BASIC INFORMATION AND RESOURCES

Instructors
Matt Dallek, Ph.D
Mary Crannell (Note: Prof. Crannell has taught this course many times, and she will be giving one of the in-class lectures and helping with the grading this term.)

Guest lectures and discussions led by Dr. Lara Brown, Mary Crannell, Honorable Mark Kennedy, and Gary Nordlinger among others.

Contact Information
Dallek (202) 302-1794
Email Address: mdallek@gwu.edu
Crannell
Email Address: mary.crannell@ideasciences.com

Communication
The best way to connect with us is through email. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment before/after 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 at the basement of the Marvin Center 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 is mandatory for this class. Any individual unable attend class should email Mary Crannell prior to the beginning of that class. Repeated absences will be considered in your final grade.

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
larabrown@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
**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.

**Additional Note:** We will have many guest lecturers, and students are not permitted to use laptops and cell phones during class time, which can create unnecessary distractions and detract from the content of the class discussion and lectures.
THE COURSE

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

Course Description and Overview
This course develops students’ professional capacity to address the recurring dilemmas of political life in a manner that upholds ethical standards and takes advantage of opportunities for principled leadership. It seeks to give students exposure to a variety of leadership styles, traits, and skills, ethical dilemmas in political leadership, and models of leadership that can inspire and shape students’ own approaches to leading in the political arena. The course satisfies either the ethics or leadership core course requirement for the Master’s Degree in the Political Management Program.

Course Learning Objectives
1. Formulate a checklist-style process to help you make the best decisions in a tough political, diverse situation.
2. See political controversies from 360 degrees – that is, understand the vantage points of others, especially intense opponents and people with different cultural backgrounds than your own.
3. Make Democracy Work by being able to move from agitation to action, without violating standards of conduct or your own core principles.
4. Field criticism of your political actions, including personal attacks, while remaining true to your purposes and obligations.
5. Get political things done in a more effective and more efficient manner.
6. Speak to political audiences in a persuasive manner.

Course Requirements
Students are expected to participate in class discussion, complete assignments on time and within guidelines, and finish assigned readings before class when due.
### 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>One-page Reflection on a Leadership Failure</td>
<td>Analyze a failure of political leadership (the causes/roots of that failure) and what could have been done differently to avoid that outcome.</td>
<td>Before 7 pm on 1/26/16</td>
<td>10%</td>
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<tr>
<td>Complete Myers-Briggs Type Indicator</td>
<td>Obtain an assessment of personality type to understand leadership potential</td>
<td>By end of class on 2/2/16</td>
<td>Not Graded</td>
</tr>
<tr>
<td>Hometown Leadership Address</td>
<td>Draft remarks on a challenge facing your hometown, demonstrating principled political leadership</td>
<td>Before 7 pm on 2/16/16</td>
<td>15%</td>
</tr>
<tr>
<td>Organizational Assessment Using MBTI</td>
<td>View an organization from a leadership perspective using the knowledge gained from MBTI assessment</td>
<td>Before 7 pm on 3/8/16</td>
<td>15%</td>
</tr>
<tr>
<td>Create a Personal Ethics Code and Explain How Its Applicable to a Workplace of your Choosing</td>
<td>Develop an ethical code that guides your decision-making in a particular workplace. Explain your reasoning behind your selection</td>
<td>Before 7 pm on 3/22/16</td>
<td>10%</td>
</tr>
<tr>
<td>Final Assignment – a written and oral presentation of a courageous leader who embodies the kind of principled leadership you most admire</td>
<td>Analyze a decision or a person’s life in leadership and explain why they were courageous and principled and what risk they took in achieving principled political leadership</td>
<td>Before 7 pm on 4/19/16</td>
<td>35%</td>
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<tr>
<td>Attendance, In-class discussion, and participation</td>
<td>All students start with a “B” and must demonstrate engagement to increase grade for this category</td>
<td></td>
<td>15%</td>
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| Total                                           |                                                                                                 |                                 | 100%   |

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>
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<td>Grade</td>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
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</tbody>
</table>

**Required Books:**

Otto Kroeger and Janet M. Thusesen, *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job* (Delta, 2002)


**Supplemental Texts (Optional):**


Tentative Course Calendar*
*The instructor reserves the right to alter the course content and/or adjust the syllabus to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar. The instructor will let students know of any changes as soon as possible.

