

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Summer 2015 (10 weeks)

May 20 – July 22, 2014

Running for Office

PMGT 6434.10

3 Credits

Wednesday, 7:10 – 9:40 pm

Rome 459

BASIC INFORMATION AND RESOURCES

Instructor

Katie Packer Gage

Katie Packer Gage is a political consultant and founding partner of two different campaign and public affairs companies: WWP Strategies, which does traditional campaign and issue management strategy and Burning Glass Consulting, which specializes in messaging to women voters.

Her political background consists of a variety of roles on campaigns at every level from State Representative to Presidential. She worked for Michigan Governor John Engler, U.S. Senator Spencer Abraham, President George W. Bush, Senator Bob Dole and Governor Mitt Romney.

Most recently serving as Deputy Campaign Manager for Governor Romney's 2012 Presidential campaign.

Contact Information

Phone Number: 202.558.8678

Email Address: kpg@gwu.edu or Katiepack@me.com

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. If you would like to arrange an appointment to discuss your work, I am available each week for an hour prior to 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 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

Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as possible to let me know that you will absent. Regardless of the excuse, you can not participate if you do not attend class, so absences will negatively count against your 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 the instructor or any 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 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

Running for Office is a complicated process that starts with the motivation for running and making the decision to run and concludes with either victory or failure on Election Day. This course will prepare students to plan and execute every aspect of a modern political campaign from the perspective of a candidate.

Course Learning Objectives

The goal of this course is to develop an understanding of the various aspects of a modern campaign operation and prepare students to apply them to an actual campaign. By the end of this course, the students will:

1. Understand the decision making process that should occur when considering a run for office. This class will focus not just on the question of “can I run?” but also on the question “should I run?”
2. Understand the critical components of a modern campaign and the role they play in relation to one another in a successful campaign and the role a candidate plays in each component.
3. Be able to articulate a purpose for candidacy, which will provide the foundation for the messaging structure of the campaign.
4. Be able to assess situations and make decisions in the best interest of yourself as a candidate, your family and the campaign.
5. Be able to convert a candidate’s basic political philosophy to issue positions and messages.

Evaluation and Grading

| Assignment | Learning Objective(s) Addressed | Due Date | Weight |
|--|--|-----------------|---------------|
| Attendance/Participation | Students are expected to attend class as the class discussions and exercises are a critical part of the course. | Weekly | 25% |
| Weekly Assignments | Students will be assigned projects throughout the term. | Weekly | 30% |
| Reading assignments | You will be given reading assignments at the end of select classes. At the next class there will be exercises to evaluate your familiarity with the reading. Each exercise is worth 3% of your grade. | Weekly | 25% |
| Sit down interview with a past candidate for public office and write a paper reflecting your findings. | When it comes to understanding what it's like to actually run for office, all the classroom instruction in the world cannot take the place of talking with a real live candidate. You will be asked to identify a candidate that you can interview and conduct the interview with enough lead time in order to prepare a 2500-3000 word report of your findings. If you cannot identify a candidate, I can assist you. You will be given a list of topics/questions that must be covered at a minimum. | Week 10 | 20% |
| Total | | | 100% |

Following is the grade scale for all GSPM classes:

| Grade* | Grading Standard |
|---------------------------------|---|
| A 94-100 | <i>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</i> |
| A- 90-93 | <i>Represents solid work with minor errors. Overall, excellent work.</i> |
| B+ 87-89 | <i>Very good. Represents well-written material, research, and presentation, but needs some minor work.</i> |
| B 83-86 | <i>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.</i> |
| B- 80-82 | <i>You’ve completed the assignment, but you are not meeting all of the requirements.</i> |
| C+ 77-79 | <i>Needs improvement in content and in effort. Shows some motivation and concern.</i> |
| C 73-76 | <i>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</i> |
| C- 70-72 (lowest grade to pass) | <i>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</i> |
| F Below 70 | <i>Unacceptable performance, or inability to submit the assignment.</i> |

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

Required Text and Learning Materials

In most instances, you'll read approximately 60-70 pages per week.

Winning Elections will need to be purchased, other readings will be available on Blackboard.

Additional readings may be assigned and will be available on Blackboard.

Ronald A Faucheux, Winning Elections: Political Campaign Management, Strategy and Tactics (The Rowman and Littlefield Publishing Group, INC. 2003)

Dan Balz, Collision 2012: The Future of Election Politics in a Divided America (Penguin Group, 2013)

Peter Hamby, “Did Twitter Kill the Boys on the Bus?” Paper for Harvard Kennedy School Shorenstein Center <http://shorensteincenter.org/2013/08/d80-hamby/>

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.

Week 1

Class Date – May 20

Topic and Content Covered: Decision Points (Part 1)

- Introduction to the Class
- Class overview
- Why do candidates pursue public office?
- Personal Decision RE: Candidacy – Personal impact, Career impact, Compelling reasons, Vision
- Who am I as a candidate?

