BASIC INFORMATION AND RESOURCES

Instructor
Lara M. Brown, Ph.D.

Contact Information
Phone Number: (202) 994-4545
Cell Phone: (202) 251-8060
Email Address: larambrown@gwu.edu

Communication
Please contact me by e-mail, unless it is an emergency, in which case you may reach me on my cell phone. I will respond within 24 hours to all student e-mails. I am available to meet for appointments during the week.

Blackboard Site
A Blackboard website has been set up for this course. Each student is expected to use the site to access readings, submit papers, engage in discussion board conversations, and obtain their grades. In short, Blackboard will be the primary venue for outside classroom communications. Students can access the site at https://blackboard.gwu.edu. Tech support 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. Please also be sure to notify me of your disability, should 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 lobby level of the Media & Public Affairs Building (805 21st Street, NW) 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
Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as you are aware of the issue to let me know that you will absent, otherwise, it will be considered an unexcused absence and it will negatively count against your participation grade. **Note: 3 or more class absences during the semester will result in a failing class participation 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:

Hon. Mark Kennedy  
Director, Graduate School of Political Management  
markkennedy@gwu.edu | 202-994-2482

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
1. Assess a political environment, develop an appropriate strategy to achieve specified goals, and execute that strategy.
2. Draw upon a repertoire of effective communication skills and techniques for use in a political environment.
3. Collect, evaluate and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy.
4. Find, engage and motivate the essential and appropriate leaders, professionals and citizens to achieve the developed strategy.
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards in the profession and exhibits principled leadership.

Course Description and Overview
This capstone seminar has been designed to enhance your ability to develop and integrate knowledge of political strategies, tactics, and situations, and apply that knowledge to advanced political problems.

To achieve these aims, you will be asked to conceive and execute an advocacy or electoral "campaign-relevant" research report and slide presentation for a mock political client that you select. As you complete this project, you will draw upon concepts and skills you have learned during your coursework, add important people to your professional network, and produce deliverables for your career portfolio.

In addition to this semester-long research project, you will be asked to engage with assigned readings and produce shorter memo-based assignments designed to help you reflect on: (a) your leadership capacities and (b) your vocation (opportunities, aspirations, and place) within the world of politics.

More generally, this course has been designed to teach you what Aristotle thought were the keys to being a successful political leader: discernment and prudence. Knowing what questions to ask, what research to pursue, and what actions to recommend at any one time are marks of prudential leader.

Course topics include: leadership, gaining and wielding power, positioning and posturing with regard to the rules, conflict resolution, negotiating and bargaining skills, grappling with the consequences of winning and losing. As historian H.W. Brands (Andrew Jackson, p. 371) adeptly explained:

"In politics perhaps more than in most other arenas of human endeavor, interests and convictions tend to coincide. Whether convictions produce interests, or interests produce convictions, differs from person to person. But whatever their genesis, convictions and interests almost invariably end up pointing in the same direction. Those who can’t master the coincidence don’t succeed in politics, and they leave the game to those who can."

Course Learning Objectives
By the end of the course, the students will;

1. Understand how time and context structure (provide opportunities and impose constraints) on political strategy. Learn to perceive and account for strategically those factors under one’s control and gain an appreciation for heresthetics. Delve into the nature of power, and learn
about the methods for effectively acquiring as well as wielding it. Weigh the ethical and moral considerations related to manipulating public sentiments and political outcomes.

2. **Be able to align strategy and tactics through time to achieve long-term goals** – Successful political leaders work relentlessly and adapt continuously to be sure to accomplish this. They are not simply "lucky" and it is important to understand how much effort and calculation goes into realizing individual success. As Rexford Tugwell incisively noted with regard to those who attained the office of president, “The reluctant seldom succeed. One thing is sure. Active ambition began at an earlier time than has usually been supposed, in some cases much earlier.” Thus, it is important to learn how to perceive and exploit the longer-term political opportunities which exist in the American political system.

3. **Discover by doing how disciplined, systematic, and largely self-conducted research can help political clients to construct strategies and tactics to win a campaign (electoral or advocacy)** - Alongside this knowledge, you will develop your proficiency to create written and visual deliverables that communicate research results effectively to a political client. In short, you will learn what it takes to produce high-quality, portfolio-worthy deliverables.

