BASIC INFORMATION AND RESOURCES

Instructor
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Contact Information
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Communication
Email is the best way to reach us. You can expect a response (e.g. within 24 hours).

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.
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 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
See the “Regarding Deadlines” section in the course description ahead.

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. Lara Brown
Director, Political Management Program
larambrown@gwu.edu | 202-994-4545

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 PROGRAM

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.
THE COURSE

“Politics and love are the only forms of constraint possible between free people. Politics is conflict become discussion, and it sets us a humane task on a human scale.”
----Bernard Crick, In Defense of Politics.

Course Overview
This course introduces GSPM students to the field of political management: essential concepts, skills, methods, roles, and standards of conduct that political managers rely upon to advise decision-makers and carry out their own decisions. There are four “fundamentals” and a learning objective is rooted in each one:

Course Learning Objectives

**Strategy:** Strategic communication – communicating with a purpose in a social or organized setting – occupies the core of applied politics. *You will learn basic types of strategies inherent to election, advocacy, and governance campaigns, and how to recognize from readily available evidence what kind of strategy a campaign is deploying and how well it is executing it. You will learn how to devise and implement strategies in many of your ensuing courses, culminating in PMGT 6495, Capstone: Political Power and Practice.*

**Research:** Political professionals collect, organize, analyze and evaluate relevant empirical evidence to shape, continuously inform, and optimize their campaign strategy. *You will learn to conduct and interpret several types of qualitative research on behalf of a mock client in keeping with a designated strategy. You will also be introduced to elements of quantitative research, the main subject of PMGT 6403, Political Data and Analytics.*

**Message:** Political professionals specify who should say what to whom, when, where, and with respect to which competitors. They embed campaign messages into public narratives familiar to and believed by members of the community in which the campaign occurs. *You will learn to critique and compose messages for your mock client, and explain to the client in cover memos what the messages are meant to accomplish. You will learn to refine messages and combine them into a plan in PMGT 6403, Applied Political Communications.*

**Engagement:** Political professionals form and join teams and assemble coalitions capable of delivering the results they seek. They know how to attract attention, win support, maintain interest, and train and motivate people to act in effective concert at the right times. They also meet with individuals to advance their messages and goals. *You will participate in and monitor group activities and cross-group simulations, and then reflect on your engagement experiences in debrief memos. In the process, you will be introduced to dilemmas and leadership styles taken up in PMGT 6404, Principles of Political Leadership.*
Course Requirements

Your course grade will be based 25% on classroom participation and 75% on memo and message deliverables. Points counting toward the course grade will be awarded as follows:

A. CLASSROOM PARTICIPATION (25% of course grade)

Oral communication skills are essential to political management. Accordingly, participation points will be awarded for smart, succinct, and on-topic comments in three formats:

1. Clear and direct answers to questions posed by the professor in class discussions.
2. Insightful and inventive contributions in role-playing games.
3. Constructive suggestions during strategy and message workshop segments.
4. Performance during final presentation of team projects (Week 11).

Points will never be subtracted for inadequate answers and discussion contributions. You can only gain points, not lose them. So don’t be afraid to venture a comment!

The capacity to speak effectively in a political setting is not synonymous with “public speaking,” that is, delivering a speech to an assembled audience. Students will not be expected to give speeches in this course, and may be cut off (as gently as possible) if they launch into a speech. Instead, the class setting resembles a staff meeting at a large multi-purpose firm that provides services in political consulting, government relations, and strategic communications in public affairs. We analyze and brainstorm collaboratively, and present work to peers.

Each member of the class will be given equal and multiple opportunities to earn participation points. Completing the assigned readings and deliverables on time is the best way to prepare for classroom participation. The assignments and class comments by the instructor will often give you clues about questions that will be asked in the following week.

This process will be illustrated in the first week of class, when no points will be awarded. Students will be informed privately of how they are doing after the 7th and last week of the course.

Students may also submit comments and reflections to me via email after a class session has concluded.

