



## **MPPR-795-01: PUBLIC AFFAIRS: DEVELOPING AND MANAGING SUCCESSFUL CAMPAIGNS**

### **GEORGETOWN UNIVERSITY: MPS-Public Relations and Corporate Communications**

Wednesday, 8:00 – 10:30 p.m. | Fall 2016

Instructor: Laura Sheehan

- Office hours are by appointment.

#### **COURSE OVERVIEW**

Public Affairs: Developing and Managing Successful Campaigns

Public affairs. Political campaigns. Issue campaigns. What do they mean and why should I understand them? What is messaging and why is public affairs a multi-billion dollar business?

Public affairs campaigns are designed to influence legislation, regulation and policy at the national, state and local levels. Borrowing tactics honed in political elections, these issue campaigns are reshaping policy in America and attitudes across the country.

Upon completion of this course, you will understand how to plan and manage successful public policy campaigns, frame debates, develop messages and implement strategies. Course assignments include both individual and group assignments.

#### **COURSE OBJECTIVES**

By the end of the semester, students will be able to:

- Think more strategically about the role of communications in affecting audience perceptions.
- Better understand strategic public affairs and how to develop and implement programs and campaigns.
- Identify key audiences and how to best communicate with them using appropriate messages, strategies and media.
- Better understand public policy research, framing, messaging and the role they play in strategic communications.
- Better understand the role of lobbying and public affairs communications.
- Analyze and evaluate public affairs efforts.
- Work with a team to develop a comprehensive integrated public affairs communications strategy and program.



## TEACHING PHILOSOPHY

This course is interactive and requires every student to be engaged as a consumer and critical observer of current public policy issues – including politics, policy fights in Washington, D.C., political campaigns, public affairs campaigns and media.

Each class will be structured to accomplish the key learning objectives defined in the weekly classroom outline. Each week we will focus on current political and policy issues in our Winners and Losers discussion (detailed under Assignments below), a synopsis of last week's learnings and a presentation that applies what you've learned. Individual and group project work, individual participation and in-class assignments will be included to enhance the learning experience.

## REQUIRED READING

The required readings below can be found on the web (if a web address is included) or on the Canvas micro-site for this class. No purchases are necessary:

- Drew Westen, *The Political Brain*, ISBN-10: 1586485733 (Public Affairs, 2007)
- Frank Luntz, *Words That Work: It's Not What You Say, It's What People Hear*, ISBN-10: 1401309291 (Hyperion, 2007)
- Al Ries and Jack Trout, *Positioning; The Battle for Your Mind*, ISBN-10: 0071373586, (McGraw-Hill, 2001)
- Rebecca K. Leet, *Message Matters; Succeeding at the Crossroads of Mission and Market*, ASIN: B00DU7HJ22 (Fieldstone Alliance, 2007).
- Nicco Mele, *The End of Big*, ISBN-10: 1250021855 (St. Martin's Press, 2013)
- Bill Kovach and Tom Rosenstiel, *Blur; How to Know What's True in the Age of Information Overload*, ISBN-13: 978-1608193011 (Bloomsbury, 2010).
- Pew Project For Excellence In Journalism, *The State of the News Media* (2016)
  - <http://www.journalism.org/2015/04/29/state-of-the-news-media-2016/>
- Clay Shirky, *Newspapers and Thinking the Unthinkable* (2009)  
<http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/>
- Malcolm Gladwell, *The Tipping Point* (2000)
  - Interview with Gladwell: <http://www.gladwell.com/tippingpoint/index.html>
  - Reading guide: [http://www.gladwell.com/tippingpoint/guide/tipping\\_point\\_guide.pdf](http://www.gladwell.com/tippingpoint/guide/tipping_point_guide.pdf)
- Malcolm Gladwell, *Blink, The Power of Thinking Without Thinking* (2005)
  - Interview with Gladwell: <http://www.gladwell.com/blink/index.html>
  - Reading guide: [http://www.gladwell.com/blink/guide/blink\\_guide.pdf](http://www.gladwell.com/blink/guide/blink_guide.pdf)



*The instructors will also assign specific articles to read as part of the homework. Students must be prepared to discuss any of those assigned readings in class.*

**Required Daily Reading:** On a daily basis, students are expected to keep up with political and policy news by reading at least ***one publication in each of these two categories below*** – and being prepared to discuss them in class:

- **Choose one newspaper**
  - New York Times: [www.nytimes.com](http://www.nytimes.com)
  - Wall Street Journal (not available online without an subscription)
  - Washington Post
  
- **Additional Current Reading:** Prior to many class sessions, we will email current newspaper, magazine and online articles/analyses that are relevant and helpful to our learnings. Students will be expected to read these articles before they arrive at class.