4. **Become more analytical, strategic, and professional with regard to your passion for partisan politics and advocacy issues** - This class is designed to help you become better at sizing up situations, plotting strategies, aligning and executing tactics, grappling with setbacks and not becoming too impressed by your own achievements, negotiating favorable terms, reducing (and when necessary instigating) conflict to achieve your aims. In short, you will develop the political skills to become a professional in the field of political management.

**Course Requirements**
(Note: Bolded items are those related to your semester-long individual research project)

(1) Political Purpose (mission statement) - 5 points (due week 1 - January 11) - 5% of grade
(2) Pre-class/Blackboard Reflections - 20 points (due before 4 class sessions, 5 pts. each) - 20% of grade
(3) **Project Prospectus** - 10 points (due week 4 - February 8) - 10% of grade
(4) Revised Prospectus - 10 points (due week 6 - February 29) - 10% of grade
(4) Final Report - 30 points (due week 11 - April 11th) - 30% of grade
(5) Client Slide Deck - 10 points (due week 12 - April 18th) - 10% of grade
(6) Presentation of Client Research - 5 points (due weeks 12 & 13 - April 18th & 25th) - 5% of grade
(7) Class participation - 10 points - 10% of grade (includes active involvement in the case study/simulations in class, peer review activities & grading other students' final presentation)
### 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>Political Purpose Statement</td>
<td>Write a no more than <strong>ten-word</strong> mission statement that distills who you are: your political beliefs, value commitments, and personal history. Why did you pursue a degree in political management and what in our political system to you hope to change, sustain, or bolster during your career? What is your long-term goal? Submit your ten-word mission statement via Blackboard before 5pm on January 11th. For an example, here's mine (it encapsulates my beliefs and my work): <em>&quot;Bridging political science and practical politics through research and education.&quot;</em></td>
<td>Week 1 January 11, 2016 (before class -- by 5pm!!)</td>
<td>5% (5 points)</td>
</tr>
<tr>
<td>Pre-Class/Blackboard Reading Reflections</td>
<td>Prior to <strong>4</strong> different class sessions, you will be asked a series of questions on the previous two or so weeks' worth of readings. You will be expected to respond concisely (no more than 2-3 sentences per question). Answers will be graded on the <strong>depth</strong> of your analysis -- your ability to reflect on the meaning, purpose, and application of a reading, not simply on the content of what the author says. Each reflection assignment will be worth 5 points, and each will be due (submit via Blackboard) by 5pm on the day of class.</td>
<td>#1 - January 25, 2016</td>
<td>20% (20 points total; each one worth 5 points)</td>
</tr>
<tr>
<td>Research Prospectus</td>
<td>Write a research prospectus that has four components: (1) Research Question and Rationale; (2) Campaign Context; (3) Literature Review; (4) Proposed Sources and Methods. Each one of these components will be worth up to 2 points, and an additional 2 points will be determined based upon grammar,</td>
<td>Week 4 February 8, 2016 (by 7pm!!)</td>
<td>10% (10 points)</td>
</tr>
</tbody>
</table>
During Week 1’s class, we will further discuss producing a research report. I will hand out more detailed instructions that will also be available for you to consult on Blackboard. This prospectus should be about **2-3 single-spaced typed pages** (approx. 1000 words), excluding bibliographic citations or other appendices.

### Revised Prospectus

With feedback from both your peers and me, you will now need to submit a revised prospectus. Update and clarify your research question, focus more on your methodology, and consider more seriously your sources. All of the same formatting and grading criteria described above will apply to this version.

**Week 6**  
February 29, 2016 (by 7pm)  
10% (10 points)

### Final Report

While we will discuss this in detail during Week 1’s class, your report should have 6 components: (1) Argument and Thesis; (2) Situational Description/Context; (3) Research Results; (4) Political Analysis; (5) Campaign Recommendations; (6) Strategic Positioning and Message Development (Content & Delivery). Each one of these components will be worth 4 points, and an additional 6 points will be determined based upon grammar, spelling, voice, and overall clarity. This report should be no more than **12-13 single-spaced typed pages (approx. 5000 words)**, excluding bibliographic citations, tables and graphs, or other appendices.

