

3 Credits
**College of
Professional Studies**

THE GEORGE WASHINGTON UNIVERSITY

Masters of Political Management
The Graduate School of Political Management
PMGT 6404: Principled Political Leadership
(3 Credits)

Basic Information & Resources

Instructor

Dr. Shaun P. Herness

Doctor of Philosophy, University of Florida
Master of Arts, The George Washington University, GSPM
Master of Arts, The Catholic University of America
Bachelor of Arts, Georgetown University

Contact Information

Phone Number: (321) 230-5470

Email Address: sphgwu@gmail.com

Most course related questions can be addressed via an e-mail to the instructor. However, if you would like to speak with the instructor directly please e-mail your request to schedule a mutually convenient time.

Course Details

Course Description and Overview

This course explores the theory and practice of ethically grounded political leadership. Students will undertake consideration of the recurrent dilemmas, philosophical principles, management techniques, codes of conduct, and professional norms in the political management field. Application of these considerations will occur through self-assessment exercises, case study analysis, student discussions, and individual simulations.

Course Learning Objectives

As result of completing this course, students will be able to:

1. Explain the idea of principled political leadership and how it is reflected in the concept of statesmanship;
2. Analyze and consider whether leaders are “born or are they created” and how leadership traits are developed on an individual level;
3. Describe political controversies from a 360-degree perspective taking into account vantage points of others, especially intense opponents and people with different cultural backgrounds than your own;

4. Develop a sense of the relationship between ethics and leadership and how ethical conduct can be analyzed and applied in political environments and circumstances; and
5. Consider how the concepts and ideas associated with leadership can be applied in your own political career paths.

Program Learning Objectives

Students will:

1. Assess a political environment, develop a strategy to achieve specific 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 such as leaders, professional colleagues, and citizens, to join and contribute to a campaign; and
5. Address the recurring dilemmas of political life in a manner that upholds ethical standards as they practice the profession.

Required Text and Learning Materials

- Several articles from the Harvard Business Review (HBR) which can be purchased as a course pack here: [Spring 2021 Harvard Business Review Course Pack](#).
- Tulis, J. and Nicole Mellow, N., (2018). [Legacies of Losing in American Politics](#). Chicago: University of Chicago Press.
- Assorted readings accessible via the Internet or provided as PDF files.

Optional Supplemental Text and Learning Materials

Optional and supplemental materials are provided throughout the course in each week for which they are applicable.

Evaluation and Grading

This course will include the following types of assessment:

Student evaluation and assessment will be based on three (3) components; 1) Discussion Questions; 2) Written Exercises; and 3) a Final Case Study Analysis. Each Discussion Question will have two (2) components; 1) an initial response post; and 2) several follow-up participation response posts. Detailed instructions for completing Discussion Questions, Written Exercises, and the Final Case Study Analysis are provided throughout the course each week in which they are due.

Assessments will contribute toward the student's grade based on the following chart:

Assignment Category	Weight
Discussion Questions	35%
Written Exercises	45%
Final Case Study Analysis	20%
Total	100%

Tentative Course Schedule

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. Final dates and details will be found on the Blackboard course site.

Unit/Week	Topic	Learning Objectives	Readings	Assignments
1	Introduction to Principled Political Leadership	<p>Define Principled Political Leadership.</p> <p>Describe various forms or types of political leaders.</p>	<p>Laker, B. (2020, February 12). There are Five Types of Political Leaders. So Which is Donald Trump? <i>Forbes</i>.</p> <p>Masciulli, J., Molchanov, M. A., & Knight, W. A. (2016). Political Leadership in Context. In <i>The Ashgate research companion to political leadership</i> (pp. 23-48). Routledge.</p>	<p>Discussion: Introduction (0 points)</p> <p>Discussion: Considering Types of Political Leaders (50 points)</p>
2	Statesmanship	<p>Describe how the idea of leadership has evolved historically.</p> <p>Differentiate between statesmen and politicians and how this distinction manifests itself in contemporary politics.</p> <p>Develop a methodology to effectively engage others.</p>	<p>Frohnen, B. (2012, May 27). On Statesmanship: The Case of John Adams. <i>The Russell Kirk Center for Cultural Renewal</i>.</p> <p>O'Neill, T.P. (2012, Oct 5). Frenemies: A Love Story. <i>The New York Times</i>.</p> <p>Ryn, C.G. (2018, Mar 13). Where is Real Statesmanship When We Need it Most? <i>The American Conservative</i>.</p>	<p>Written Exercise: Conversational Clues (50 points)</p>
3	Leadership at the Individual Level	<p>Understand the concept of authentic leadership.</p> <p>Explain aspects of emotional intelligence and how it affects an individual viewpoint.</p> <p>Demonstrate an</p>	<p>George, B., Sims, P., McLean, A. and Mayer, D. (2007, Feb). <i>Discovering your Authentic Leadership</i>, <i>Harvard Business Review</i>, (HBS #R0702H). (Found in course pack)</p> <p>Goleman, D. (2004, Jan). <i>What Makes a</i></p>	<p>Discussion: Myers-Briggs (50 points)</p> <p>Written Exercise: Reagan & Gorbachev Geneva Summit, 1985 (100 points)</p>