#### **GUEST SPEAKERS**

We will have guest speakers who are experts in the subject matter we are covering. Hearing from public affairs practitioners will expand students' real-world understanding.



## **ATTENDANCE**

Attendance is extremely critical to your success in this class. An attendance sheet will be circulated at the beginning of each class session.

Students are expected to attend every class and arrive on time. If circumstances preclude you from attending a class or arriving on time, it is your responsibility to notify both of us via e-mail prior to the start of class.

As outlined by the university, missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). **Absences for classes, beyond the initial two, will result in further reduction of the final grade.** If you are absent for more than four classes, you will be in danger of failing this course.

Punctual attendance is critical. If you have to miss a class – family emergency, medical emergency or other act of God – you must let the instructors know in advance and work out a proposal for making up whatever work you will miss. Exceptions will be made only in extraordinary circumstances.

## **PARTICIPATION**

Participation is also extremely critical to your success in this class. An important part of learning is working with others, building on each other's ideas and expressing a thoughtful point of view. A significant portion of your grade will be based on class participation. We will provide a mid-semester participation grade as a reference for you to assess how you are doing.

Class discussions should be respectful and considerate of others' views and opinions. Moreover, students should turn off all cell phones, smart devices or other communication devices while in class. Use of laptops, iPads and other tablets is acceptable as long as usage is related to class.

## **CLASSROOM ETIQUETTE, CLASS PARTICIPATION AND OTHER GUIDELINES**

A successful class depends on the active engagement of all students. 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. What happens in class stays in class unless you receive permission from the instructor to share something.



## ASSIGNMENTS

### Assignment Submissions

Assignments are expected to be of professional, client-ready quality and submitted on time. Assignments will be evaluated for content and presentation – as public affairs requires clear, concise writing and presentation.

All written work is to be typed, double-spaced, with a 12-point font. Points will be taken off for assignments when this formatting is not followed.

Assignments should be printed and turned in at or before the start of class on the day they are due. Work will be graded based on its accuracy, clarity and professionalism. **Late work will lose one letter grade per day it is late.** If you are to miss a class, you must still turn in assignments due that day. Extenuating circumstances should be discussed with us ahead of time to receive consideration; however, job demands will not warrant extensions.

### Overview of Assignments

Your grade will be based on class participation, two pop quizzes, individual assignments, and a group project. You will apply key learnings from the lectures to your group project throughout the course of the semester. Below are the assignments and their point values:

#### Weekly Class Participation – 30 points

- **Weekly Reading**
  - It is critical that weekly reading be completed on time. Each week's lesson will integrate the content from the reading and active participation in classroom discussion, including reference to reading, is expected of every student.
- **Weekly Summarizers**
  - Each week a student will be chosen to take notes during class and provide a brief oral summary to students at the beginning of class the following week. The purpose of this exercise is to ensure students understand important concepts and information and to provide a forum for additional questions. This is also a good opportunity for students to improve their presentation and speaking skills.
- **Weekly Winners and Losers discussion**
  - Each week, we will have a discussion about current public affairs issues, campaigns, politics, etc. We will analyze the issue, press coverage, how the issue could have been managed or positioned differently and who won or lost the debate (i.e., Winner and Loser). Students who are doing the Required Daily Readings (outlined above) should be able to obtain sufficient background information to participate in this discussion.

Sometimes we will email or post on Blackboard news stories or articles that may be pertinent to our class discussion. We will do our best to email/post these by Monday



evening. However, students should not be limited to the news stories or articles that we circulate, and are encouraged to read articles beyond what we circulate.

Over the course of the semester, students are expected to participate in a substantial number of these weekly discussions. Again, participation is extremely critical to your success in this class.