Assignment Due Today: Introduce yourself to the class by presenting a bio written as if you were posting on a campaign website. You can look to any number of campaign websites for guidance on this. Keep in mind a good bio is: concise, communicates your message, avoids things that are irrelevant, does not read like a resume. Remember: if you are a candidate this bio will be used to introduce you at events throughout the campaign.

Exercise:

- Discussion of why to run
- Presentation of Bios

Assignment for next class: Study of 2 Candidates who have made the decision not to run due to potential scandal in their past (i.e. Ted Kennedy, Mitch Daniels). Please prepare a 2 – 3 page memo outlining the situation the candidate faced prior to the scandal, what their options were and whether they made the correct decision in your opinion.

Reading Assignment for next class: Winning Elections: Chapters 29, 30, 31, 34

Week 2

Class Date – May 27

Topic and Content Covered: Oppo and Vulnerability Studies

- Importance of Oppo to overall campaign strategy
- What kind of oppo will be significant
- Defending your own vulnerabilities
- How to use Oppo

Assignment(s) Due Today: Study of 2 Candidates who have made the decision not to run due to potential scandal (i.e. Ted Kennedy, Mitch Daniels). Please prepare a 2 – 3 page memo outlining the situation the candidate faced prior to the scandal, what their options were and whether they made the correct decision in your opinion.

Reading Assignment Due today: Winning Elections: Chapters 29, 30, 31, 34

Special Guest(s): Joe Pounder, America Rising

Exercise: Presentation of Candidate Studies, Strategy exercise using sample Oppo book

Reading Assignment for next class: “Did Twitter Kill the Boys on the Bus?”, Peter Hamby

Week 3

Class Date – June 3

Topic and Content Covered: Communications

- Exploring the Relationship between candidates and the media
- Interviews
- Access

Reading Assignment (s) Due Today: “Did Twitter Kill the Boys on the Bus?”, Peter Hamby

Special Guest(s): Peter Alexander (NBC News), Peter Hamby (CNN News), Phil Rucker (Wash Post), Ashley Parker (New York Times), Danny Diaz (FP1 Strategies.)

Exercise: Q and A with panel

Assignment for Next class: In 500 - 1000 words describe your position on one of the following key issues: Federal increase in minimum wage to \$15/hour OR Keystone XL Pipeline

Reading Assignment for next class:

- Thomas Sowell: Union Myths; Gun Control Myths 1, 2;
- How Unions help all Workers:
http://www.epi.org/publication/briefingpapers_bp143/;
- The lessons of Physical Therapy
http://www.nytimes.com/2014/01/08/opinion/gabrielle-giffordss-call-for-persistence-on-gun-reform.html?_r=0

Week 4

Class Date – June 10

Topic and Content Covered: Establishing Policy Positions

- What do I believe?
- Developing position papers
- Honing a message

Special Guest(s): Tim Pawlenty, Fmr. Governor of Minnesota

Assignment(s) Due Today: In 500 - 1000 words describe your position on one of the following key issues: Federal increase in minimum wage to \$15/hour OR Keystone XL Pipeline

Reading Assignment (s) Due Today:

- Thomas Sowell: Union Myths; Gun Control Myths 1, 2;
- How Unions help all Workers:
http://www.epi.org/publication/briefingpapers_bp143/;
- The lessons of Physical Therapy
http://www.nytimes.com/2014/01/08/opinion/gabrielle-giffordss-call-for-persistence-on-gun-reform.html?_r=0

Exercise:

- Presentation of Issue Positions
- Roll play – offering your position on issues in interview format

Reading Assignment for next class: Winning Elections: Chapters 113, 114, 115, 119, 120, 121

Week 5

Class Date – June 17

Topic and Content Covered: Digital Campaigning: How Technology has Changed the relationship between the candidate and voters.

- Social Media
- Online advertising
- Online fundraising

Special Guest(s): Zac Moffatt, Founder Targeted Victory; Additional guest TBD

Reading Assignment (s) Due Today: Winning Elections: Chapters 113, 114, 115, 119, 120, 121

Exercise: TBD

Assignment for Next Class: Study ballot access requirement for State Senator in 5 different states; rank in order of difficulty

Reading Assignment for next class: Winning Elections: Chapter 18, 28, 40, 56, 59, 83, 90

Week 6

Class Date – June 24

Topic and Content Covered: Campaign Mechanics: The Candidates Role

- Ballot Access
- Fundraising
- Schedule
- Speechwriting

Special Guest (s): Rep. Aaron Schock, Republican, IL-18

Assignment(s) Due Today: Study ballot access requirement for State Senator in 5 different states; rank in order of difficulty

