

PMGT 204 – COMMUNICATIONS STRATEGY

Spring Semester 2009
Mondays 7:10 PM - 9:40 PM
Hall of Government 101

Instructor: Larry Purpuro
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Course Overview:

The purpose of this course is to educate you in the formulation of specialized forms of communication which political professionals use to win support for their issues, causes, and candidates. This course should advance and build on your training in the elements of political communication covered in PMGT 203.

This course will examine communication strategy concepts through a range of “strategists,” from Sun Tzu to David Ogilvy. The course will dissect the communication tools and tactics necessary to create and maintain an effective political profile. Uses of strategic communications in issue advocacy campaigns, candidate elections, and legislative advocacy campaigns will be the central focus. Important principles in research, advertising, and marketing will be examined as they apply to the political communications. In an effort “to learn by doing,” you will be expected to draft a number of communication advisory memoranda as well as critique standard message channels from print ads to public statements.

Course Objectives

Completion of this course will provide a foundation from which to design and develop political advocacy communications. As a result of participating in the learning activities in this course, you will be able to:

- Develop a political communications strategy that includes the design of a comprehensive communications plan and the drafting of various forms of campaign or advocacy communications.
- Apply tested marketing and advertising principles in the development and execution of political communications.
- Assess the effectiveness of messages for electoral campaigns, advocacy campaigns, and other political situations.

Course Books / Readings:

The required textbooks for this course are as follows:

> Ogilvy, David. (1985). *Ogilvy on Advertising* (1st ed.). New York: Vintage Books.
ISBN # 0-394-72903-X

> Ries, Al and Trout, Jack. (1993). *The 22 Immutable Laws of Marketing* (1st ed.). New York: HarperCollins. ISBN # 0-88730-592-X

> Shea, Daniel M. and Burton, Michael J. (2006). *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management* (3rd ed.). Westport, CT: Praeger Series in Political Communication. ISBN # 978-0-275-99004-6

> Trent, J.S. and Friedenber, R.V. (2003). *Political Campaign Communication: Principles and Practices* (Fifth Edition). Lanham, MD: Rowman & Littlefield Pub. Inc.

> Ailes, Roger and Kraushar, Jon. *You are the Message*. ISBN # 978-0385265423

Course Requirements

One's written work will represent the basis of the course grade. You will be expected to draft a large number of writings—both analysis memoranda and other specific document forms—over the course of the semester. Each assignment will represent an opportunity for critical analysis and strategic thinking. You will be asked to write and comment about a political situation or a specific form of political communication such as an advertisement.

It will also be your responsibility to review the following three news sources on a weekly basis: 1. *The New York Times*; 2. *The Washington Post*; 3. *The Wall Street Journal (Marketplace section)*. This means that you should have read one of the three papers at least two or three times each week.

How Grades Will Be Determined:

A. Class Participation.

Participation will represent 5% of course grade. Students are expected to attend all classes, and attendance will be recorded.

B. Writing and Analysis.

One's written work will represent 95% of the course grade. Students will be expected to write at least 10 memos over the course of the semester. Each memo will represent an opportunity for analysis, and criticism of a political situation or the construction of a specific form of political communication. Several of these writing assignments will be executed in class, during the second half of each class session. Other assignments will due the following week. When re-stating words, specific facts and ideas not your own, these memos should include footnotes, endnotes, and/or a list of sources.

*****Note: This is not a graduate course where a B grade is the baseline...lower grades will be awarded where merited.

c. Extra-Credit (Book Report or Speech Analysis)

You will have the opportunity to earn extra credit in an effort to improve a borderline grade, such as raising a B minus to a B. This extra credit reading and writing exercise will be in the form of:

- One 5–8 page book report
- OR
- Two (2) speech analysis memoranda based on two major historical speeches

Book Report

The extra credit book report must be derived from the suggested reading list found below. **NO OTHER BOOK SUGGESTED BY A STUDENT SEEKING TO EARN EXTRA CREDIT WILL BE ACCEPTED.** Listed below are books from which to do an extra credit report. After making a selection, please email your facilitator before writing a review. (*Note:* For books over

500 pages in length, you may not be required to read the entire book; instead, you will be given the option of selecting portions from which to do your review.)