**Individual Assignments:** Each student will prepare the following three assignments on a public policy/political issue:

- **Audience Mapping** – 10 points
  - Students will write a 1-2 page memo mapping out the key and influencer audiences.
- **Developing Messages Based on Polling Data** – 20 points
  - Students will write a 1-2 page memo proposing positioning and messages based on public opinion research.
- **Offering Strategic Counsel** – 30 points
  - Students will write a 1-2 page memo providing counsel to the client on how to best to manage the given issue.

**Pop Quiz:** Two pop quizzes will be administered during the semester. All assigned reading materials and class discussions leading up to the date of the quiz will be fair game for inclusion.

- **Quiz One**- 10 points
  - The first quiz will be administered in the first half of the semester
- **Quiz Two**- 10 points
  - The second quiz will be administered in the second half of the semester



**Group Assignments:** The group project will challenge students to apply what they've learned throughout the class to a real-world challenge. Students will work in groups of 3 or 4 and choose a policy position for which they will do the following:

- **Strategic Communications Campaign Plan**– 50 points
  - Each group will prepare a 20-25 page Strategic Communications Campaign Plan that includes
    - Honest situation analysis
    - Goals and objectives
    - Audiences
    - Research
    - Frame and Messaging
    - Strategic Approach
    - Recommended Tactics
    - Evaluation and Measurement
- **Class presentation of Strategic Communications Campaign Plan** – 30 points
  - Each group will present their Plan to the class.
- **Peer Grade for Group Project** – 10 points
  - Each group member will be responsible for grading their peers on their contribution to the project throughout the semester.



## GRADING

Grading for this course is as follows:

A	200-186	B-	165-160
A-	185-180	C	159-140
B+	179-174	F	139-0
B	173-166		

Point value for each component of the class is as follows:

<b>Component</b>	<b>Total Point Value</b>
Weekly Class Participation	30 points
Individual Assignments	
○ Audience Mapping	10 points
○ Developing Messages Based on Polling Data	20 points
○ Memo: Offering Strategic Counsel	30 points
Pop Quiz	
○ Quiz One (First Half of Semester)	10 points
○ Quiz Two (Second Half of Semester)	10 points
Group Assignments	
○ Strategic Communications Campaign Plan	50 points
○ Class presentation of Strategic Communications Campaign Plan	30 points
○ Peer Grade for Group Project	10 points
<b>Total Potential Points</b>	<b>200 points</b>

The instructors will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.





## UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program  
202-687-4246  
<http://writingcenter.georgetown.edu/>
- Academic Resource Center  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)  
<http://academicsupport.georgetown.edu/>
- Counseling and Psychiatric Services  
202-687-6985  
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)  
(202) 687-4798  
<https://ideaa.georgetown.edu/>



### **STUDENTS WITH DISABILITIES POLICY**

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://academicssupport.georgetown.edu/>) before the start of classes to allow 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.

### **GEORGETOWN HONOR SYSTEM**

All students are expected to 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, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

*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.*

### **PLAGIARISM**

Stealing someone else's work is a terminal offense in journalism, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

### **SYLLABUS MODIFICATION**

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructor will make every effort to provide as much advance notice as possible for any alterations.



**COURSE SCHEDULE**

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
<b>WEEK 1</b> <b>(Wed; 09/07/16)</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of syllabus and course</li> <li>• Public affairs overview</li> <li>• The rapidly changing public policy landscape</li> <li>• Winning by losing</li> </ul>			<ul style="list-style-type: none"> <li>• Winners and Losers</li> <li>• Political Motivators</li> </ul>
<b>WEEK 2</b> <b>(Wed; 09/14/16)</b> <ul style="list-style-type: none"> <li>• How to read the political and public policy environment</li> <li>• Formal and informal tools, sources and insight</li> <li>• The players</li> <li>• Jobs in public affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Read Westin, Introduction, Chapters 1, 2 and Postscript to Paperback Edition</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<b>WEEK 3</b> <b>(Wed; 09/21/16)</b> <ul style="list-style-type: none"> <li>• Mapping audiences</li> <li>• Influencers, validators and messengers</li> </ul>	<ul style="list-style-type: none"> <li>• Read Westin, Chapters 3 and 4</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment for Next Week: Watch first presidential debate (9/26), analyze messages and themes; best sound bites and/or arguments</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<b>WEEK 4</b> <b>(Wed; 09/28/16)</b> <ul style="list-style-type: none"> <li>• Framing the debate</li> <li>• Framing vs. messaging</li> <li>• Developing a winning message: Rules of the Road</li> </ul>	<ul style="list-style-type: none"> <li>• Read Luntz, Introduction, War of the Words (p. xxiii) and Chapter 1</li> <li>• Read Reis and Trout, introduction and Chapters 1, 2, 3 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Assignments Due:</b></li> <li>• <b>Audience Mapping</b></li> <li>• <b>Debate Analysis (for discussion)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>