B. MEMO/MESSAGE DELIVERABLES (75% of course grade)

Students will write six memos and messages during the semester. Each of these deliverables will be worth 15% of the course grade (your lowest score will not count). The number of days you have to complete the assignment will vary depending on its nature, but you will have at least one week.
Assignments will be released soon after class sessions, and are due at noon on the day indicated. In four instances, there will be in-class workshops to help you do your best on the assignment. Please use Blackboard to access and deposit the assignments. They should be composed in Microsoft Word. Assignments submitted otherwise (eg email, in pdf form) will not be annotated with feedback.

Evaluation and Grading

ASSIGNMENT SCHEDULE:

ONE –Released September 8, due September 15.
TWO –Released September 22 or 29, due September 29 or October 6, depending on your team.
THREE –Released October 6, workshop October 13, due October 20.
FOUR –Released October 20, workshop October 27, due November 3.
FIVE –Released November 17, simulation November 24, due December 1.
SIX – Released December 1, due December 8.

Grades will be based on the intrinsic quality of your work (the content), and also on how well you write. Like your employers and clients, the GSPM places a high value on excellence in written composition. Your deliverables will be marked up with an eye toward meeting a minimum standard of correct and legible English, and you will receive credit for improvement over the course of the semester. From the start, however, take heed of this warning: misspelling a client or major player’s name more than once in a deliverable will automatically lower your grade.

GSPM students arrive in Fundamentals with different levels of political knowledge and experience. Baseline assessments will be performed in the first two weeks. Throughout the course, you will be asked to demonstrate that you have learned more than you showed at the start of the course. Now and then, the instructor will provide extra steps you can take to stretch your skills; you may also request additional readings and assignment components to ensure that you are making the most of the semester.
Following is the grade scale for all GSPM classes:

<table>
<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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<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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*You may be penalized for late submission of assignment(s).

**Standards Of Conduct**

As described in the first part of this syllabus, students will be held to the George Washington University [Code of Academic Integrity](#). Please read it, paying particular attention to the section on plagiarism (you will have been tested on the plagiarism policy). Should you have any questions or concerns bring them directly to me unless they concern my conduct toward you, in which case you should contact the Program Director. Your confidentiality will be maintained.

Politics is contentious by definition. Now and then things will be said in class that will offend your values and perhaps make you angry. You should speak up and disagree when you want to contribute to class discussion. However, **personal attacks will not be tolerated in the classroom or in course deliverables (as they are, regrettably, in many real-world venues)**.

Late submissions and class absences will be accepted with advance permission via email request, and excused retroactively for emergencies. Grade penalties will apply at the rate of one point per 24 hours for non-emergencies and non-approved extensions.

Your classwork, oral and written, is regarded as private and confidential communication within the confines of the course. You are here to learn, and to do that you need to feel free to take chances, make mistakes, and hear polite and candid feedback. For this reason, **the recording of classroom
discussion is strictly prohibited. Furthermore, all laptops, mobile devices, and other electronic equipment must be turned off during class sessions except when expressly permitted.

Finally, while you may draw on your class work for real-world deliverables you may not receive any financial compensation for work done for this class.

Required Texts and Other Assigned Readings

There are two books assigned for this course. They may be ordered (and downloaded) through Amazon (Kindle) and other booksellers. I do not use the GW Bookstore system.

- **Lawrence Freedman, *Strategy: A History*. Oxford, 2013.** This book covers military and business as well as political strategy in terms of its greatest intellectual exponents. While it is worth reading in full, we will be reading just a few chapters for class. You may purchase the Kindle edition for under $10.


Additional required readings can be found via the course Blackboard pages (Electronic Reserves) and through links provided ahead in the syllabus. Finally, for some assignments you will be hunting and gathering information in order to produce quality deliverables on behalf of your mock client or employer. Provide citations in your deliverables for this information: any footnote, endnote, hyperlink, or parenthetical system of citation is accepted so long as it is consistent and legible.