		understanding of Myers-Briggs personality types and how they affect communication and personal interaction.	Leader? <i>Harvard Business Review</i> , (HBS #RO401H). (Found in course pack) Mejia, Z. (2017). Bill Clinton and George W. Bush say Successful Leaders have these Four Qualities . <i>CNBC</i> .	
4	Thinking and Seeing 360 Degrees	Identify key fault lines in American public opinion. Describe motivations of both sides on key issues. Explain how to see and speak 360° in order to effectively advance your views and reach across those fault lines. Consider how to overcome institutional gridlock in legislative settings.	Kennedy, M. Is Persuasion a Lost Art? How Members of Congress Can Stop Shouting and Start Persuading (PDF) . Reilly Center at LSU. Kissinger, H. (1994). Diplomacy, Chapter 2: The Hinge: Theodore Roosevelt or Woodrow Wilson (PDF) . Setting Course: A Congressional Management Guide, Chapter 10, The Member's Role as Leader of the Office (PDF) . 10 ed.	Discussion: Pew Survey & Thinking 360 (50 points) Written Exercise: Recommendation Memo and Video Speech Analysis (100 points)
5	Politics and Truth	Examine truth and the different interpretations with respect to the concepts of lying and untruths. Consider the relationship between principled leadership and the truth.	Ten Brinke, L., Liu, C. C., Keltner, D., & Srivastava, S. B. (2016). Virtues, vices, and political influence in the US Senate . <i>Psychological Science</i> , 27(1), 85-93. Fullinwider, R.K. (2007). Sissela Bok on lying and moral choice in private and public life—an amplification . <i>The Encyclopedia of Informal Education</i> .	Written Exercise: Were the Presidents Telling the Truth? (100 points)
6	Ethical Leadership – Theory vs. Practice in Politics	Define ethical leadership and discuss it in the context of practical politics.	Schuchburgh, E. trans. The Letters of Cicero, Volume 1 . George Bell & Sons: London.	Discussion: A Look at Televised Campaign Ads (100 points)

		Integrate theory and practice through the analysis of several political television commercials.		
7	Civility & Ethical Standards in the Political Management Profession	<p>Articulate the relationship between civility and 360 Thinking.</p> <p>Explain how the AAPC Code of Ethics is a useful and practical tool for the establishment of a professional cultural standard in the world of practical politics.</p>	<p>Morrisey, E. (2007, March 5). Incivility. Captain's Quarters Blog.</p> <p>From Patterico's <i>Pontifications</i>: (2007, January 4). Rule #1 of Respectful Argument. Patterico's <i>Pontifications</i>.</p> <p>Proctor, K. (2019, September 27). Civility in Politics Award in Great Britain. <i>The Guardian</i>.</p> <p>Talisse, R.B. (2020, February 5). Civility in Politics is Harder Than You Think. <i>The Conversation</i>.</p> <p>The AAPC Code of Ethics (PDF)</p>	Discussion: Reflecting on the AAPC Code of Ethics (50 points)
8	Leadership in an Organization	<p>Explain the factors that are germane to the establishment of effective leadership in an organization.</p> <p>Analyze how the behavior and character of a leader impact the dynamics of an organization.</p> <p>Explain how a leader's behavior and character affect your own professional career path.</p>	<p>Druker, P. (2004, June). What Makes an Effective Executive, <i>Harvard Business Review</i>, (HBS #R0406C). (Found in course pack)</p> <p>Zalenznik, A. (2004, January). Managers and Leaders: Are They Different?" <i>Harvard Business Review</i> (HBS #R0401G). (found in course pack)</p> <p>Setting Course: A Congressional Management Guide, Chapter 10, Defining Your Role in Congress? (PDF).</p>	Written Exercise: The Effect of Personal Conduct on a Political Organization (100 points)

