The Graduate School of Political Management
THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Fall 2017
August 31, 2017-December 7, 2017

Grassroots Engagement
PMGT 6410.10
3 Credits

Thursdays from 7:10 pm – 9:40 pm
348 Phillips Hall

BASIC INFORMATION AND RESOURCES

Instructor Contact Information
Amy Meli
Phone Number: (703) 395-2817
Email Address: amymeli@email.gwu.edu

Communication
The fastest way to reach me is via email – I will respond to messages during the semester within 24 hours. I am generally on campus the hour before class and can be available to meet during that time or at another time by request. Please email me or call me to schedule a meeting in advance.

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 https://disabilitiesupport.gwu.edu/.

In the Event of an Emergency or Crisis during Class
If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at [fill in proximate location] in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: http://www.campusadvisories.gwu.edu/.

Attendance Policy
Attendance in class is mandatory, as is participation in classroom discussions. However, since we are all working professionals, I understand that students may occasionally need to miss a class. In order to receive credit for a class, students must notify me in advance of the class being missed. In order to receive full credit, select three of the discussion questions for the week missed and submit your answers to me via email by the end of the week of the missed class.

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. Michael Cohen
Deputy Director, Political Management Program
michaeldcohen@gwu.edu | 202-994-5512

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**

In this course, students will learn how grassroots movements impact political outcomes and how to engage the public in order to make political change.

While President, FDR famously told a lobbyist after a meeting, “You’ve convinced me. Now go out and force me.” He knew that the lobbyist’s position was correct, but he needed to hear support from the public in order to move forward with the policy. Grassroots movements are often the driving force behind changes in public opinion on key issues, the success or failure of landmark legislation, and the election or defeat of public officials. Through the course of the semester, we will learn how the human brain drives how people think about issues, how cultural movements often manifest themselves through art or culture before they appear in politics, and how to leverage new technology and data to support grassroots work. But most importantly, we will examine how the most effective way to change minds is through human relationships, which is why building relationships through trust is the ultimate work of a grassroots organizer.
Course Learning Objectives

1. Understand and execute a grassroots stakeholder analysis that identifies family, friends, foes, and strangers in an advocacy campaign.
2. Understand the three different types of grassroots advocacy (community advocacy, legislative advocacy, and campaign advocacy) and how the strategies employed by each type of campaign is driven by the issue’s location within the life cycle.
3. Understand how the use of data, technology, and messaging can all have an impact on the outcome of the campaign.
4. Demonstrate mastery of the above learning objectives by completing a semester-long grassroots engagement plan.

Course Requirements

Students are required to complete (1) a group project and oral presentation, (2) a take-home final exam, and (3) participate in weekly classroom discussions.

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>Group Assignment – written submission</td>
<td>Design a grassroots campaign strategy and implementation plan</td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td>Group Assignment - oral presentation and Power Point</td>
<td>Present campaign strategy and implementation plan to a panel of experts</td>
<td></td>
<td>10 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Demonstrate preparation for class and understanding of concepts in reading and class discussions (3 points per class for 13 classes)</td>
<td>Weekly</td>
<td>39 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Take-home exam consisting of 11 questions. Demonstrate understanding of concepts covered throughout the semester.</td>
<td></td>
<td>11 points</td>
</tr>
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Group Project Grading Details

Throughout the semester, your group will submit portions of the written group assignment. Due date details are provided below and will also be provided on a calendar on the course’s Blackboard page.

For each portion of the written submission, your group will have multiple opportunities to submit content. It is likely that upon the initial submission, your group will receive partial credit, as I expect that each submission be written as if it were to be submitted to a client. After the first submission, I will make editorial suggestions to improve the draft, including questions that need to be explored to complete the assignment.
Once your group has made the appropriate edits, submit the second draft by the due date. I will review the updated submission and will re-grade as appropriate. I may allow additional submissions past the second draft if needed. **However, all assignments must be completed on deadline in order to receive full credit.**

The written assignment grading will break down as follows. Added together, the written portion of the group project will be worth 40 points (and 40% of your grade).