- 1) *The Real Campaign*, M. Greenfield (1982)
- 2) *Media Circus*, H. Kurtz (1993)
- 3) *The Control Room*, M. Plissner (1999)
- 4) *Blue Smoke and Mirrors*, Germond, Witcover (1981)
- 5) *Road Show*, R. Simon (1990)
- 6) *Crowded Airwaves*, J. Thurber (2000)
- 7) *Behind the Oval Office*, D. Morris (1997)
- 8) *Vote.com*, D. Morris (1999)
- 9) *The Trial of Socrates*, I.F. Stone (1988)
- 10) *The Way To Win*, M. Halperin (2006)
- 11) *Millennial Makeover: MySpace, YouTube, and the Future of American Politics*, Morley Winograd and Michael D. Hais (2008)

To read a sample book review, consult:

Michiko Kakutani. (Nov. 3, 2006). Want to move to the White House? Here's how. *The New York*

Times. <http://www.nytimes.com/2006/11/03/books/03book.html?pagewanted=print>

Alternative hyperlink for this *New York Times* article:

http://www.nytimes.com/2006/11/03/books/03book.html?_r=1&oref=slogin

Two Speeches - Analysis Memorandum

Choose any **TWO** major historical speeches from among this list of speeches provided below.

1. Abraham Lincoln's Gettysburg Address
2. FDR's Pearl Harbor Speech
3. John Kennedy's 1961 Inaugural Address
4. Ronald Reagan's 1981 Inaugural Address
5. George Bush's Post - 911 Speech

Your commentary and analysis should be approximately 800 to 1000 words of critical analysis on **EACH** speech you choose. Your analysis should strive to showcase principles you have learned in this course.

Grades and Grading Scale

The professor reserves the right to raise a student's grade for improvement in assignment performance over the course of the semester, as well as for excellent class participation. Excellent class participation means, above all, making constructive comments during class sessions. The professor also reserves the right to lower a student's grade for poor attendance and/or late submission of assignments. Cheating of any kind — will not be tolerated. Please refer to the GSPM Student Handbook and the GWU Student Guide to Rights and Responsibilities for more information on what constitutes proper and improper academic conduct.

Grading Scale

The table below shows the grading scale for this course.

- | | |
|----|----------|
| A | 93 – 100 |
| A– | 90 – 92 |
| B+ | 87 – 89 |

B	83 – 86
B–	80 – 82
C+	77 – 79
C	73 – 76
C–	70 – 72
D+	67 – 69
D	63 – 66
F	62 – or below
I	Incomplete

An “I” grade will be granted if one fails to complete a small, discrete amount of work due to circumstances the facilitator deems legitimate and sufficient, if your prior performance has been satisfactory, and you have a plan for completing the work. The “I” will convert to an “F” if the student does not submit the missing work by the agreed-upon submission deadline.

In Case You Need to Reach Me...

Outside of class meetings, the best way to communicate with me is by email:
< purpurol@yahoo.com >.

If an issue requires an immediate reply (48 hours or less), please CALL rather than email. Leave voice-mail messages at 212.695.1511. IN ANY VOICE MAIL, PLEASE LEAVE FULL NAME, PHONE # AND BEST TIMES TO REACH YOU. There are no set office hours but I can usually be reached before or after each classes. Otherwise, just email to arrange an appointment.

Submission of Assignments

Course work should be emailed to instructor. Submissions of writing assignments should adhere strictly to due dates. It is very important that you submit all of your assignments on a timely basis. If, for any reason, you are unable to meet any assignment deadline, contact the instructor prior to the deadline. All assignments must be completed to ensure a course grade other than and “F” or “I.” Extensions will ONLY be granted under the most serious mitigating circumstances such as death in the family or serious illness.