<p>9</p>	<p>Learning About Leadership from Losing</p>	<p>Identify the lessons leaders can learn from failure.</p> <p>Analyze legacies leaders leave when they lose and their impact on American politics.</p>	<p>ICMA. (2017, March). Leadership Lessons from Jimmy Carter. ICMA.</p> <p>Allan, J. (2015, August). Why Jimmy Carter is a Great American Leader. Vox.</p> <p>Kraemer, H. (2018, December). What I Learned on a 3-Hour Private Plane Ride with George H.W. Bush. <i>CNN Business</i>.</p> <p>Baldoni, J. (2018, December). George H.W. Bush: A Leader's Life of Service. <i>Forbes</i>.</p> <p>Tulis, J. and Nicole Mellow, N., (2018). Legacies of Losing in American Politics. Chicago: University of Chicago Press.</p>	<p>Discussion: Lessons and Legacies of Recent One-Term Presidents Defeated for Re-election: Jimmy Carter and George H.W. Bush (50 points)</p>
<p>10</p>	<p>Final Case Study Analysis</p>	<p>Identify and evaluate moments of great political leadership.</p> <p>Assess and explore how political leaders utilized elements and characteristics of principled leadership introduced during the nine preceding weeks of the course through historic case-study analysis.</p>	<p>No readings</p>	<p>Written Exercise: Final Case Study Analysis (200 points)</p>

Expectations and Responsibilities

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. Effectively and responsibly work in groups with other students when required;
3. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage; and
4. 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.

Late Submission Policy: Discussion Questions

Many learning activities require sharing your opinions with your classmates through discussion question responses and other activities. It is, therefore, very important that you, as well as your classmates, submit your discussion question responses on a timely basis. Timely submission by all will result in each of you being able to comment on each other's responses. **With the exception of the Week 6 Discussion, each discussion question initial post is worth 20 points and each of the three (3) required responses to your fellow students’ responses to the discussion questions is worth 10 points each. Failure to respond to a discussion question by the required deadline will result in a loss of 20 points for that discussion question. However, even if you should lose those points you may earn the remaining 30 points by responding to other students’ discussion question initial posts and students’ response posts. Failure to post your responses to other students’ discussion question initial posts and responses by the required deadline will result in the loss of 10 points for each of the response posts not posted on time. There is no extension of time allowed or granted for making discussion question initial and response posts.**

The Week 6 Discussion is worth 100 points. The initial post is worth 60 points and the two (2) required response posts are each worth 20 points. The same guidelines as stipulated above also apply to the Week 6 Discussion.

Late Submission Policy: Written Exercises

Students should be prepared to engage effective time management skills in order to meet deadlines for completion and submission of their written assignments. From time to time mitigating circumstances arise that may preclude a student from submitting their assignment by its due date. **In such instances it is expected that the student will contact their instructor (or section facilitator if applicable) in a timely and expeditious fashion and discuss their particular situation prior to the assignment due date.**

It is at the discretion of the instructor (or section facilitator if applicable) as to the appropriateness of granting an extension to complete a written assignment. If a student contacts their instructor or facilitator prior to the due date and time of the written assignment to request an extension and the instructor or facilitator grants the extension the assignment will be reduced to the next letter grade on the grading scale for each day for which the extension is granted. For example, if the assignment would have earned an A- grade if it was submitted on or before the date due but the facilitator granted a one (1) day extension the assignment grade would then be reduced to a B+. If the facilitator granted a two

(2) day extension the A- grade would then be reduced to a grade of B. The grade issued for a written assignment that has been granted an extension will correspond to the number of points at the lowest end of the grading scale. For example, if the written assignment letter grade is a B and the total point value of the assignment is 100 points the written assignment will earn 83 points. **In no instance will a facilitator grant more than a two (2) day extension on any assignment.** A day is defined as that period of twenty-four hours after the due date/time. **There will be no extensions granted for assignments that are due on the final day of the course. Please plan accordingly. In addition, assignments submitted after the conclusion of the course will not be accepted for evaluation, grading, and inclusion in your final grade.**

