



GEORGETOWN UNIVERSITY  
Semester in Washington, DC Program

**SDCP 351-01: POLITICS & PUBLIC POLICY ACADEMIC SEMINAR  
(9 CREDIT HOURS)**

**SPRING 2015 SYLLABUS**

<i>Faculty information:</i>	Sam Potolicchio, PhD and Chris Kofinis, PhD
<i>Faculty contact information:</i>	potolics@georgetown.edu, chris.kofinis@georgetown.edu
<i>Faculty office hours and location:</i>	TBD (based on student and professor schedules)
<i>Course meeting times and location:</i>	Mondays and Fridays, 2:50 pm-5:10 pm, Classroom C118 Georgetown Downtown, 640 Massachusetts Ave NW <b>(first day of class meets on Wednesday, January 7)</b>
<i>Note:</i>	<i>Students should keep their schedules open every Monday and Friday until 5:00 to accommodate field trips and guest speakers.</i>

**OBJECTIVES**

This course provides a broad and dynamic introduction and overview of the American public policy and the political system with specific concentration on political communication, constitutional, media and legal affairs.

The course will 1) explore the ideas, values, and traditions that support this system 2) examine the actions of citizens and voters that make this system democratic 3) study the institutions that comprise the American political system, particularly, the three major branches of government (executive, legislative, and judicial) and the fourth estate (the media), and (4) identify and explore the critical role played by political communications (i.e. language, strategy, research, social media, digital tech) in our political and policy process.

The course will place critical emphasis on the “Georgetown advantage”, leveraging our location in the nation’s capital by studying our topics through the unique lens of proximity. The class will study various theoretical academic issues, but will challenge students on how these theories play out in practice. Students will be challenged to think critically and to execute, at times, to apply real-world examples relevant to the policy and political process.

Please know, students will be expected to heavily participate and to think differently on how to understand the political and policy process. The ultimate goal of the course is to provide not only a comprehensive understanding of the American policy and political system, but to help develop and apply real policy and communication skills and insights that can be utilized in the future careers and chosen professions.

*Guest Practitioner Lecturers From Last Year*

Time and schedules permitting, we will endeavor to invite real experts and professionals to discuss politics and policy. During these in-class visits, students will be expected to attend, ask serious questions and to utilize these expert insights in up-coming class projects.

**Previous Guest Speakers**

Ron Fournier, National Political Reporter  
Jonathen Allen, Political Editor, Bloomberg News  
EJ Dionne, Syndicated Columnist, author, Brookings scholar  
Michael Gerson, former speechwriter for President George W. Bush  
Dimitri Simes, President, The Nixon Center  
Paul Saunders, Executive Editor, The National Interest  
Lee Hamilton, former Congressman, President of Woodrow Wilson Center, Vice-Chair of 9/11 Commission  
Bruce Mehlman and Alex Vogel, founders of lobbying firm Mehlman, Vogel, and Castagnetti  
Levar Stoney, Executive Director, The Democratic Party in Virginia  
Richie Frohlichstein, North Carolina Field Director, Obama For America  
President Aleksander Kwasniewski, former President of Poland  
President Jose Maria Aznar, former President of Spain  
John O’Keefe, former Ambassador to Kyrgyzstan  
Robert Reilly, former President of Voice of America  
Ken Mehlman, former Chairman of the National Republican Party and Campaign Manager for President George W. Bush’s Re-election Campaign  
Spencer Abraham, former Secretary of Energy and former Senator from Michigan  
Tucker Carlson, former host of Crossfire and Tucker, founder of the Daily Caller  
Tom Tamm, Justice lawyer and *Newsweek* cover man  
Partners at Hart and Lake Research (two of the nation’s leading poll firms)  
John Yoo, legal advisor to President Bush  
Roger Pilon, Chairman, Constitutional Studies at Cato  
Tim Pawlenty, former Governor of Minnesota  
Prime Minister Brian Mulroney, former Prime Minister of Canada  
Ben Bernanke, Chairman Federal Reserve  
Ron Kessler, best-selling author  
Garrett Graff, editor-in-chief, The Washingtonian  
Zalmay Khalilzad, former ambassador to the UN  
Michael Sheehan, trained Presidents Clinton and Obama on speechmaking