Please follow the following directions exactly: specify IN THE SUBJECT LINE of your email, the assignment number and your sir name as illustrated: “Assignment #1 / SMITH.”
*****Retain a copy of everything assignment you submit.

Academic Integrity

Official GW statement

The University community, in order to fulfill its purposes, must establish and maintain guidelines of academic behavior. All members of the community are expected to exhibit honesty and competence in their academic work. Incoming students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking examinations.

Members of the community will be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper University channels.

Copies of the University Code of Academic Integrity can be obtained from the following officers:
all department chairs, all academic deans, the Registrar, and the Vice President for Academic Affairs.

Academic Integrity Policy

The purpose of engaging in a writing assignment is for students to learn the process of research, analysis, synthesis, and communication through the written word. The perfection of the final product is far less important than participation in the process. To use another's work without citation or acknowledgement is not only academically dishonest and a punishable offense, it is also a waste of the student's and the instructor's time, energy, and resources. The following is the relevant portion of GWU's Code of Academic Integrity (<http://www.gwu.edu/~ntegrity>).

Section 1: Definition of Academic Dishonesty

(a) 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.

(b) Common examples of academically dishonest behavior include, but are not limited to, the following:

1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

2) Fabrication - intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.

3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.

4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of nonacademic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)

5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

The recommended minimum penalty for such offenses, whether on a rough or final draft, is to

fail the assignment; the more common penalty is to fail the course.

Cheating of any kind will not be tolerated. Please refer to the *GSPM Student Handbook* and the *GWU Student Guide to Rights and Responsibilities* for more information on what constitutes proper and improper academic conduct.

Class Schedule

In consulting the class schedule, please note that where a guest speaker is listed be prepared for last minute cancellations. This may lead to juggling of a couple of sessions. The class schedule will be posted Blackboard if you lose the hard copy.

1/12/09

Introduction to Communications Strategy

Introduction, Syllabus & Schedule Review, and Definition of Strategy

Writing Assignment(s): Memoranda # 1 “Great Strategists”, Due Next Class

1/19/09

The Communications Plan | Leesburg Grid - Mapping out Strengths and Weaknesses

Readings

1. Shea & Burton’s *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management*:

Chapter 1, Introduction: Consultant-Centered Campaigns, pp. 1–17

Chapter 2, The Campaign Plan, pp. 19–27

Chapter 3, The Context of the Race, pp. 31–46

Chapter 8, General Strategy, pp. 121–132

2. Trent and Friedenberg’s *Political Campaign Communication: Principles & Practice*:

Chapter 2, Communicative Functions of Political Campaigns, pp. 21–66

Chapter 3, Communicative Styles and Strategies of Political Campaigns, pp. 67–115

3. Online Lecture Notes (TBD)

4. Remember to read at least one of the following three papers at least three times a week: *The New York Times*; *The Wall Street Journal (Marketplace)*; *The Washington Post*.

Writing Assignment(s): Memoranda # 2 “Leesburg Analysis”, Due Next Class;

Memoranda # 3 “Campaign Plan”, Due 2/2/09

1/26/09

Public Opinion, Polling in Message Development

Guest Speaker: To Be Announced

Developing a Strategy through Research

Polling | Inoculation Studies | Opposition Research

Readings

1. Shea & Burton's *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management*:

Chapter 4, Demographic Research: The Theory of Aggregate Inference, pp. 47–57

Chapter 5, Candidate and Opposition Profiles: Looking at the Record, pp.59–77

Chapter 6, Prior Electoral Targeting, pp. 81–102

Chapter 7, Polling: The Focus of Strategic Vision, pp. 103–119

2. Ogilvy, *Ogilvy on Advertising*, pp.158–166 (Chapter 15: 18 Miracles to Research)

3. An, Chasu and Pfau, Michael. (September 2004). The Efficacy of Inoculation in Televised Public Debates, *Journal of Communication*. Vol. 54, Issue 3, pp. 421–436.