If a student should submit a written assignment after the due date and time without first requesting an extension from their instructor or facilitator then the following penalties will be assessed:

1. If the written assignment is submitted within 24 hours of the due date and time a two (2) letter grade penalty will be assessed. For example, if the written assignment is valued at 100 points and your facilitator assigns a grade of 85 points which corresponds to a letter grade of B then a letter grade of C+ will be assessed. The numerical grade recorded in the grade book will correspond to the number of points at the lowest end of the grading scale for the letter grade. For example, if the written assignment letter grade after the penalty is assessed as a C+ and the total point value of the assignment is 100 points the written assignment will be recorded as 77 points.
2. If the written assignment is submitted over 24 hours after the due date and time but within 48 hours of the due date and time a four (4) letter grade penalty will be assessed. For example, if the written assignment is valued at 100 points and your facilitator assigns a grade of 85 points which corresponds to a letter grade of B then a letter grade of C- will be assessed. The numerical grade recorded in the grade book will correspond to the number of points at the lowest end of the grading scale for the letter grade. For example, if the written assignment letter grade after the penalty is assessed as a C- and the total point value of the assignment is 100 points the written assignment will be recorded as 70 points.
3. After 48 hours have elapsed following the due date and time of an assignment, the submission tab for that assignment will be locked and you will be unable to submit the assignment which will result in the recording of a zero grade for that assignment.
4. Written assignments that are due on the final day of the course and are submitted after the due date and time when the course has officially concluded will receive a grade of zero.

Make-up and Extra Credit Assignments

Make-up and extra-credit assignments will not be offered in this course. In order to avoid unnecessary loss of earned points please make every effort to effectively manage your time so as to meet the required assignment submission deadlines.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site regularly throughout the semester to review weekly course content, view announcements, and submit assignments. Students can access the course site through [GWU Blackboard](#).

Support for Blackboard is available at 202-994-4948 or the [IT Blackboard web page](#).

Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes.

Technology Requirements

It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the [Technical Requirements and Support](#) web page.

If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the [IT Support](#) website.

GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities.

The following links provide more information about the accessibility of technologies used in this course:

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [Vimeo accessibility](#)
- [YouTube accessibility](#)
- [VoiceThread accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the [Disability Support Services](#) website.

Technology Expectations

Regarding technology skills, you should be able to:

- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Getting Started

Everything you need to get started in the course is contained within the Blackboard course site. You can use the menu links on the left side panel to view different components. The content for each learning unit is divided into folders—one for each week. More unit folders will unlock as weeks in the course progress.

Participation Policy

All students are expected to learn and contribute by being a positive participant in discussions, activities, presentations, and assignments. If you have an unavoidable conflict or become ill, in a way that will affect your participation in a given week, please notify the instructor immediately.

Grading Scale

Following is the grade scale for all CPS classes:

Grade	Range	Grade 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	Good work, but needs reworking and more effort.
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.

Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Credit Hour Policy

For this **10 week, 3 credit course** there will be an average of **11.25 hours** of combined direct instruction and independent learning per week. More information about GWU's credit hour policy can be found at [the Office of the Provost's Policies](#) web page (Under: Assignment of Credit Hour Policy).

University Policies & Services

Academic Integrity

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. For details and complete code, see [GW's Code of Academic Integrity](#).

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.

The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

University Policy on Observance of Religious Holidays

In accordance with University policy, 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. For details see the current religious holiday policy on [the Office of the Provost's Policies](#) web page.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services. They can be contacted by phone at 202-994-8250 or in person at Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information visit the [Disability Support Services](#) website.

Counseling and Psychological Services

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the [Counseling and Psychological Services](#) website.

The Writing Center

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can [schedule writing center appointments](#), both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the [writing center contact page](#). The Writing Center does offer Summer hours.

GWU Libraries

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the [GW Libraries](#) homepage.

Call the Ask Us desk at 202-994-6048 or [contact someone at the library](#) to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security

- **In an emergency:** call GYPD at 202-994-6111 or call 911
- **For situation-specific actions:** review the [Emergency Response Handbook](#)
- **In an active violence situation:** [Get Out, Hide Out or Take Out](#)
- **Stay informed:** review [notification tools for staying informed during emergency and safety related situations](#)