	<ul style="list-style-type: none"> <li>• Read Leet Introduction &amp; Chapters 1-5</li> </ul>		
<b>WEEK 5</b> <b>(Wed; 10/05/16)</b> <ul style="list-style-type: none"> <li>• Messaging and strategy</li> <li>• Players on the Hill</li> <li>• Crafting messages</li> </ul>	<ul style="list-style-type: none"> <li>• Read Leet Chapters 6-9</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<b>WEEK 6</b> <b>(Wed; 10/12/16)</b> <ul style="list-style-type: none"> <li>• Public opinion research – understanding its role and application</li> </ul>	<ul style="list-style-type: none"> <li>• Readings will be assigned.</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Guest Speaker, Kyle Dropp, Executive Director of Polling and Data Science for Morning Consult.</li> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<b>WEEK 7</b> <b>(Wed; 10/19/16)</b> <ul style="list-style-type: none"> <li>• NO CLASS</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Individual Assignment:</b></li> </ul> <p><b>Watch final presidential debate.</b></p> <p><b>Analyze how candidates have changed – message, tone, theme, body language?</b></p> <p><b>Be prepared to discuss in class next week.</b></p>	
<b>Week 8</b> <b>(Wed; 10/26/16)</b> In depth: Political Motivations and Finding Mutuality	<ul style="list-style-type: none"> <li>• Readings will be assigned.</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Assignment Due: Developing Messages Based on Polling Data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>



<p><b>WEEK 9</b>  <b>(Wed; 11/02/16)</b></p> <ul style="list-style-type: none"> <li>• Crisis in Traditional Media</li> <li>• Declining role of traditional and print media</li> </ul>	<ul style="list-style-type: none"> <li>• Read Kovach and Rosenstiel, Chapters 1 and 2</li> <li>• Introduction, Major Trends and Key Findings in Pew Project For Excellence In Journalism,</li> <li>• Read Shirky</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hand-out Group Assignment: Strategic Communications Campaign Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<p><b>WEEK 10</b>  <b>(Wed; 11/09/16)</b></p> <ul style="list-style-type: none"> <li>• Rules of engagement: understanding the strategic approach</li> <li>• Politics, policy and communications</li> </ul>	<ul style="list-style-type: none"> <li>• Mele Chap. 1, 2, 3 &amp; Afterward</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<p><b>WEEK 11</b>  <b>(Wed; 11/16/16)</b></p> <ul style="list-style-type: none"> <li>• Role of social and digital media in public affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Read Gladwell Tipping Point and Blink (online text)</li> </ul> <p>Read Required Daily Reading and additional Current Reading</p>	<ul style="list-style-type: none"> <li>• <b>Individual Assignment Due: Offering Strategic Counsel</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<p><b>WEEK 12</b>  <b>(Wed; 11/23/16)</b></p> <ul style="list-style-type: none"> <li>• Lobbyists: the foot soldiers</li> <li>• Creating the echo chamber: Grassroots, grasstops and stealth organizations</li> <li>• Managing coalitions</li> <li>• Oppo research</li> <li>• Presentationskills</li> </ul>	<ul style="list-style-type: none"> <li>• Additional readings to be added</li> <li>• Read Required Daily Reading and additional Current Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Assignment Due: Strategic Communications Campaign Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<p><b>WEEK 13</b>  <b>(Wed; 11/30/16)</b></p>			<ul style="list-style-type: none"> <li>• <b>Final Group Presentations</b></li> </ul>
<p><b>WEEK 14</b>  <b>(Wed; 12/07/16)</b></p>			<ul style="list-style-type: none"> <li>• <b>Final Group Presentations</b></li> </ul>



<b>WEEK 15</b> <b>(Wed; 12/14/16)</b>			<ul style="list-style-type: none"><li>• Resume Workshop</li><li>• Closing Thoughts</li><li>• Next Steps</li></ul>
--	--	--	---