The assigned readings contain important conceptual distinctions and historical interpretations you will find immensely useful in political management. You will not be tested on the contents of the readings *per se*. Rather, you will be expected to apply their concepts and interpretations to situations posed in class and your assignments.

All memo and message deliverables should be submitted by noon on the day of the class in which they will be discussed. All readings and class participation notes should be completed in time for class on the day they are listed.
**COURSE CALENDAR***

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. When this occurs, you will receive an email to that effect. Students are responsible for keeping up with all adjustments to the course calendar.

1) September 1: THE GREAT GAMES OF POLITICS.

**LEARNING OBJECTIVES:** Introduction to key concepts for the course, including Rhetorical Situations, Primary Types of Campaigning, Professional Relations with Clients, Partners, and Employers.

**READINGS:** None.

**DELIVERABLE:** None.

**CLASS AGENDA:**

A) Getting Acquainted for the Course.
B) From a Simple Game of Poker...how politics does and does not resemble a game. Simulation and debrief.
C) Syllabus Review.

**NOTE:** For this session only, class participation will be just for illustration; no points awarded.

**ASSIGNMENT:** Non-graded resumé and brief personal statement, due noon September 8.

2) September 8: CAMPAIGN LESSONS FROM THE FOUNDERS.

**LEARNING OBJECTIVES:** Understand how campaigners seek and gain competitive advantage through detailed knowledge of political players, venues, and processes. Appreciate the immediate and enduring significance to political management of the campaigns to ratify and amend the U.S. Constitution. Experience the politics of committee work.

**READINGS:**

- F. McDonald, *E Pluribus Unum*, Chapter Eight, “From the Many One.”
- P. Meier, *Ratification*, excerpts from Epilogue, “'Playing the After Game'.”
- Additional Briefing Materials for Simulation.

**DELIVERABLE:** Your resumé and a short personal statement. (Non-graded.)
CLASS AGENDA:

A) Discussion of McDonald and Meier readings: the Founders as Politicians.
C) Debrief.

ASSIGNMENT ONE RELEASED, due at noon September 15.

3) September 15: HOW PEOPLE LOOK AT POLITICS.

LEARNING OBJECTIVES: Overview of what we know about political expectations, attitudes, intakes, opinions, and actions. Consider what this academic knowledge of cognition and emotion means for political strategy, research, message, and engagement.

READINGS:

- (For Assignment Completion) Guideline Memo #1, “The Form of the Strategy Memo.”
- B. Nyhan and J. Reifler, “Opening the Political Mind.”
- G. S. Lenz, Follow the Leader? Chapter 9, “Conclusion.”
- Presidential Speeches by FDR, Jimmy Carter, and Ronald Reagan.

DELIVERABLE: Assignment one, due at noon.

CLASS AGENDA:

A) Key concepts of public opinion as political professionals use them.
B) The behavioral and economic paradigms in social science.
C) Discuss presidential rhetoric and public responses in several historic presidential addresses.
D) Research prologue: how to read an opinion poll strategically.

4) September 22: CAMPAIGNS FOR ELECTIVE OFFICE.

LEARNING OBJECTIVES: Work through how benchmark polls inform election campaign strategy. Deepen awareness of the resources that election campaigners must manage (message, money, people, intelligence) and the myriad of roles they must play.
READINGS:

- Briefing Materials for Consulting Simulation “The Angry Environmentalist.”
- Guideline Memo #2 “How to Use a Political Poll.”


DELIVERABLE: Come to class ready to talk about and make campaign decisions in the situation described in the briefing materials. What are the campaign’s basic options? What constraints do early strategic decisions impose on later ones?

CLASS AGENDA:

A) Case Discussion: “The Angry Environmentalist.”
B) Review basics of party-based vs. candidate-centered campaigns; incumbent vs. challenger strategies; issue positioning and emphasis; targeting and triage.
C) Election campaign team rosters announced.

ASSIGNMENT TWO RELEASED FOR ELECTION CAMPAIGN TEAMS, due at noon September 29.

5) September 29: ADVOCACY CAMPAIGNS.