Reading Assignment (s) Due Today: Winning Elections: Chapter 18, 28, 40, 56, 59, 83, 90

Exercise:

- Present Ballot Access information;
- Develop and present a Fundraising Pitch;
- Scheduling Dilemmas – how to solve

Assignment for Next Class: Observe Debate performances between male and female candidates (to be distributed)

Reading Assignment for next class:

- Excerpts from "What Will it Take to make a Woman President?" Donna Brazille, Olympia Snowe, Sheryl Sandberg, Kay Bailey Hutchison
- Dartmouth Study White Paper – “Gendered Facial Cues Predict Success of Female Politicians” -
<http://www.dartmouth.edu/~freemanlab/pubs/2014HehmanSPPS.pdf>

Week 7

Class Date – July 1

Topic and Content Covered: The Effect of Gender on Campaigns

- Challenges faced by Female Candidates
- Challenges faced by Male candidates running against a Female candidate
- Can Gender ever be invisible?

Special Guest: None

Assignment(s) Due Today: Observe Debate performances between male and female candidates

Reading Assignment (s) Due Today:

- Excerpts from "What Will it Take to make a Woman President?" Donna Brazille, Olympia Snowe, Sheryl Sandberg, Kay Bailey Hutchison

- Dartmouth Study White Paper – “Gendered Facial Cues Predict Success of Female Politicians” -
<http://www.dartmouth.edu/~freemanlab/pubs/2014HehmanSPPS.pdf>

Exercise: Observe and evaluate videos of male/female candidates and the differences in how they communicate

Reading Assignment for Next Class: Winning Elections: Chapter 7, 10, 86, 87

Week 8

Class Date – July 8

Topic and Content Covered: The Role of Spouses/Family in Campaigns

- What role do they play in decision?
- Does a spouse make a good candidate?
- What level of involvement is appropriate/optimal?

Special Guest: Fmr. Congresswoman Mary Bono; Debbie Dingell (wife of Congressman John Dingell and Candidate for Congress MI-12)

Reading Assignment (s) Due Today: Winning Elections: Chapter 7, 10, 86, 87

Exercise: TBD

Assignment Due for Next Class: Study of 2 Candidates who faced a campaign crisis mid-campaign. Please prepare a 2 – 3 page memo outlining the situation the candidate faced prior to the scandal, what their options were and whether they made the correct decision in your opinion.

Gary Hart: Donna Rice

Rick Perry: Debate issues

John Edwards: Love Child

Howard Dean: Shout heard round the world

Barack Obama: Reverend Wright/clinging to their guns

Mitt Romney: 47 %

Anthony Weiner: sexting

Reading Assignment for next class: Winning Elections: Chapter 11, 95, 98, 129

Week 9

Class Date – July 15

Topic Covered: Decision Points (Part 2)

- Handling a crisis
- Running Mate Selection
- Exiting the race
- Winning graciously
- Losing gracefully
- What's Next

Special Guest: Rich Beeson, Fmr. Political Director Romney for President

Assignment(s) Due Today: Study of 2 Candidates who faced a campaign crisis mid-campaign. Please prepare a 2 – 3 page memo outlining the situation the candidate faced prior to the scandal, what their options were and whether they made the correct decision in your opinion.

Gary Hart: Donna Rice

Rick Perry: Debate issues

John Edwards: Love Child

Howard Dean: Shout heard round the world

Barack Obama: Reverend Wright/clinging to their guns

Mitt Romney: 47 %

Anthony Weiner: sexting

Reading Assignment (s) Due Today: Winning Elections: Chapter 11, 95, 98, 129

Exercise: Decision Exercise – how would you handle a crisis in your own campaign?

Assignment for next class: FINAL 8 - 10 page paper on Interview of Current or former candidate (Arial 12, Double spaced, roughly 2500 words). This paper should cover the following issues:

What offices did they run for?

What compelled them to run in the first place?

What factors did they consider?

How did they assess their own viability?

What were their major concerns?

Who did they look to for initial support?

How did the campaign impact them/their family personally?

Was gender a factor?

What weaknesses in their opponents did they look to exploit?

What key decision points have they faced, mid-campaign? Did they feel they made the correct decision?

What did they look for in staff/consulting team?

How is serving in public office different from running for office?

What role did Digital campaigning play in first campaign?

What was the most sophisticated technology available to them?

What kind of relationship did they have with the media

Reading Assignment for next class: Winning Elections: Chapter 1, 2, 4

Week 10

Class Date – July 22

Topic and Content Covered: Course Overview

- Discussion of Interviews with candidates
- Final overview of grading for the class

Special Guest: None

Assignment(s) Due Today: 8 - 10 page paper on Interview of Current or former candidate (Arial 12, Double spaced, roughly 2500 words)

Reading Assignment (s) Due Today: Winning Elections: Chapter 1, 2, 4

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.