**The course will cover the following topics:**

Public Policy Process	Judiciary
The Constitution and Federalism	Political Parties
Public Opinion	Political Interest Groups
Political Communications	Religion and Politics
Campaign Strategies	Political Communication
Elections	Media and Politics
The Role of Social Media/Technology	Domestic Policy-making
The Presidency	International and National Security Policy
Congress	

**ACADEMIC READING ASSIGNMENTS (TO BE DISTRIBUTED TO STUDENTS IN ADVANCE OF EACH CLASS)**

*Textbooks:* Relevant texts for Dr. Potolichio will be specified in his first class or emailed to you. They can be acquired at amazon.com or a suitable online discount vendor so to minimize cost. Students should be able to purchase all 4 books for under \$80 (combined). Dr. Kofinis will utilize assigned readings, handouts, and intensive class lectures.

**Key websites to review regularly include:** nationaljournal.com; realclearpolitics.com; politico.com; thehill.com

Texts books (in addition to the Book Review and 3 Scholarly Articles Chosen By The Student)

Conflict and Consensus in American Politics. (2009) Wayne/Mackenzie/Cole (Textbook)

The Choices Justices Make (1997) Epstein

Why Parties? The Origin and Transformation of Political Parties in America (1995) Aldrich

The Presidency in A Separated System (2005) Jones

Scholarly Articles

The Constitution of the United States of America

“Federalism, Nationalism, and Democracy in America” Beer (APSR 1978)

“Issues of Federalism In Response to Terrorism” Kincaid and Cole (Public Administration Review 2002)

“Balancing Regionalism and Localism: How Institutions and Incentives Shape American Transportation Policy” Gerber and Gibson (AJPS 2009)

“Towards A Progressive Politics and A Progressive Constitution” Becker (Fordham Law Review 2001)

“The United States Constitution: From Limited Government to Leviathan” Roger Pilon (Economic Education Bulletin 2005)

“Mass Political Attitudes and the Survey Response” Achen (APSR 1975)

“Getting Religion: Has Political Science Rediscovered The Faith Factor?” Wald and Wilcox (APSR 2007)

“Issue Frames and Group-Centrism in American Public Opinion” Nelson and Kinder (JOP 1996)

“Politics Across Generations: Family Transmission Re-examined” Jennings, Stoker, and Bowers (JOP 2009)

“Religion Is Not A Preference” (JOP 2008) Joshua Mitchell

“No More Wilder Effect, Never A Whitman Effect: When and Why Polls Mislead About Black and Female Candidates” Hopkins (JOP 2009)

“Presidential Saber Rattling and The Economy” Wood (JOP 2009)

“Political Prowess or ‘Lady Luck’ Evaluating Chief Executives’ Legislative Success Rates” Saiegh (JOP 2009)

“Do The Advantages of Incumbency Advantage Incumbents” Gordon and Landa (JOP 2009)

“The Election Implications of Candidate Ambiguity” Tomz and Van Houling (AJPS 2009)

“Does Gerrymandering Cause Polarization?” McCarty, Poole and Rosenthal (AJPS 2009)

“US Members In Their Constituencies” Fenno APSR (1977)

“Delegates or Trustees? A Theory of Political Accountability” Fox and Shotts (JOP 2009)

“The Dynamics of Partisan Conflict on Congressional Approval” Ramirez (AJPS 2009)

“Agenda Setting on The Supreme Court: The Collision of Policy and Jurisprudence” Black and Owens (JOP 2009)

“New Style Judicial Campaigns and The Legitimacy of State High Courts” Gibson (JOP 2009)

“The Participatory Effect of Redistricting” Hayes and McKee (AJPS 2009)

