

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Summer

2016

Capstone: Political Power & Practice

6495.10

3 Credits

Mondays, 7:10 PM - 9:40 PM

Phillips, #110

May 16, 2016 - July 25, 2016**

BASIC INFORMATION AND RESOURCES

Instructor

Lara M. Brown, Ph.D.

Beatriz Cuartas, Ph.D. (ABD)

Contact Information

Dr. Brown's Office Number: (202) 994-4545

Email Address: larambrown@gwu.edu and beatrizcuartas@gwu.edu

Communication

Please contact one of us by e-mail. We will respond within 24 hours to all student e-mails. Both Dr. Brown and Dr. Cuartas are available to meet for appointments (e-mail to schedule) 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. Simply put, you must attend class to participate. **Two or more class absences during the summer semester (1/5 of the classes) 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:

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 – May 16) - 5% of grade
- (2) Pre-class/Blackboard Reflections - 10 points (due before 3 class sessions, 5 pts. each) - 10% of grade
- (3) **Project Prospectus - 10 points (due week 3 – June 6) - 10% of grade**
- (4) **Research Findings Summary - 15 points (due week 5 – June 20) - 15% of grade**
- (4) **Final Report - 30 points (due week 7 – July 11) - 30% of grade**
- (5) **Client Slide Deck - 10 points (due week 8 – July 18) - 10% of grade**
- (6) **Presentation of Client Research - 5 points (due weeks 8 & 9 – July 18 & 25) - 5% of grade**
- (7) Class participation - 15 points - 15% of grade (includes active involvement in the case study/simulations in class, peer review activities & grading other students' final presentation)

**ALSO NOTE: Since there are two holidays (Memorial Day and Independence Day) that fall on Mondays and we will not have class on those days, we will hold a make-up session on Monday, July 25, 2016.

Evaluation and Grading

Assignment	Description and Learning Objective(s) Addressed	Due Date	Weight
Political Purpose Statement	Write a no more than ten-word 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. For an example, here's mine (it encapsulates my beliefs and my work): " Bridging political science and practical politics through research and education. " (LO: 1, 2, 4)	Week 1 May 16, 2016 (before class -- by 5pm!!)	5% (5 points)
Pre-Class/Blackboard Reading Reflections	Prior to 2 different class sessions, you will be asked a series of questions on the readings. You will be expected to respond concisely (no more than 2-3 sentences per question). Answers will be graded on the <u>depth</u> of your analysis -- your ability to reflect on the meaning, purpose, and application of a reading, not simply on what the author says. Each assignment will be worth 5 points, and each will be due (submit via Blackboard) by 5pm on the day of class. (LO: 1, 2, 4)	#1 – May 23, 2016 #2 – June 27, 2016 (Both due before class -- by 5pm!!)	10% (10 points total; each one worth 5 points)
Research Prospectus	Write a research prospectus that has <u>four</u> components: (1) Research Question and Rationale; (2) Campaign Context; (3) Literature Review; (4) Proposed Sources and Methods. Each component will be worth up to 2 points, and an additional 2 points will be determined based upon grammar, spelling, and organizational clarity. <u>During Week 1's class, we will further discuss producing a research</u>	Week 3 June 6, 2016 (by 7pm!)	10% (10 points)

	<p><u>report</u>. This prospectus should be about 2-3 single-spaced typed pages (approx. 1000 words), excluding bibliographic citations or other appendices. (LO: 3)</p>		
Research Findings Summary	<p>Your research (e.g., case study, data analysis, interviews, etc.) should largely be completed by now. You need to submit a 2-3 single-spaced typed pages, summarizing your findings. Once completed, this document should assist you in writing your complete report and helping you to identify the lessons learned and what may be your positional/strategic recommendations. (LO: 3)</p>	<p>Week 5 June 20, 2016 (by 7pm)</p>	<p>15% (15 points)</p>
Final Report	<p>While we will discuss this 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. (LO: 3)</p>	<p>Week 7 July 11, 2016 (by 7pm)</p>	<p>30% (30 points)</p>
Client Slide Deck	<p>This slide deck will summarize and make compelling the topic and findings of your research. The criteria for assessing its value will fall along five dimensions worth 2 points each: (1) Sequence, (2) Highlighting, (3) Visuals, (4) Compelling, and (5) Grammar and Language Clarity. Submit no more than 15 slides (7-10 minutes of talking points, you can write out and place in the "notes" section). (LO: 3)</p>	<p>Week 8 July 18, 2016 (by 7pm)</p>	<p>10% (10 points)</p>