Jan. 12: Introduction
Week 1

Topic and Content Covered:

Introductions
Review of course
Baseline speaking Exercise

Learning Objective(s) Addressed:

Discussing whether leaders are born or made
Introducing the course themes

I. Leadership Traits and Skills

Jan. 19: “Opportunism” and “Statesmanship”
Week 2 (Brown)

Topic and Content Covered:

Statesmanship
What “opportunism” means in the context of political leadership

Learning Objective(s) Addressed:

Discerning the difference between statesmen and politicians
Discussing the impact of this difference on political issues of our time
Learning how the idea of leadership has evolved historically

Reading Due Today: Tony Kushner, final shooting script to “Lincoln” 2013; Students should also view the movie Lincoln. The script can be found at http://www.imsdb.com/scripts/Lincoln.html.

Jan. 26: Why Leaders Fail
Week 3

We will discuss your reflections on why leaders fail
**Feb. 2: Personality and Leadership**  
Week 4 (Crannell)

**Topic and Content Covered:**

MBTI: Understanding Personality Types

**Learning Objective(s) Addressed:**

Enrich your understanding of personality types and how they affect communication and interaction. Discuss the complications of personalities when forging issue positions and seeking to move forward to enact an agenda.

**Reading Due Today:**

Otto Kroeger and Janet M. Thuesen, *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job*, chapters to be assigned.

Assignment due today: Complete Myers-Briggs Type Indicator (MBTI) assessment at [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) and report your type to Professor Dallek by Jan. 20. This version of the assessment requires about 15 minutes to complete. You do not have to report your type if you believe it compromises your privacy.

**Feb. 9: Seeing and Speaking “360”**  
Week 5 (Kennedy)

**Topic and Content Covered:**

Seeing and Speaking 360° (Part I): Bridging Ideological Gaps; Public Speaking Tips.

Seeing and Speaking 360°
- Key fault lines in American public opinion
- Legitimate motivations of both sides of top issues
- The need to see both sides and speak to both sides in order to effectively advance your side
Key economic fault lines:

- Economic Driver: Hayek / Friedman markets focus vs. Keynes government focus

Key foreign policy fault lines American “Exceptionalism” vs. one of many in a Multilateral world

- America must at times act with a coalition of the willing vs. US should never act unless authorized by the UN Security Council

Legislative Roles - The different roles played by legislators

- Legislative insider
- Party insider
- Ombudsman
- Statesman
- Outsider

Learning Objective(s) Addressed:

Understanding and begin assessing issues and circumstances using a 360 approach

Familiarizing you with how others come to their specific understanding of issues and the world around them. The need to See and Speak 360°, appealing to the legitimate motivations of both sides of ideological divide in order advance your proposals. This does not mean you need to be advocating moderate positions. It means you need to be able to sell whatever your position happens to be from the vantage point of multiple constituencies.

Recognize the key Hayek vs. Keynes (Bottoms Up vs. Top Down) and Roosevelt vs. Wilson (America Leads vs. Need UN Approval) divisions as two key contrasts impacting public debate in not only America, but around the world.

Reading Due Today:

Kissinger, Henry. **Diplomacy.** Chapter 2: The Hinge: Theodore Roosevelt or Woodrow Wilson

Preview the following videos:

“Fear the Boom and Bust”, a Hayek vs. Keynes Rap Anthem  
[www.youtube.com/watch?v=d0nERTFo-Sk](https://www.youtube.com/watch?v=d0nERTFo-Sk)

“Fight of the Century, Keynes vs. Hayek Round Two,” [www.youtube.com/watch?v=GTQnarzmTOc](https://www.youtube.com/watch?v=GTQnarzmTOc)

“Hayek Theories by Lawrence H. White,”  
[www.youtube.com/playlist?list=PL4A6AA807ACC34D44&feature=plcp](https://www.youtube.com/playlist?list=PL4A6AA807ACC34D44&feature=plcp)

“Keynes Theories by Lord Robert Skidelsky,”  
[www.youtube.com/playlist?list=PL74D998BA120B902C&feature=plcp](https://www.youtube.com/playlist?list=PL74D998BA120B902C&feature=plcp)

Also, Pew’s recent survey of political typology has a self-assessment tool that puts Americans into one of eight categories. Please take this survey and identify your own political typology.
Feb. 16: Persuading Political Audiences
Week 6

**Topic and Content Covered:**
Review Speech Excerpts from variety of campaign speeches including Pat Buchannan, Nikki Haley, and Al Gore among others. Identify where speaker addressed the audience in a persuasive manner, where they failed to do so, and why, followed by a simulation in which students will form teams and devise a strategy for persuading an audience on a topic assigned in class.

