



GEORGETOWN UNIVERSITY  
School of Continuing Studies  
Public Relations and Corporate Communications

**GEORGETOWN UNIVERSITY, MPS PR/CC | SPRING 2017**

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

**CLASS MEETS: WEDNESDAY, 5:20-7:50 PM**

**CLASS LOCATION: 640 MASS AVE WASHINGTON, DC 20001 | ROOM C219**

Professor: Jon Haber

- Office hours are by appointment.

Professor: Maggie Gage

- Office hours are by appointment.

**COURSE DESCRIPTION**

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.

**LEARNING 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.

**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.

## WORK SUBMITTED

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.

We will be using the American Psychological Association (APA) style for references and citations. Please refer to the following link for additional guidance:

- <http://www.library.georgetown.edu/citations>

## COURSE POLICIES

### PARTICIPATION

Participation is 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. What happens in class stays in class unless you receive permission from the instructor to share something.

We encourage you to ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.

### **CLASSROOM ETIQUETTE**

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. Use of laptops, iPads and other tablets is acceptable as long as usage is related to 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. We will announce guest speakers at least a week ahead of time and ask students to do a bit of research to familiarize themselves with our guests and their areas of expertise.

## **REQUIRED READING**

**It will not be necessary to purchase text books for this class.** All required readings will be placed on the Blackboard micro-site. Many will also be passed out in class. Often, we will rely on the current news cycle and 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** (If possible, please read the print – rather than the online – edition. Why? Because policy makers tend to be older and read print editions – and we want to see what they see):
  - New York Times: [www.nytimes.com](http://www.nytimes.com)
  - Wall Street Journal (not available online without an subscription)
  
- **Choose one online publication:**
  - NBC News First Read's First Thoughts online newsletter  
<http://firstread.msnbc.msn.com>
  - Politico's Political Playbook by Anna Palmer and Jake Sherman:  
<http://www.politico.com/playbook>
  
- **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.



## RECOMMENDED READINGS

The following readings are not required, but will likely prove useful in helping to develop a fundamental understanding for this course. Any readings from these books will be posted on the Blackboard micro-site or distributed in class.

- 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)
- Frank Luntz, *Win: The Key Principles to Take Your Business from Ordinary to Extraordinary*, ISBN-10: 1401323995 (Hachette Books, 2011)
- Rebecca K. Leet, *Message Matters; Succeeding at the Crossroads of Mission and Market*, ASIN: B00DU7HJ22 (Fieldstone Alliance, 2007).

## 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., Winners 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:

**Component**

**Total Point Value**



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://academicsupport.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 instructors 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; 1/18/17)</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> </ul>	<ul style="list-style-type: none"> <li>• Required Daily Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Winners and Losers</li> <li>• Political Motivators</li> </ul>
<b>WEEK 2</b> <b>(Wed; 1/25/17)</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 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; 2/1/17)</b> <ul style="list-style-type: none"> <li>• Mapping audiences</li> <li>• Influencers, validators and messengers</li> <li>• <b>Handout Individual Audience Mapping Assignment**</b></li> </ul>	<ul style="list-style-type: none"> <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 4</b> <b>(Wed; 2/8/17)</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 Required Daily Reading and additional Current Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Assignment Due: Audience Mapping</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and Losers</li> <li>• Class Discussion</li> </ul>
<b>WEEK 5</b> <b>(Wed; 2/15/17)</b> <ul style="list-style-type: none"> <li>• Messaging and strategy</li> </ul>	<ul style="list-style-type: none"> <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>



<ul style="list-style-type: none"> <li>• Players on the Hill</li> <li>• Crafting messages</li> </ul>			
<b>WEEK 6</b> <b>(Wed; 2/22/17)</b> <ul style="list-style-type: none"> <li>• Public opinion research – understanding its role and application</li> <li>• <b>Handout Individual Assignment: Developing Messages Based on Polling Data**</b></li> </ul>	<ul style="list-style-type: none"> <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 7</b> <b>(Wed; 3/1/17)</b> <ul style="list-style-type: none"> <li>• In depth: Political Motivations and Finding Mutuality</li> </ul>	<ul style="list-style-type: none"> <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>
<b>No class on 3/8</b>			<ul style="list-style-type: none"> <li>•</li> </ul>
<b>WEEK 8</b> <b>(Wed; 3/15/17)</b> <ul style="list-style-type: none"> <li>• Crisis in Traditional Media</li> <li>• Declining role of traditional and print media</li> <li>• <b>Hand-out Group Assignment: Strategic Communications Campaign Plan**</b></li> </ul>	<ul style="list-style-type: none"> <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 9</b> <ul style="list-style-type: none"> <li>• <b>(Wed; 3/22/17)</b></li> <li>• Rules of engagement: understanding the strategic approach</li> <li>• Politics, policy and communications</li> <li>• <b>Handout Individual Assignment: Offering Strategic Counsel**</b></li> </ul>	<ul style="list-style-type: none"> <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 10</b> <b>(Wed; 3/29/17)</b>	<ul style="list-style-type: none"> <li>• Read Required Daily Reading and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Assignment Due:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Summarizers</li> <li>• Winners and</li> </ul>



<ul style="list-style-type: none"> <li>Emerging role of social and digital media in public affairs</li> </ul>	<p>additional Current Reading</p>	<p><b>Offering Strategic Counsel</b></p>	<p>Losers</p> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>
<p><b>WEEK 11</b> <b>(Wed; 4/5/17)</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>Presentation skills</li> </ul>	<ul style="list-style-type: none"> <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 12</b> <b>(Wed; 4/12/17)</b></p> <ul style="list-style-type: none"> <li>Lessons from political campaigns</li> </ul>	<ul style="list-style-type: none"> <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; 4/19/17)</b></p>			<ul style="list-style-type: none"> <li><b>Final Group Presentations</b></li> </ul>
<p><b>WEEK 14</b> <b>(Wed; 4/26/17)</b></p>			<ul style="list-style-type: none"> <li><b>Final Group Presentations</b></li> </ul>
<p>No class on 5/3</p>			<ul style="list-style-type: none"> <li></li> </ul>
<p><b>WEEK 15</b> <b>(Wed; 5/10/17)</b></p>			<ul style="list-style-type: none"> <li>Resume Workshop</li> </ul>