LEARNING OBJECTIVES: Work through how polling informs advocacy campaign strategy. Deepen awareness of the resources that advocacy and public education campaigners must manage (message, money, people, intelligence –same as in week 4!) and the myriad of roles they must play (these differ somewhat from election campaigns). Review the rise of the Washington DC Government Affairs office and corporate lobbying; compared with association, union, and other interest group operations.

READINGS:

- Vance, Introduction and Chapters 1 and 2.
- F. Baumgartner et al., Lobbying and Policy Change, Chapter One.

GUEST: To be announced.
DELIVERABLE: Come to class ready to talk about the readings. How are advocacy campaigns similar to and different from election campaigns? Does big money usually prevail?

CLASS AGENDA:

A) Presentation by guest.
B) Discussion of key components of a Government Relations office.
C) How tilted is the advocacy playing field?
D) Advocacy team rosters announced.

ASSIGNMENT TWO FOR ELECTION TEAMS is due at noon.

ASSIGNMENT TWO RELEASED FOR ADVOCACY TEAMS, due at noon October 6.

6) October 6: POLITICAL RESEARCH

LEARNING OBJECTIVES: How to collect and organize political information, both in real time and in depth, for strategic use in campaign messaging and engagement.

READINGS:

- Freedman, Preface, Chapters 1 and 2.
- Vance, Chapters 3, 4, and 5.
- Guideline Memo #3 “Campaign Research Files.”

DELIVERABLE:

Assignment Two for advocacy teams is due at noon.

CLASS AGENDA:

A) The Virtues of Research-Based Political Strategy and Management.
B) Team-based Workshops: moving from the first wave of research into message construction.

ASSIGNMENT THREE RELEASED, due at noon October 20.


LEARNING OBJECTIVE: Hone critical appreciation for message and narrative skills in the creation and delivery of political messages.
READINGS:

- Freedman, Chapters 3, 26 especially section on “Narrative” (pp.414-432), 27, and the last two sections of 38 (“Scripts,” and “Scripts: Strategic and Dramatic,” pp.618-629).
- Guideline Memos 4 “Anatomy of A Speech Module” and 5 “Values and Beliefs.”
- (OPTIONAL) Film, “Mr. Smith Goes to Washington,” http://vimeo.com/49156759 (it runs a little over two hours).

DELIVERABLE: Come to class ready to discuss the readings and your messages in progress.

CLASS AGENDA (continues the following session):

A) Principles of good messaging and narrating.
B) Speech Modules and Argumentation.
C) Dealing with representatives from the media; campaign vs. media agendas.
E) The Powers of Variable Framing and Genre References.
F) Scripting a Movie vs. Scripting in Politics; Directing, Watching, and Commenting.
G) Class Workshop: message construction.

8) October 20: STRATEGIC NARRATING II – The Rhetoric of Data and the Internet.

LEARNING OBJECTIVE: (Summing up with session #7) Understand similarities and differences among five modes of influence: text (spoken and written), video, media relations (dealing with journalists and infortainers), statistics and infographics, and online communications (web page and path architecture, social media).

READINGS:

- Vance, Chapters 8 and 9.
- D. Stone, Policy Paradox, Chapter 7, “Numbers.”
- C. Delaney, How to Use the Internet to Win in 2016.

DELIVERABLE:

Assignment Three is due at noon.
CLASS AGENDA (continues from previous week):

A) Power to the End Users, Visualizing Data, and other digital effects on influence.
B) Forms of Influence Reviewed

ASSIGNMENT FOUR RELEASED, due at noon November 3.

9) October 27: ENGAGEMENT VIA INDIVIDUAL & SMALL GROUP MEETINGS.

LEARNING OBJECTIVE: Master the fine points of staging and running a political meeting: strategic, logistical, and rhetorical dimensions of recruiting individuals to join your coalition and lobbying decision-makers on policy matters.

READINGS:
- Congressional Management Foundation, Face-to-Face With Congress.
- E. McKenna and H. Han, Groundbreakers, (Oxford, 2014), Chapter 4 “Building Depth by Investing in Relationships.”

