The Graduate School of Political Management
THE GEORGE WASHINGTON UNIVERSITY

MGPS in Legislative Affairs
Semester: Spring 2016
Jan 12 to Apr 19, 2016

Running and Ruling: A Member’s Perspective
LGAF 6240.LH2
3 Credits
Syllabus version: 3.0
Syllabus date: 1/9/2016

Tuesday evenings, 6:00 to 8:00 p.m.
Hall of the States

BASIC INFORMATION AND RESOURCES

Instructor
M. Robert Carr

Contact Information
Phone Number: +1-202-251-7755 (best to text first)
Email Address: bcarr@gwu.edu

Communication
I may be reached either by text or email. Text messages are usually answered quickly. Emails will be
answered usually within 24 hours. I use email sorting rules based on the gwu.edu domain name. Please do
not use alternate email domain names for critical communication. I may or may not see them. I am available
for meetings by appointment, preferably one hour before class.

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site
throughout the semester, as Blackboard will be the primary venue for outside classroom communications
between the instructors and the students. Students can access the course site at https://
blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic
work. Students have a special responsibility to acquaint themselves with, and make use of, all proper
procedures for doing research, writing papers, and taking exams. Members of the community will be
presumed to be familiar with the proper academic procedures and will be held responsible for applying them.
Deliberate failure to act in accordance with such procedures will be considered academic dishonesty.
Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking
credit for the work of others without crediting them and without appropriate authorization, and the fabrication
of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the
community and will be prosecuted through the proper university channels. The University Code of Academic
Integrity can be found at http://www.gwu.edu/~ntegrity/code.html.

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 www.gwu.edu/~dss.

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 in the parking lot whose entrance is SE of the intersection of North Capital and E St NE 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
Unless otherwise excused in advance, class attendance is mandatory. I expect to be notified via text (preferable) or email at least by the day of the class session. Punctuality is important as well. Similarly I expect to be notified via text if your arrival will be delayed. Finally, I will excuse the occasional early departure, if I am alerted in advance as to the cause.

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. Steven Billet
Director, Legislative Affairs Program
sbillet@gwu.edu | 202-994-1149

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Ms. Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309
THE COURSE

Legislative Affairs Program Objectives
Upon completion of the Master’s degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Course Description and Overview
There are as many definitions of the job of a member of Congress as there are actors in the political process. Most of these definitions tend to be self-serving or at least agenda driven. They tend to affirm or deny that the subject member is meeting acceptable, accountability standards for job performance. In coming from a position or point of view these definitions easily obscure, if not totally ignore the real, practical job environment of a member of Congress. In short, helpful as these definitions try to be, they frequently are not.

This course takes a different approach to examining the job of a member of Congress. Most political analysts and commentators, indeed most academics, start with the member as elected. We will start at a much earlier stage with the decision to seek office. What conventional analysis often misses because they fail to ask, “how was the twig planted.” We will start at the very beginning. Then in the second half of the course we will dissect the many, varied roles that the job requires. We will try to put ourselves in the member’s shoes. From that perspective we will hopefully get closer to a better understanding of what the job requires in real, practical terms. And finally we will seek to assess and even improve on the standards for judging success both for the individual, representative democracy and the nation.

Course Learning Objectives
1. To gain the perspective and professionally empathize with of the job of seeking and becoming a member of Congress.
2. To be able to independently assess the conduct of candidates for and members of Congress as reported by others.
3. To better assist members of Congress in pursuit of the member’s goals.
4. To be in a position to help a member assess the risks and rewards of a course of action.
5. To offer advice and counsel to those who would undertake to become a member of Congress.