**Week 11**  
April 11, 2016 (by 7pm)  
30% (30 points)

### Client Slide Deck

Submitted a week after with your research report, this slide deck will summarize and make compelling the topic and findings of your research. The criteria for assessing its value will

**Week 12**  
April 18, 2016 (by 7pm)  
10% (10 points)
fall along five dimensions worth 2 points each: (1) Sequence, (2) Highlighting, (3) Visuals, (4) Compelling, and (5) Grammar and Language Clarity. It should consist of no more than 15 slides, along with no more than 7-10 minutes of talking points that you can place in the accompanying "notes" section.

Oral Presentation of Client Research
On the last two days of class, we will devote the entire class sessions (7:10-9:40pm) to individual presentations. All students will present; all students in the audience will be asked to pretend they are the client. All students will VOTE (yes or no -- follow the recommendations) on each presentation. If you do not attend both sessions, you will automatically lose half of the points possible for presenting (2.5 points).

Class Participation
To change politics one must first show up. Attendance is required and discussion in class counts towards your final course grade.

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>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
</tr>
<tr>
<td></td>
<td>Poor performance. Major errors, too many misspellings,</td>
</tr>
<tr>
<td></td>
<td>problems with accuracy, etc.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
<tr>
<td></td>
<td>Unacceptable performance, or inability to submit the</td>
</tr>
<tr>
<td></td>
<td>assignment.</td>
</tr>
</tbody>
</table>

**Late Assignments**

For each day that an assignment is late, it will be marked down one grade (e.g., from a B to a B-). An assignment that is one full week late will be counted as an "F." If you believe you have a legitimate "emergency" that makes it so that you will be unable to complete an assignment on time, please notify me as soon as possible to make alternate arrangements.

**Required Text and Learning Materials**

In most instances, you'll read approximately 75 pages per week. Listed below are the 5 books you'll need to purchase (if you buy them new, it will cost about $70; if you buy them used, it will cost about 1/3 that price). **ALL other readings are available on Blackboard (BB on syllabus).**

**Books:**

- Kaihan Krippendorff, *Outthink the Competition: How a New Generation of Strategists Sees Options Others Ignore*, Wiley Publishers, 2011. (at Amazon, new is $21; used is $3)
- James Freund, *Smart Negotiating*, Simon & Shuster, 1993. (at Amazon, new is $14; used is $1)
- John Neffinger and Matthew Kohut, *Compelling People: The Hidden Qualities that Make Us Influential*, Plume Publishers, 2014 (at Amazon, new is $15; used is $6)
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.

**January 11 -- Week 1**
The Class and Your Research

Schedule:
- Introduction & Political Purpose Discussion, 7:10 - 8:00pm
- Syllabus Review & Course Overview, 8:00 - 8:30pm
- What It Means to Do Research -- and Your Research Report, 8:30pm - 9:30pm

Readings:
1. Booth, et al., *Craft of Research* (Parts I - III)

**Assignment Due Today -- Political Purpose Statement (submit BEFORE class, by 5pm!!)**

**January 18 -- HOLIDAY -- NO CLASS**

**January 25 -- Week 2**
Leadership: What Does it Mean and What Does it Take?

Schedule:
- Discuss Reading Reflections, 7:10 - 8:15pm
- Class Break--Out, Assess the Presidential Field -- leader? good? bad? why? example?, 8:15 - 8:45pm
- Class Discussion, 8:45 - 9:30pm

Readings:

**Assignment Due Today -- Reading Reflection #1 (to cover week 2 reading, due by 5pm!!)**

**February 1 -- Week 3**
Gaining and Wielding Power: Authority, Legitimacy, and Perception

Schedule:
- Discuss readings, focus on strategy and positioning, 7:10 - 8:15pm
- Class Break-Out, GOP field: Positioning in Iowa (NO technology -- who do you think will win and place in top 5 in Iowa tonight; how do you think it will change/alter New Hampshire), 8:15 - 9:00pm
- Class Discussion, Check Caucus Results & Discuss, 9:00 - 9:30pm

Readings:
1. Riker, *Art of Political Manipulation*, Preface, Chpts. 2, 12, and Conclusion (BB)
3. Brown, "The Electoral Savvy of John Quincy Adams" (BB)
**February 8 -- Week 4**

Individual Research Project Interlude!

During this class we will break into groups, you will "present" your topic to your group and garner feedback. Then, we, as a class, will discuss a number of individual projects. The purpose of this class is to (a) answer any questions you may have about your research, (b) learn about what your colleagues are doing, and (c) help you make sure that your projects are on the right track!