“Source Cues, Partisan Identities, and Political Value Expression” Goren, Federico, Kittilison (AJPS 2009)

“The Origins and Maintenance of Interest Groups in America” Walker (APSR 1983)

“Lobbying and Taxes” Richter (AJPS 2009)

“Educating The Least Informed: Group Endorsements In A Grassroots Campaign” Arceneux (AJPS 2009)

“Interest Group Competition and Coalition Formation” Holyoke (AJPS 2009)

### **Course Requirements**

Please Note: Attendance and class participation will be critical to your success in this class. Students will be expected to apply critical insights from specific readings and/or class lectures in upcoming assignments. During class, you should be prepared to think critically and participate fully.

***Class Participation, Presentations, Debate/Scholarly Article Recitations (20%):*** Each student will be expected to fully engage in our classroom discussions and debates. We will frequently debate an important contemporary issue as dictated by the news agenda and our weekly reading from [realclearpolitics.com](http://realclearpolitics.com) and students will also be responsible for presenting critical analyses of scholarly articles. You may be asked to prepare and present diverse assignments based on specific lecture or article. Students who fail to participate, submit assignments, and/or surf the web, text, or miss class, will receive a significant reduction in this portion of the grade.

**Strategy Memos (10% of the Class Grade):** Students will be required to submit various memos to a stakeholder of their choice (i.e. President, Senator, CEO, Lobbyist, head of non-profit; etc) that will outline a specific political and communications strategy that they can employ to achieve a specific legislative goal (i.e. immigration reform). Special attention should be placed on how they should utilize social media and new technology help build public and political support for their legislative goal.

**Simulation (15%):** This assignment provides a simulated interplay of the the United States Political Systems process. Students will be assigned different roles (Supreme Court justices, Senators, members of the House of Representatives, the President, op-ed columnists, aspiring presidential candidates, Governors etc). Each actor will then take a stance on an assigned issue prompt and write a three-page argument defending this stance or writing an opinion for the Supreme Court.

**Group Presentation and/or Strategy Memo (20%):** Students will be expected to apply class lectures and readings to various assignments. One of the key assignments will be a group presentation where students will be expected to work collaboratively and intensely to solve a particular policy problem or issue. Depending on time and other constraints, this assignment may evolve into a specific strategy memo to address a specific issue assigned by the Professor or selected by students.

**Speaker Question & Answer (15%):** Using the “Georgetown advantage” the course will introduce students to significant political and academic practitioners. Part of excelling in both political science and politics requires students to engage actively in the discussion. Students will be expected to ask appropriate and provoking questions of their guest lecturers. Scheduled lecturers include federal elected officials, national editors, prominent non-profit leaders, preminent academics, campaign strategists and national pundits.

**Final Exam (20%) or Final Project (20%):** There will be either a final comprehensive exam on content from class lectures and the reading assignments or a final project that will challenge students to prepare a comprehensive communications plan for an assigned stakeholder. Academic weight of the exam towards final grade may increase significantly. Students will be made aware if final exam represents a larger percentage of the final grade prior to submission.

Please note: The class relies heavily on a dynamic level of participation to exploit the full Georgetown experience. Assignments may and do change to reflect new speakers, issues relevant to the political system, and/or breaking news events.

### **Schedule:**

The class is co-taught by Dr. Kofinis and Dr. Potolicchio. Each will emphasize a differently angle and aspect of American politics and the policy process. Dr. Kofinis will focus heavily on understanding the stages of the policy process, while Dr. Potolicchio will explore a more holistic understanding of the American political system.

### **WEEK 1 INTRODUCTION**

### **WEEK 2 AMERICAN POLITICAL SYSTEM/POLICY PROCESS & COMMUNICATIONS**

U.S. Congress VIP tour with The Honorable William Hudnut (9:45-Noon) - TBD

On January 12 class meets from 11:00-1:30 pm in C116.