Part 1: Mission, Vision, and Background Statement (12 points) – due the week of September 21
Part 2: Field Research (8 points) – methodology due the week of September 28, results due the week of October 12
Part 3: Targeted Support/Audience Analysis (8 points) – due the week of October 26
Part 4: Messaging and Media Plan (4 points) – due the week of November 2
Part 5: Budget (2 points) – due the week of November 9
Part 6: Appendices and Bibliography (2 points) – due the week of November 16
Part 7: Full plan with Executive Summary (2 points) – due the week of November 30
Part 8: Evaluation by Team Members (2 points) – due the week of December 7

**Following is the grade scale for all GSPM classes:**

<table>
<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
</tr>
</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>
</tr>
</tbody>
</table>

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

**Required Text and Learning Materials**

Instead of a single text, this course will use excerpts from a variety of different texts. We will also use articles, films, and other media described below. All course materials can be found on the class’s blackboard site (exceptions are noted below).
Book Excerpts:


Bishop, Bill, *The Big Sort: Why the Clustering of Like-Minded America is Tearing Us Apart*, Mariner Books, 2009


Haidt, Jonathan, *The Righteous Mind, Why Good People Are Divided by Politics and Religion*, Vintage, 2012 (Chapters 6, 7, and 10)


Lakoff, George, *The All New Don’t Think of an Elephant, Know Your Values and Frame the Debate*, Chelsea Green Publishing, 2014 (Chapter 1, Framing 101: How to Take Back Public Discourse)


Articles:


Hamburger, Tom, *The Washington Post*, December, 13, 2015, “*Cruz Campaign Credits Psychological Data and Analytics for its Rising Success*”

Pollan, Michael, The New York Times Magazine, October 5, 2016, “*Big Food Strikes Back: Why Did the Obama Administration Fail to Take On Corporate Agriculture?*”

Movies:
Invictus: covers the events in South Africa before and during the 1995 Rugby World Cup, hosted there following the dismantling of apartheid.

No: a 2012 Chilean film regarding the 1988 plebiscite on Pinochet.


Other Media:

For Your Reconsideration, podcast, This American Life, Episode 584, April 8, 2016 (Act One only – until the 27 minute mark)

First Follower: Leadership Lessons from Dancing Guy, YouTube video, posted by Derek Sivers, February 11, 2010

Generous Orthodoxy, podcast, Revisionist History, Season 1 Episode 9 (start at minute 17:00 and listen until 28:00 – the story about Princeton University)

The Newsroom, YouTube video,


Supplemental Materials:


Hamid, Mohsin, Exit West, Riverhead Books, 2017

Henriquez, Cristina, The Book of Unknown Americans, Knopf, 2015


Hidden Figures: a 2016 film about women working as ‘computers’ for NASA in the American South in the 1960s.

Milk: a 2008 American biographical film based on the life of gay rights activist and politician Harvey Milk, who was the first openly gay person to be elected to office.

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.

August 31, 2017
Week 1
Topic and Content Covered:
- Introduction to grassroots engagement
- The importance of building trust in grassroots campaigns
- Introduction to Group Project, review examples, meet group members

Reading Due Today:

Assignment(s) Due Today:
- Discussion questions (to be posted on Blackboard the Sunday before class)

**September 7, 2017**
Week 2

Topic and Content Covered:
- Types of grassroots campaigns
- Understanding vision, strategy, and tactics
- Vision Statement
- Group Project: Introduction to Research/Background statement

Reading Due Today:
- Podcast: *For Your Reconsideration*, podcast, *This American Life*, Episode 584, April 8, 2016 (Act One only – until the 27 minute mark)
- Movie: *Invictus*: covers the events in South Africa before and during the 1995 Rugby World Cup, hosted there following the dismantling of apartheid.