4. Langer, G. ABC News' Guide to Polls & Public Opinions, *ABC News*, October 4, 2004.

5. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 4 “Communications Plan ‘09”, Due Next Class;

2/02/09

Marketing Principles Applied to Politics

Ries and Trout's *The 22 Immutable Laws of Marketing*

Readings

1. Ries and Trout, *The 22 Immutable Laws of Marketing* (whole book)

2. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 5 “Political Marketing Principles”, Due Next Class;

2/09/09

Advertising Principles Applied to Politics

Ogilvy on Advertising: Print and Direct Mail Advertising |Ogilvy on Advertising: TV

Readings

1. Ogilvy, *Ogilvy on Advertising*:

Chapter 2, How to Produce Advertising that Sells, pp.9–30

Chapter 7, Wanted: A Renaissance in Print Advertising, pp. 70–102

Chapter 12, Direct Mail, My First Love and Secret Weapon, pp. 143–149

Chapter 16, What Little I Know about Marketing, pp. 167–172

2. Trent and Friedenberg's, *Political Campaign Communication: Principles & Practice*:

Chapter 10, Advertising and Political Campaigns, pp. 339–377

3. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 5 “Political Advertising Principles”, Due Next Class;

2/16/09

Advertising Part II – Message Development

Branding, Framing, and Theme Development

Readings

1. Supplementary readings:

Jack Trout. (December 5, 2005). Tales from the Marketing Wars: Differentiate or Die.

Forbes.com

Jack Trout. (September 28, 2007). Differentiating the Candidates. *Forbes.com*

Matt Bai. (July 17, 2005). The Framing Wars. *The New York Times*.

Patrick Ruffini. (February 13, 2008). The Marketing of the President 2008.

Patrick Ruffini.

2. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 6 “Branding the Party”, Due Next Class;

2/23/09

Corporate and Public Interest Advocacy

Guest Speaker: To Be Announced

Readings

1. Ogilvy, *Ogilvy on Advertising*:

Chapter 11, The Secrets of Success in Business-to-Business Advertising, pp.137–142

Chapter 13, Advertising for Good Causes, pp. 150–157

2. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 7 “Issue Ad Critique”, Due Next Class;

3/02/09

Corporate and Public Interest Advocacy - Print / TV Ad Critique

Readings

1. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 7 “Print /TV Ad Critique”, Due Next Class;

3/09/09

Strategic Communications, Part I

Statements and News Conferences

Readings

1. Shea & Burton’s *Campaign Craft: The Strategies, Tactics, and Art of Political Campaign*

Management:

Chapter 10, Strategic Communications, pp. 153–166

Chapter 11, News Coverage, pp. 167–179

Chapter 12, Returning to the Grassroots, pp. 181–196

Chapter 13, Conclusion: The Future of Political Campaign Organization, pp. 197–212

2. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 8 “Press Statement”, Due Next Class;

3/16/09

Strategic Communications, Part II

Announcements, Speeches, Debates

Readings

1. Trent and Friedenbergs, *Political Campaign Communication: Principles & Practice:*

Chapter 6, Public Speaking in Political Campaigns, pp. 183–217

Chapter 7, Recurring Forms of Political Campaigns Communication, pp. 219–265

Chapter 8, Debates in Political Campaigns, pp. 267–309

2. You Are The Message, (whole book);

3. Online Lecture Notes (TBD)

Writing Assignment(s): NONE

3/23/09

Strategic Communications, Part IV

Websites, Email, and Online Communications

Guest Speaker: To Be Announced

Readings

1. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 9 “Site Critique”, Due Next Class;

3/30/09

Strategic Communications, Part V (Attack and Rebuttal)

Criticizing Your Opponent; Defending Your Position

1. Online Lecture Notes (TBD)

Writing Assignment(s): Memoranda # 10 “Talking Points”, Due Next Class;

4/6/09

Strategic Communications, Part VI (Media Relations)

Dealing with Media

Guest Speaker: To Be Announced

1. Online Lecture Notes (TBD)

Writing Assignment(s): NONE

4/12/09

Course Review

No Readings

*******Extra Credit / Book Reports Due Friday, 4/17/09.**