Course Requirements
• Students will be required to attend class discussions as well as occasional discussion board postings throughout the course. Students will be occasionally required to respond to postings of a peer.
• Student will be required to complete two major writing assignments. The first writing assignment is in the format of a journal describing the candidate experience. The second writing assignment will be in the format of a journal describing the officeholder experience.
• In addition, each student must submit up to six short, one page essays on discrete elements of running for and serving in Congress. The latter will not be graded and will synchronize with the two main papers required for the course.
• There will be a final, take-home exam.
Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo/Essay #1</td>
<td>1 and 2</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Memo/Essay #2</td>
<td>1, 2, 3, 4 and 5</td>
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<td>25%</td>
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<tr>
<td>Attendance and Participation</td>
<td>all</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>all</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
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Following is the grade scale for all GSPM classes:

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

*Please note that you may be penalized for late submission of assignment(s).
Required Text and Learning Materials

Optional Supplemental Text and Learning Materials
Ignatieff, Michael, *Fire and Ashes, Success and Failure in Politics*, (Harvard University Press, 2013)

More optional, supplemental reading materials will be provided by the first class.

**THE COURSE CALENDAR**

The schedule is tentative. Guest lecture visits are in the process of being booked. Additionally, I will opportunistically seek to use current events as teaching opportunities. Obviously these externalities cannot be scheduled and may move certain topical elements or assigned readings temporally.

Therefore, I reserve the right to alter course content and/or adjust the pace to accommodate class. Students are responsible for keeping up with all adjustments to the course calendar posted to Blackboard and/or posted via revisions to the syllabus, also posted on Blackboard.

**Week 1 - January 12th**
Topic and content Covered: Class organization, brief overview and introduction to concepts.

Reading: None.

Assignment(s) Due Today: Please email a short bio or résumé of yourself. Be prepared to advise me of special needs that you now have or expect to have. For example, if you have a disability, a known scheduling conflict or any other matter that is appropriate at the beginning of the course, now is the time.

**Phase One: Getting There - Weeks 2 to 6**

**Week 2 - January 19th**
Topic and Content: Are you a candidate? Deciding to run for office.

Reading: (From Gelman Library) Lawless, Jennifer L., *Becoming a Candidate, Political Ambition and the Decision to Run for Office*, (New York: Cambridge University Press, 2012) chapter 2
Fenno, Chapters 1 & 7.
Week 3 – January 26th

Topic and content: Executing on a decision to run: planning and organizing.

Reading: Fenno, Chapter 2 (Conable). Frey, Inside the House, Chapter 13.

Week 4 – February 2nd

Topic and content: Learning the district.

Reading: Fenno, Chapter 4 (Thurman). Frey, Chapters to be announced (TBA).

Week 5 – February 9th


Reading Due Today: Fenno, Chapter 3 (Poshard). Frey, Chapters TBA.

Week 6 – February 16th

Topic and content: The election.

Reading Due Today: Fenno, Chapter 5 (Greenwood). Frey, Chapters TBA.

Phase Two: Staying There - Weeks 7 to 13

Week 7 – February 23rd

Topic and content: Setting up your office, getting committee assignments.

Reading Due Today: Fenno, Chapter 6 (Lofgren). Frey, Chapters TBA.

Paper due: First Journal (as a candidate).

Week 8 – March 1st

Topic and content: What’s my style?

Guest Lecturer: The Hon. James Greenwood (R-PA)

Reading Due Today: Review Fenno Chapter 5 (Greenwood)

Week 9 – March 8th

Topic and content: What are the time pressures? What are the temptations?

Reading Due Today: Mayhew, Chapter 1. Frey, Chapters TBA.
Week 10 – March 22nd

Topic and content: How will I be evaluated.

Reading Due Today: Frey, Chapters TBA.

Week 11 – March 29th

Topic and content: The mature legislator.

Reading Due Today: Mayhew, Chapter 2. Frey, Chapters TBA.

Week 12 – April 5th

Topic and content: Winding down and heading for retirement.

Reading Due Today: TBA

Paper due: Second Journal (as a member).

Week 13 – April 12th

Topic and content: Presentations.

Reading Due Today: none

Week 14 – April 19th

Topic and content: Wrap-up and review.

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.