### **WEEK 3**

### **THE US CONSTITUTION AND AMERICAN FEDERALISM/PROBLEM IDENTIFICATION**

Monday, January 19: No Class – Martin Luther King Day (make-up class TBD)

**WEEK 4**

**THE AMERICAN PRESIDENCY/AGENDA SETTING & STRATEGIES**

**WEEK 5**

**POLITICAL SPEECHMAKING & POLICY FORMULATION/POLICY ANALYSIS**

**WEEK 6**

**THE LEGISLATIVE BRANCH & POLICY FORMULATION/POLICY ADOPTION**

**WEEK 7**

Monday, January 16: No Class – President’s Day (make-up class TBD)

**WEEK 8**

**THE JUDICIARY & POLICY ADOPTION**

**WEEK 9**

**THE MEDIA & POLICY ADOPTION & COMMUNICATIONS**

**WEEK 10**

Monday, March 9 and Friday, March 13 – No class Spring Break

**WEEK 11**

**POLITICAL PARTIES & POLICY IMPLEMENTATION**

**WEEK 12**

**FOREIGN POLICY & POLICY IMPLEMENTATION & EVALUATION**

**WEEK 13**

**CAMPAIGNS & FUTURE OF THE POLICY PROCESS**

Friday, April 3 no class – Easter break

**WEEK 14**

**SIMULATION & GROUP PRESENTATIONS**

Monday, April 6: No Class – Easter break

**WEEK 15**

**SIMULATION & GROUP PRESENTATIONS**

**WEEK 16**

**SIMULATION & GROUP PRESENTATIONS**

**WEEK 17**

**COURSE WRAP-UP & MAKE-UP SESSIONS**

Monday, April 27 – Last Class

**GRADING**

*Attendance Policy:* SWP student attendance is expected at all meetings of your course. Unexcused tardiness is not acceptable and may result in a **significantly lower final grade** as an indication of a lack of class participation. If a student misses more than two class sessions, the Assistant Dean will be contacted regarding the appropriate action to be taken.

*Late Submissions:* Unless otherwise approved by the instructor, late submissions will be penalized 10% for each day beyond the deadline.

*Unprofessional conduct:* Students are expected to focus on the class, their readings, the discussion, and the fellow students. Disruptions and/or inappropriate use of computers and phones (i.e. texting), may result in a significantly lower final grade.

*Incomplete Assignments:* Incompletes in the course must be approved by both the instructor and the Assistant Dean. While some assignments will not be graded assignments, all assignments assigned will factor towards your final participate grade and are expected to be submitted on time.

*Grading Scale:* Students will be given numerical grades for their various assignments. These numerical grades, when added up to form their final grades, will be converted into letter grades according to the following scale:

A	93-100
A-	90-92.99
B+	88-89.99
B	83-87.99
B-	80-82.99
C+	78-79.99
C	73-77.99
C-	70-72.99
D	60-69.99
F	under 60

<i>Evaluation:</i>	Strategy Memo	10%
	Simulation	15%
	Presidential Memo	20%
	Class Debate/Discussion	20%
	Speaker Question & Answer	15%
	Final Exam	20%

*Late Attendance:* Students are required to come to class on-time unless there is a reasonable excuse that is conveyed to the Professor in advance.

*Incomplete Option:* Students are expected to complete all coursework by the end of the semester in which that coursework is taken. In extreme, documented instances (typically related to unexpected, documented health reasons), it may be necessary for students to request an Incomplete, "N," grade and a limited extension of time to complete the required coursework. Incompletes are not automatic, and should be requested first by the student of the professor. If the professor grants a student additional time to complete the coursework, and the work is completed by the date established by the professor on or before the incomplete deadline, the "N" is changed to the appropriate grade.

#### **ACADEMIC INTEGRITY AND HONOR CODE**

*Academic Integrity:* All students within SCS will maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course and termination from the program.

*SafeAssign:* Georgetown subscribes to SafeAssign, a Web-based service that, among other things, is able to sniff out possible plagiarism in student work.