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. <u>If you do not attend both sessions, you will automatically lose half of the points possible for presenting (2.5 points).</u> (LO: 3, 4)	Weeks 8 & 9 July 18 & 25, 2016 (by 7pm)	5% (5 points)
Class Participation	To change politics one must first show up. Attendance is required & <u>discussion in class counts towards your final course grade.</u>	Continuous	15% (15 points)
Total			100%

Following is the grade scale for all GSPM classes:

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

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 **4 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 (order of reading):

- Wayne C. Booth, Gregory G. Colomb, and Joseph Williams, *The Craft of Research*, 3rd edition, University of Chicago Press, 2008. (at Amazon, new is \$13; used is \$8)
- Niccolo Machiavelli, *The Prince*, translated and introduced by Harvey Mansfield, second edition. University of Chicago Press, 1998. (at Amazon, kindle is \$8; paperback; 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)
- James Freund, *Smart Negotiating*, Simon & Shuster, 1993. (at Amazon, new is \$14; used is \$1)

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.

May 16 -- 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!)

May 23 -- Week 2

Leadership: What Does it Mean and What Does it Take?

Schedule:

Discuss Reading Reflections, 7:10 - 8:15pm

Class Break--Out, Assess POTUS Legacy and the Presumptive Presidential Nominees, 8:15 - 8:45pm

Class Discussion, 8:45 - 9:30pm

Readings:

1. Machiavelli, *The Prince*, Introduction & Chapters XIV-XXV
2. Neffinger and Kohut, Preface & Chapter 1

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

May 30 -- HOLIDAY -- NO CLASS

June 6 -- 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, What Should the Republicans Do (Endorse, Unify, Defy?), 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)
2. Brown, Jockeying, "Introduction: James K. Polk," pp. 1-14 (BB)
3. Neffinger and Kohut, Chapter 2 (suggested reading, Chapter 3)

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

June 13 -- 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 (7:10pm – 8:30pm). Then, we, as a class, will discuss a number of individual projects (8:30pm – 9:30pm). The purpose 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:

1. Booth, et al., *Craft of Research*, (Parts IV and V)

June 20 - Week 5

Outmaneuvering Ambitious Rivals & Political Losers

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:

1. Caro, "Master of the Senate," pp. 383-419 (BB)
2. Rove, "The Triumph of William McKinley," pp. 80-97 (BB)
3. Shepsle, "Losers in Politics (And How They Sometimes Become Winners)" (BB)

Assignment Due Today – Research Findings Summary

June 27 -- Week 6

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:

1. Freund, *Smart Negotiating*, Introduction and Part I, Chapter 1, pp. 13-41 (skim pp. 42-89)
2. Fisher and Ury, *Getting to Yes*, Chapters 1-3 (BB)
3. Harvard Business School Article: BATNA (BB)

Assignment Due Today -- Reading Reflection #2 (to cover weeks 3, 5 & 6 readings, due by 5pm!!)

July 4 -- HOLIDAY -- NO CLASS

July 11 -- Week 7

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:

1. Freund, *Smart Negotiating*, Part II, pp. 91-97, and Part III, pp. 208-226 (skim other chapters)
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 -- Final Research Report

July 18 -- Week 8

Individual Research Project Presentations

Assignment Due Today -- Client Presentation Slide Deck

July 25 - Week 9**

Individual Research Project Presentations

**ALSO NOTE: Since there are two holidays (Memorial Day and Independence Day) that fall on Mondays and we will not have class on those days, we will hold a make-up session on Monday, July 25, 2016.

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.