished*, 2018.
- Shanto Iyengar, Yphtach Lelkes, Matthew Levendusky, Neil Malhotra, and Sean J. Westwood, "The Origins and Consequences of Affective Polarization in the United States," *Unpublished*, 2018.

Week 3 – 06/04

Topic and Content Covered: Partisanship 2

Assignment Due: *Weekly readings essay*

Reading Due Today:

- Danny Hayes, "Candidate Qualities through a Partisan Lens: A Theory of Trait Ownership," *AJPS*, 2005.
- Stephen N. Goggin, Alexander G. Theodoridis, "Disputed Ownership: Parties, Issues, and Traits in the Minds of Voters," *Political Behavior*, 2016.
- Kevin K. Banda, "Issue Ownership, Issue Positions, and Candidate Assessment," *Political Communication*, 2016.
- Jacob E. Rothschild, Adam J. Howat, Richard M. Shafranek, Ethan C. Busby, "Pigeonholing Partisans: Stereotypes of Party Supporters and Partisan Polarization," *Political Behavior*, 2018.
- Scott Clifford, "Compassionate Democrats and Tough Republicans: How Ideology Shapes Partisan Stereotypes," *Political Behavior*, 2019.
- Why Republicans Are Suddenly Talking About Economic Inequality, By Brendan Nyhan

Week 4 – 06/11

Topic and Content Covered: Gender 1

Assignment Due: *Weekly readings essay*

Reading Due Today:

- David C. King and Richard E. Matland. "Sex and the Grand Old Party: An Experimental Investigation of the Effect of Candidate Sex on Support for a Republican Candidate." *American Politics Research*. 2003.
- Nichole M. Bauer, "Untangling the Relationship between Partisanship, Gender Stereotypes, and Support for Female Candidates," *Journal of Women, Politics & Policy*, 2017.
- Yoshikuni Ono, Barry C. Burden, "The Contingent Effects of Candidate Sex on Voter Choice," *Political Behavior*, 2018.
- Samara Klar, "When Common Identities Decrease Trust: An Experimental Study of Partisan Women", *AJPS*, 2018.

Week 5 – 06/18

Topic and Content Covered: Gender 2

Assignment Due: *Weekly readings essay*

Reading Due Today:

- Gender Stereotypes, Information Search, and Voting Behavior in Political Campaigns, Ditonto, Tessa M. Redlawsk, David P., *Political Behavior* 2014
- A High Bar or a Double Standard? Gender, Competence, and Information in Political Campaigns, Tessa Ditonto
- The Effects of Counterstereotypic Gender Strategies on Candidate Evaluations Nichole M. Bauer
- Bauer, N. M., & Carpinella, C., "Visual Information and Candidate Evaluations: The Influence of Feminine and Masculine Images on Support for Female Candidates," *Political Research Quarterly*, 2017.
- Nichole M. Bauer, "The Effects of Partisan Trespassing Strategies Across Candidate Sex," *Political Behavior*, 2018.

Week 6 – 06/25

Topic and Content Covered: Race/Ethnicity 1

Assignment Due: *Weekly readings essay*

Reading Due Today:

- Kerri Milita, John Barry Ryan, "Clear as Black and White: The Effects of Ambiguous Rhetoric Depend on Candidate Race. Piston Spencer, Yanna Krupnikov," *JOP*, 2018.
- Melody Crowder-Meyer, Shana Kushner Gadarian, Jessica Trounstine, Kau Vue, "A Diferent Kind of Disadvantage: Candidate Race, Cognitive Complexity, and Voter Choice," *Political Behavior*, 2018.
- Yanna Krupnikov, Spencer Piston, "Accentuating the Negative: Candidate Race and Campaign Strategy," *Political Communication*, 2015.
- La Fleur Stephens-Dougan, "Priming Racial Resentment without Stereotypic Cues," *JOP*, 2016.
- Corrine M. McConaughy, Ismail K. White, David L. Leal, Jason P. Casellas, "A Latino on the Ballot: Explaining Coethnic Voting Among Latinos and the Response of White Americans," *Journal of Politics*, 2010.
- Neil Visalvanich, "Asian Candidates in America: The Surprising Effects of Positive Racial Stereotyping," *Political Research Quarterly*, 2017.

Week 7 – 07/02

Topic and Content Covered: Race/Ethnicity 2

Assignment Due: *Weekly readings essay*

Reading Due Today:

- John Sides George, Michael Tesler, Lynn Vavreck, "Donald Trump and the Rise of White Identity Politics," *Conference paper*, 2017.
- Daniel J. Hopkins, Samantha Washington, "The Rise of Trump, the Fall of Prejudice? Tracking White Americans' Racial Attitudes 2008-2018 via a Panel Survey," *Unpublished*, 2019.
- Scott H. Huffmon, H. Gibbs Knotts, Seth C. McKee, "Similarities and Differences in Support of Minority and White Republican Candidates," *Journal of Race, Ethnicity and Politics*, 2016.
- Gregory John Lesliea, Christopher T. Stoutb, Naomi Tolbert, "The Ben Carson Effect: Do voters prefer racialized or deracialized black conservatives?" , *Social Science Research*, 2018.
- David Niven, "Can Republican African Americans Win African American Votes? A Field Experiment,"

Journal of Black Studies, 2017.

- Amy E. Lerman, Katherine T. McCabe, Meredith L. Sadin, “Political Ideology, Skin Tone, and the Psychology of Candidate Evaluations,” *Public Opinion Quarterly*, 2015.

Week 8 – 07/09

Topic and Content Covered: Research Proposals

Assignment Due: *Research proposal presentations and critiques*

Reading Due Today: None.

Week 9 – 07/16

Topic and Content Covered: Mixed/Other Stereotypes

Assignment Due: *Weekly readings essay*

Reading Due Today:

- Monika L. McDermott, Costas Panagopoulos, “Be All that You Can Be: The Electoral Impact of Military Service as an Information Cue,” *Political Research Quarterly*, 2015.
- Molly M. Hardy, Calvin R. Coker, Michelle E. Funk, Benjamin R. Warner, “Which ingroup, when? Effects of gender, partisanship, veteran status, and evaluator identities on candidate evaluations,” *Communication Quarterly*, 2019.
- Karyn Amira, Christopher A. Cooper, H. Gibbs Knotts, and Claire Wofford, “The Southern Accent as a Heuristic in American Campaigns and Elections,” *American Politics Research*, 2018.
- Nicholas Carnes, Noam Lupu, “Do Voters Dislike Working-Class Candidates? Voter Biases and the Descriptive Underrepresentation of the Working Class,” *APSR*, 2016.

Week 10 – 07/23

Topic and Content Covered: Research Reports

Assignment Due: *Research report presentations and critiques*

Reading Due Today: None.

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.