*Citation system:* An important aspect of academic integrity is using an acknowledged system of bibliographic references to document the sources of ideas and quotations in one's work. Examples include APA style, MLA style, and Turabian.

*Plagiarism:* The presentation of someone else's ideas or work as your own, without proper acknowledgement is the worst crime a scholar can commit. The sources for all information and ideas in your papers that are not your own must be documented using the documentation system followed by the American Psychological Association or the Modern Language Association. In addition, all quotations must be identified as quotations, using quotation marks and documentation of the source of the quotation. Anything less than these standards is plagiarism and will be treated as such. Work that appears to have been plagiarized or otherwise violated the Honor Code (see below) will be reported to Georgetown's Honor Council. If the Council finds that the work violates the university's standards of academic honesty, the work will receive a grade of zero for the assignment for the first offense; a second infraction will earn an F for the course. The Honor Council may impose sanctions of its own as well.

*The Honor Code pledge:*

In the pursuit of the high ideals and rigorous standards of academic life,

I commit myself to respect and uphold the Georgetown University Honor System:

To be honest in any academic endeavor, and

To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

## **OTHER ITEMS**

**Faculty Bio: Sam Potolicchio** teaches Politics and Public Policy and Research Methods for the Semester in Washington Program at Georgetown University and is the Distinguished Professor and Chair in Global Leadership Studies at the Russian Presidential Academy. Dr. Potolicchio is also the Senior Lecturer for the Lugar Academy of the University of Indianapolis. He is the founder and president and academic director of the Preparing Global Leaders Summit in Moscow, Russia at the Russian Presidential Academy, Preparing Global Leaders Institute in Macedonia and Preparing Global Leaders Academy in Amman, Jordan.

He is also the academic director for Georgetown's Global Visiting Student Program and is a founding faculty member of programs in Serbia, Bulgaria, Croatia and Hungary. He advises top political officials, business leaders, and governments in more than 20 countries including CEO's, members of parliament, and high-ranking appointed officials in the Middle East, the Balkans, and Eastern Europe.

Potolicchio was named by the *Princeton Review* as one of the "Best Professors in America" in 2012, the only one chosen from his field. He has won numerous teaching awards at Georgetown and the K. Patricia Cross Award from the American Association of Colleges and Universities as one of the future leaders of American higher education in 2011.

He is the official lecturer on American Federalism for the Open World Leadership program at the Library of Congress, where he speaks weekly to visiting dignitaries from the post-Soviet republics. Potolicchio's book chapters on Religion and Politics have been published in volumes by Congressional Quarterly Press and Oxford University Press. He has delivered keynote lectures internationally at over 100 different universities in 30 countries including Oxford, Cambridge and Bologna.



Potolicchio has taught students during his summers from almost 140 different countries. He is currently the lecturer on American Politics at Georgetown's Global Education Institute where he lectures to high-level government officials and businessmen from China and Japan. Potolicchio also serves as the scholar-in-residence at the Landon School and as a basketball coach has guided his team, the Jelleff Hoyas to 6 undefeated championship seasons. He received a bachelor of arts in Psychology from Georgetown, master's in Theological Studies from Harvard, and a masters and doctorate from Georgetown in Government.

**Faculty Bio: Chris Kofinis** has worked as a Democratic strategist, a campaign consultant, a communications advisor to a number of Fortune 500 companies, and most recently as Chief of Staff to U.S. Senator Joe Manchin III.

Kofinis began his political career as one of the four original founders of the 2003 Draft Wesley Clark campaign - the first successful draft campaign of a presidential candidate in American history. Kofinis was also the communications director and strategist for the 2005-2007 "WakeUp Wal-Mart" (WUWM) campaign. The draft and WUWM campaigns were groundbreaking efforts, utilizing new online media tools and message strategies to generate build tens of millions of dollars in earned media and successful grassroots efforts. Kofinis was also a senior advisor during Clark's 2004 presidential campaign, and was the national communications director for the 2008 Edwards presidential campaign.