Assignment(s) Due Today:
- Discussion questions (to be posted on Blackboard the Sunday before class)

**September 14, 2017**
Week 3

Topic and Content Covered:
- Introduction to Audience Analysis
- Broadcast/Narrowcast

Reading Due Today:
Assignment(s) Due:
- Discussion questions (to be posted on Blackboard the Sunday before class)

**September 21, 2017**
Week 4

**Topic and Content Covered:**
- Authoritarian vs. nurturing model of political engagement
- Influencers
- Issue life cycle
- Group Project: Survey research/focus groups

**Reading Due Today:**
- *First Follower: Leadership Lessons from Dancing Guy*, YouTube video, posted by Derek Sivers, February 11, 2010

**Assignment(s) Due Today:**
- Discussion questions (to be posted on Blackboard the Sunday before class)
- Submit Vision/Background/Research document prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)

**September 28, 2017**
Week 5

**Topic and Content Covered:**
- Types of grassroots organizations
- Technology in grassroots campaigns
- Guest lecturer on the use of technology in grassroots campaigns – Melissa Horn, National Association of Realtors
- Group project: Targeted Support/Audience Analysis

**Reading Due Today:**

**Assignment(s) Due Today:**
- Submit field research methodology prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

**October 5, 2017**
Week 6

**Topic and Content Covered:**
- Coalition Building
- Demographics
Reading Due Today:
- The works listed under Supplemental Materials books/movies will be divided so that each group is assigned a portion of the readings. Then we will do an exercise in class to share what each group learned. Details and rubric to be provided a few weeks prior to this class session.

Assignment(s) Due Today:
- Discussion questions (to be posted on Blackboard the Sunday before class)

October 12, 2017
Week 7

Topic and Content Covered:
- Psychographics
- Polling and research
- Guest lecturer on polling, psychographics, and the use of microtargeting in grassroots campaigns: Brett Loyd, The Polling Company

Reading Due Today:
- Bishop, Bill, The Big Sort: Why the Clustering of Like-Minded America is Tearing Us Apart, Mariner Books, 2009
- Putnam, Robert, Bowling Alone: The Collapse and Revival of American Community, Touchstone Books, 2001 (Chapters 1-3)
- Hamburger, Tom, The Washington Post, December, 13, 2015, “Cruz Campaign Credits Psychological Data and Analytics for its Rising Success”

Assignment(s) Due Today:
- Submit field research results prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

October 19, 2017
Week 8

Topic and Content Covered:
- Community Advocacy

Reading Due Today:
- Generous Orthodoxy, podcast, Revisionist History, Season 1 Episode 9 (start at minute 17:00 and listen until 28:00 – the story about Princeton University)
- The Newsroom, YouTube video,

Assignment(s) Due Today:
- Discussion questions (to be posted on Blackboard the Sunday before class
October 26, 2017  
Week 9

Topic and Content Covered:
- Legislative Advocacy
- Guest lecturer on the intersection between lobbying and grassroots advocacy: Josh Habursky, Independent Community Bankers Association

Reading Due Today:

Assignment(s) Due Today:
- Submit Targeted Support/Audience Analysis prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

November 2, 2017  
Week 10

Topic and Content Covered:
- Campaign Advocacy
- Guest lecturer on field organizing in a political campaign (TBD)

Reading Due Today:

Assignment(s) Due Today:
- Submit Messaging and Media Plan prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

November 9, 2017  
Week 11

Topic and Content Covered:
- Message and storytelling
- Guest lecturer on political archetypes – Josh Hedaya, Aristotle International

Reading Due Today:
- *No*: a 2012 Chilean film regarding the 1988 plebiscite on Pinochet
Assignment(s) Due Today:
- Submit Budget prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

**November 16, 2017**
Week 12

Topic and Content Covered:
- Political psychology
- Fear and political decision-making

Reading Due Today:

Assignment(s) Due Today:
- Submit Appendices and Bibliography prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

**November 30, 2017**
Week 13

Topic and Content Covered:
- Tying it all together
- Final exam review
- Prepare for group presentations – taking place on Week 14

Reading Due Today:
- Pride (movie)

Assignment(s) Due Today:
- NOTE: Any revisions to any other part of the written submission MUST be submitted by today in on Blackboard in the appropriate slot for the appropriate portion of the project
- Submit Executive Summary prior to class (submit the Monday before class, comments returned to each group by Wednesday, opportunity to resubmit by Friday)
- Discussion questions (to be posted on Blackboard the Sunday before class)

**December 7, 2017**
Week 14

Topic and Content Covered:
Final presentations given in class
Learning Objective(s) Addressed:

Reading Due Today:
None

Assignment(s) Due Today:
Final presentations PTT submitted via Blackboard (due before class)

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.