Readings:

*Assignment Due Today -- Research Prospectus (bring a print-out to class for group discussions)*

**February 15 -- HOLIDAY -- NO CLASS**

**February 22 - Week 5**

Bouncing Back and Outmaneuvering Ambitious Rivals

Schedule:
- Discuss Reading Reflections, 7:10 - 8:30pm
- Individual Exercise, Making Something Out of Nothing -- what can you do?, 8:30 - 8:45pm
- Class Discussion, Maximizing Opportunities, 8:45 - 9:30pm

Readings:
2. Peterson, "Olive Branch and Sword," pp. 1-84 (BB)

*Assignment Due Today -- Reading Reflection #2 (to cover weeks 3 & 5 readings, due by 5pm!!)*

**February 29 -- Week 6**

Winning Before You Start Playing: Games and Strategic Thinking

Schedule:
- Discuss reading, 7:10 - 8:00pm
- Class Break-Out, Apply Outthinker Process (pp. 127-130) to GOP candidates, 8:00 - 8:45pm
- Class Discussion, What Did Your Group's Candidate Decide to Do -- shift strategy/new tactic?

Readings:
1. Krippendorf, *Outthink The Competition*, Parts 1, 2, 3 (pp. 1-126)

*Assignment Due Today -- Revised Research Prospectus*
March 7 -- Week 7
More Savvy Politicians and Alternative Leadership Models

Schedule:
Discuss readings, focus on SWOT analysis of leader's style, 7:10 - 8:15pm
Individual Exercise, What Makes a Strategy Smart & a Politician Savvy?, 8:15 - 8:45pm
Class Discussion, Whose Leadership Spoke to You?, 8:45 - 9:30pm

Readings:
1. Allgor, *Dolly Madison & the Problem of National Unity*, Intro. & Mrs. Madison's War (BB)
2. Moley, "27 Masters of Politics" (Dewey; Rayburn; Hanna McC.Simms; Howe), (BB)

March 14 -- SPRING BREAK -- NO CLASS

March 21 -- Week 8
Political Losers and Failed Leadership?

Schedule:
Discuss readings, 7:10 - 8:15pm (discuss Fillmore/McCain parallels)
Class Break-Out, Presidential Aspirants: the Losers -- what did they miss, what now?, 8:15 - 8:45pm
Class Discussion, Learning from Others' Mistakes, 8:45 - 9:30pm

Readings:
1. Brown, "Mistaking the Moment & Missing the Opportunity" (BB)
2. Shepsle, "Losers in Politics (And How They Sometimes Become Winners)" (BB)

Assignment Due Today -- Reading Reflection #3 (to cover weeks 7 & 8 readings, due by 5pm!!)

March 28 -- Week 9
Basic Negotiations

Schedule:
Discuss Reading Reflections, 7:10 - 8:15pm
Individual Exercise, Reconsider a Past Negotiation - what would you do differently?, 8:15 - 8:45pm
Class Discussion, Negotiating Lessons from Peers, 8:45 - 9:30pm

Readings:
2. Fisher and Ury, *Getting to Yes*, Chapters 1-3 (BB)
3. Harvard Business School Article: BATNA (BB)

April 4 -- Week 10
Negotiating Game Plans and Considerations of a Negotiator

Schedule:
Discuss readings, 7:10 - 8:15pm
Class Break-Out, What Should Thomas Green Do -- what might he negotiate?, 8:15 - 8:45pm
Class Discussion, Thomas Green's Career Choices
Reading Due Today:
2. Harvard Business Article: "On Chinese Negotiation" (BB)
3. Tinsley, et al., "Women at the Bargaining Table" (BB)
4. Sasser and Beckham, "Thomas Green: Power, Office Politics, & Career in Crisis" (BB)

*Assignment Due Today -- Reading Reflection #4 (to cover weeks 9 & 10 readings, due by 5pm!!)*

**April 11 -- Week 11**
Compelling People & Leadership Style - Fear v. Love Revisited

Readings:
1. Neffinger and Kohut, Chapters 1 and 2

**Guest Speaker -- Matthew Kohut, KPB Communications**

*Assignment Due Today -- Final Research Report*

**April 18 -- Week 12**
Individual Research Project Presentations

*Assignment Due Today -- Client Presentation Slide Deck*

**Monday, April 25 - Week 13**
Individual Research Project Presentations

---

*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.