**Learning Objective(s) Addressed:**
Better understand strategies, techniques, and skills that speakers use to persuade political audiences.

**Reading Due Today:**
Hon. Mark Kennedy, “Is Persuasion a Lost Art?”

Feb. 23: Authentic Leadership
Week 7

**Topic and Content Covered:**
Authentic Leadership
Emotional Intelligence
Developing your conduct “checklist”
Being effective and efficient
Knowing how your time is used
Seven common mistakes CEOs make
Researching how and where to communicate

**Learning Objective(s) Addressed:**
Understand the idea of “authentic leadership”
Familiarize yourself with aspects of emotional intelligence and how it affects individuals’ views
Develop ability to “look outside the box” for possible solutions
Consider how research on “how and where” to communicate helps great leaders

Reading Due Today:


Drucker, Peter, The Effective Executive, (Collins Business Essentials: New York), 2002. Download for free by clicking on the link below:


Assignment due today: Hometown Leadership Speech

II. Ethics and Leadership

March 1: Campaigns and Ethical Dilemmas
Week 8 (Nordlinger)

Topic and Content Covered:

Ethical Campaign Dilemmas
Organizational Culture and Adaptation to Change
Simulation in which students form teams and address an ethical campaign dilemma assigned to them in class.

Learning Objective(s) Addressed:

Understanding how a campaign leader assesses culture and seeks to enact positive change

Reflect on various ethical dilemmas in campaigns; refine strategies one might use to address these dilemmas

Reading Due Today:

March 8: National Security and Moral Leadership
Week 9 (Possible Guest: Michael Allen)

Topic and Content Covered:

Discuss some of the moral challenges of leading the country in the wake of the 9/11 attacks, as well as the leadership that made intelligence reform possible after 9/11.

Presidential and congressional Leadership; crisis management; ethical dilemmas around intelligence reform

Learning Objective(s) Addressed:

How political leaders reacted to 9/11
How they overcame differences and reached compromise on intelligence reform
The styles, traits, and skills required during political crises

Reading Due Today:
Michael Allen, Blinking Red: Crisis and Compromise in American Intelligence after 9/11

The Final Assignment will be handed out and discussed.

Assignment Due Today: Create a Personal Ethical Code

March 15: SPRING BREAK—NO CLASS

March 22: Communications Leadership and Political Ethics
Week 10

Topic and Content Covered:
We will watch a series of political ads and analyze whether they were “principled and effective,” “principled and ineffective,” “unprincipled yet effective,” or “unprincipled and ineffective.”

Learning Objectives Addressed:
Conducting a case study and simulation to understand how leaders of different political persuasions handle tough issues in an ethical manner

III. Models of Political Leadership

March 29: Race, Gender, and Political Leadership
Week 11
(Possible Guest: Maria Cardona)

**Topic and Content Covered:**
- Analyze opportunities and barriers facing women political leaders
- Role of race and gender in modern American campaigns and elections
- Assess political leadership on issues of racial justice in the U.S.

**Reading Due Today:**
- Anne Kornblut, *Notes from the Cracked Ceiling: Hillary Clinton, Sarah Palin, and What It Will Take for a Woman to Win*, Ch. 5
- Dr. Martin Luther King, Jr., “Letter from Birmingham Jail”

**April 5: Defining Inspired Leadership**
Week 12 (Possible Guest: Ali Lapp)

**Topic and Content Covered:**
- Ali Lapp will discuss her career, her political inspirations, and dilemmas in campaign advertising.

**Learning Objective(s) Addressed:**
- Expanding our views of models of leadership

**Reading Due Today:** None
**Assignment Due Today:** None

**April 12: Models of Inspiring Leaders**
Week 13 (Oral Presentation)

**Topic and Content Covered:**
- Final oral presentations by every student in the class

**Learning Objective(s) Addressed:**
- Synthesize course elements into final oral presentation.

**Reading Due Today:** None

**April 19: Models of Inspiring Leaders, Part II**
Week 14

**Topic and Content Covere**d
- Oral Presentations (Con’t)

**Assignment Due:** Final written presentation

**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.