CLASS AGENDA:

A) Engagement and Persuasion – the value of relationships.
B) Team-Based Workshops: researching, setting up, and preparing for meetings.

10) November 3: POLITICS AS A BUSINESS.

LEARNING OBJECTIVES: Appreciate the factors behind the growth of the politics business in the last century; understand the peculiarities of the “politics market.”

READINGS:
- Freedman, Chapter 28.
- Excerpts, “Michelle Nunn for Senate 2014” campaign plan.

DELIVERABLE: Be ready to discuss the readings.
Assignment Four is due at noon.

CLASS AGENDA:
   A) Political Consultants as Change Agents.
   B) Specialties of the Politics Business in the Mass Media and Digital Eras.
   C) How Digital Technology Is and Is Not Changing the Business.

11) November 10: MORALIZING ON THE VERTICAL; CONNECTING ON THE HORIZONTAL.

LEARNING OBJECTIVE: Deepen facility for reconciling two aspects of professional politics that can intersect abruptly: communicating to targeted audiences, when emotional deliveries ranging from inspiration to outrage can generate support; and dealing with other professionals, when striving for a transactional even keel generally takes precedence.

READINGS:
   • Vance, Chapters 6 and 7.

DELIVERABLE: Final Presentations.

CLASS AGENDA:

A) Final Client Presentations: Rolling Out the Strategy.
B) Injecting Emotion into Messages: Why Negative Appeals Often Top Positive Ones, But at Greater Risk.
C) Dilemmas of “Campaign” and “Governing” modes.

12) November 17: CAMPAIGNS FOR GOVERNANCE

LEARNING OBJECTIVE: Come to grips with the ways political management operates in regions, states, and cities where corruption and violence shadow each possible move.

READINGS:
   • G. Sharp, From Dictatorship to Democracy, especially Chapter 8 “Applying Political Defiance” and Appendix One, “The Methods of Non-Violent Action.” http://www.aeinstein.org/english/ (click on the icon of the pamphlet to download it as a pdf file).
• F. Hanson, “Baked In and Wired: eDiplomacy @State.”

DELIVERABLE: Be ready to discuss the readings.

GUEST: TBA.

CLASS AGENDA:

B) Strategy and Morality in Dire Conditions: When are violence and disinformation warranted?
C) Role Assignments and Instructions for Next Week's Confrontation Simulation.

FIFTH ASSIGNMENT RELEASED, due at noon December 1. Note: the assignment will change during the week via Twitter.

13) November 24: NARRATING WHILE NEGOTIATING.

LEARNING OBJECTIVE: Undergo a simulation in a nation on the verge of political collapse, where players weigh compromise, consensus, and confrontation, and negotiations are susceptible in part to outside statements as well as inside maneuvers.

READINGS:
• A. Gutmann and D. Thompson, “The Case for Compromise,”

DELIVERABLE: Come to class ready to continue participation in the simulation.

CLASS AGENDA:

A) Simulation: “Florilandia on the Brink.”

Happy Thanksgiving!

14) December 1: WHAT POLITICAL PROFESSIONALS DO.

LEARNING OBJECTIVES: Understand the functions of political professionals in democracy and the world. Consider your options for a career as a political professional.
READINGS:
- Freedman, Chapter 21 section on “Max Weber,” (pp.301-306) and re-read last three paragraphs of Chapter 27 (pp.455-56).
- Excerpts from Max Weber, “Politics As A Vocation.”
- Vance, Chapter 10.

DELIVERABLE: Come to class ready to discuss the readings and the simulation of the previous week.

CLASS AGENDA:

A) Florilandia debrief.
B) Weber’s view of the political world: the tension between leaders and bureaucracies; political professionals as change agents.
C) Perils and rewards of political involvement (including being captivated by a single narrative).
D) Conclusion: your next steps at GSPM.

SIXTH ASSIGNMENT RELEASED, due one week after last class, December 8, at noon.

-END-

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.