Internationally, Kofinis was the senior strategist and media advisor to the PASOK party and its leader George Papandreou during both the 2009 Euro Elections and the 2009 Greek national elections. During the 18 month effort, Kofinis developed a new campaign strategy that utilized all facets of technology and messaging to boldly redefine PASOK and Papandreou's candidacy. After trailing by as many as 30 points in some polls, Pasok/Papandreou won the national election in 2009 with one of the largest margins in Greek history.

In 2010, he served as an advisor to Gubernatorial and Senatorial candidates, was the senior communications consultant for the Democratic Governor's Association (DGA) during the 2010 election cycle, and was senior advisor to Governor Joe Manchin during his hard fought 2010 Senate special election. From 2010 to 2012, Kofinis served as U.S. Senator Joe Manchin's Chief of Staff. During this time, Kofinis utilized a comprehensive communications, legislative, and political strategy to solidify Senator Manchin's electoral and political position in the state - thwarting what had been presumed to be one of the Republican Parties top four pickup Senate opportunities.

Kofinis is also a regular national commentator on American politics and elections, and was named by Vibe magazine as one of the top political surrogates during the 2008 Presidential campaign. Throughout his career, he has appeared frequently on MSNBC, FOX News, CNBC, FOX Business, CNN, CBS, ABC, NBC and Bloomberg TV. He has been quoted extensively in the Associated Press, Politico, The Hill, Reuters, Los Angeles Times, Wall Street Journal, The New York Times, The Washington Post as well as other national and international news outlets.

Kofinis earned a B.A, Honors from Queens University, a M.A. in Public Policy and a Ph.D. in Political Science from Claremont. He began his professional career as professor of political science and has done extensive teaching, research and writing on public policy and American politics. He is the co-author, with Dr. Stella Theodoulou, of two books on the American policy process: the Art of the Game, Understanding the American Policy Process (2003), and The Policy Game: Understanding U.S. Public Policy Making (2012).

*Updated Syllabus:* Students will, on occasion, receive via email an updated syllabus from the instructor as we tailor the class readings to fit students' interests and as our speakers assign readings.

*Classroom Etiquette:* Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions.

*Students with Disabilities Policy:* Students with disabilities should contact the Academic Resource Center (**Georgetown Downtown, Ms. Mara Bellino Disability/Learning Skills Advisor; 202-784-7366; arc@georgetown.edu; academicsupport.georgetown.edu/academic**) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

*Academic Recourse Center (ARC):* ARC strives to facilitate the success of Georgetown students through services for students with disabilities, student-athletes, and any student facing academic challenges. To learn more about how ARC please visit: <http://guarc.georgetown.edu/>.

*Georgetown Writing Center:* As a member of the Georgetown community, you will have full access to the University Writing Center (<http://writingcenter.georgetown.edu>) located in Lauinger Library 217A. Offered to students at all levels, the center's tutoring has proved helpful to those wishing to improve their grammar and style, to respond more effectively to assignments, to learn to organize both short papers and lengthy research projects, and to turn first drafts into publishable projects. Some students seek assistance on a regular basis; some only occasionally. For well-established students, the writing tutors have also offered on-line help, responding to questions about papers submitted through email attachments and counseling students through phone conferences.

*Counseling and Psychiatric Service (CAPS):* CAPS serves as the university's primary mental health agency for its students and campus community. CAPS staff collaborates directly with students in overcoming difficulties that may interfere with the accomplishment of their educational, personal, and career goals. To learn more about CAPS services please visit: <http://caps.georgetown.edu/>

*Inclement Weather, School Closing, Emergency Information:* During inclement weather or other emergencies, check <http://preparedness.georgetown.edu>, or call (202) 687-7669 for information about school/event closings. If the university is open, class will meet on schedule. Should the university be closed class will not meet, however, any writing assignments submitted through Blackboard will be due as usual. Students are advised to sign up for the text messaging service for instant notification of school closings. You may sign up for this service at Student Access+.

*End of Syllabus*