

## Course Information

Title: Leadership and the American Presidency

Course Number: Government 308

Course Facilitators:

Dr. Joshua Walker

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The Honorable Glenn Nye

glenn.nye@gmail.com

Credits: Three credit course that meets once per week

Class Meetings: Class sessions are scheduled on **Fridays 9:00am-11:30am**

Semester/Year: Fall 2019

Meeting Location: George Mason University, Arlington Campus

Van Metre Hall Rm. 478

*or*

other locations in Washington, DC as directed

## TA Contact Information

Teaching Assistant:

*“The presidency had made every man who occupied it, no matter how small, bigger than he was; and no matter how big, not big enough for its demands.”*

- Lyndon B. Johnson

*“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.”*

- Ronald Reagan

## Course Description

Leadership and the American Presidency will help students advance their own leadership development by examining the leadership journeys of the individuals who have held the office of the President. While there is no single course that can create a leader, this course through experiential learning, lectures, readings, guest speakers and real world application will help develop the knowledge, skills, and attitudes of a responsible citizen leader. This course examines selected theories and research on presidential leadership.

## Course Objectives and Learning Outcomes

The ultimate purpose of this course is to help students advance in their personal leadership journey through studying real history, real leaders and real world examples. Students will embark on a Presidential Leadership Journey, paralleling the experiences and challenges of the men who held the executive office with their own development. This hands on and interactive course will introduce the building blocks of successful leadership through presidential case studies, interaction and access to

prominent leaders and a variety of leadership challenges and scenarios. Using Washington, DC as their classroom, students will cultivate themselves as leaders through study, reflection and action.

By the end of this course, students will have an understanding of the different models and styles of leadership that have been effectively implemented in the oval office. Students will be able to cite relevant case studies, primary sources and examples from across the history of the American Presidency. Students will be able to assess their assets, deconstruct decision making, and implement a toolkit to meet challenges. Students will be able to compare and analyze different approaches to leadership grounded in history, theory and real life.

### **Assessment**

Students will be expected to write reflections, speeches and proposals. Students grades will be based on participation and performance on assignments throughout the semester. Refer to appendices at end of syllabus for explanations and expectations of each assignment.

Weekly Participation & Reflection Pieces <sup>1</sup>	25%
Opinion Editorial “Op-Ed”	20%
See Appendix 1	
<i>Due: Friday, September 29 by 11:59 pm</i>	
Campaign Advertisement	15%
See Appendix 2	
<i>Due: Friday, November 1 by 11:59 pm</i>	
Presidential Leadership Journey Reflection	15%
See Appendix 3	
<i>Due: Friday, November 22 11:59 pm</i>	
Final Presentation	25%
Written Portion: 10%	
Presentation: 15%	
<i>Due: Tuesday, December 9</i>	

Late assignments will be penalized one-third of the grade per day (from A to A-, from A- to B+, etc.) Incompletes will not be allowed. Problems with technology are not an acceptable reason for late work (backup your work!)

### **Grading Scale**

The grading scale observed for this course is reflective of George Mason University’s standard.

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<sup>1</sup> Participation will include class attendance, constructive discussion and commentary during class, completion of feedback forms as directed by RRPFI, and additional “mini-assignments” as outlined in the syllabus and/or detailed in class. All participation requirements outside of attendance and discussion during class will be introduced in class and via email and are expected to be complete by class time the following week.

100-94: A	79-77: C+
93-90: A-	76-73: C
89-87: B+	72-70: C-
86-83: B	69-63: D
82-80: B-	62 or less: F

## **Policies**

All assigned readings are to be completed before class to participate in discussions and activities.

## **Course Expectations and Requirements**

All students are expected to attend class and to come fully prepared to participate having read all required readings as outlined. Absences will negatively affect your participation grade.

1. *Expect Respect. Agree to Disagree* - A student's personal leadership journey always is accompanied by support and discourse. While we encourage students to challenge each other on substance we expect the highest degree of respect for each other and for people's opinions.
2. *Be a Presence* - Attending class must be a priority for you and if it is not, this is the wrong course for you. We all encounter situations where events overtake us. If you will not make it to class please let us know ahead of time – not after the fact. In this age of mobile phones, email, Facebook and Twitter, there are rarely excuses for not informing us ahead of time. If you miss a class we may ask you to prepare an 800 word overview of the readings to be submitted before the start of the next class. This is not punitive. This is so that we can evaluate whether you have understood the readings for that week's class.
3. *Anticipate Need* - Do not come to class unprepared. We expect that you will complete the assigned reading and that you will be able to summarize them and address specific issues raised in those readings when called upon in class. We expect you to have an understanding of the current leadership challenges faced by policymakers and legislators here in Washington DC. If you need recommendations for further reading beyond what is assigned or recommended, please feel free ask.
4. *Contribute* - Class participation is about what and how you contribute, not just your attendance. We expect you to read with a critical eye and consider the arguments the authors are making in their pieces. Participation is also more than asking the occasional question and thus you will be evaluated on the quality of your contribution and how it furthers the discussion. We also hope that you will share your own assessments, experiences and analysis of the issues we are discussing. In the end you will learn as much (if not more) from your peers and colleagues as from your professors.
5. *Seek to Understand* - Understanding is not about finding a good range of sources but about your analysis of those sources and the arguments you develop based on those sources. We are fair but tough graders and expect your work to be the product of significant effort. This means we expect thoroughly researched, thought-through and well-written pieces to include -- proper grammar, correct spelling, and correct citations. Last minute work rarely meets these standards, so please plan ahead.

## Course Materials

Most readings will be available online through Blackboard, but it is recommended that you purchase the required readings below. Kindle versions are acceptable as well. Readings should be completed prior to the class under which they are listed.

## Required Reading

- Nye, Joseph S. (2013). *Presidential leadership and the creation of the American era*. Princeton University Press.
- Angerholzer et al, (2016). *Triumphs and Tragedies of the Modern Presidency, Case Studies in Presidential Leadership*, 2nd Edition (**Textbook Provided**)

## Optional Recommended Readings:

### *Leadership Journals:*

- The Leadership Quarterly
- Harvard Business School Press. *Harvard Business Review on Leadership at the Top, 2003*.

### *Presidential Leadership (Theoretical):*

- Allison, G., & Zelikow, P. (2004). Essence of decision. *The Case Study Anthology*.
  - Models: Rational Actor, Organizational Process, Governmental Politics

### *Presidential Leadership (Historical):*

- Beschloss, M. R. (2007). *Presidential Courage: Brave Leaders and How They Changed America 1789-1989*. Simon and Schuster.
- Bush, G. W. (2010). *Decision Points Deluxe eBook Edition*. Random House LLC.
- Clinton, B. (2003). *My Life*. Vintage
- Reagan, R. (1990) *An American Life: The Autobiography*. Simon and Schuster.

### *Leadership Development Textbooks*

- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness* (Vol. 213). Grove Press.
- Kouzes, J., & Posner, B. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*.
- Northouse, P. G. (2012). *Leadership: Theory and practice*. Sage Publications.
- Gardner, John. *On Leadership*.
- Rath, Tom. *StrengthsFinder 2.0*.

## Course Outline

This course is designed around the Presidential Leadership Journey that coincides with a student's trajectory of learning and their own leadership potential. Recognizing that leadership is not linear, this course will integrate case studies, experiences and self reflection in order to develop a holistic leadership development experience.

## The Presidential Leadership Journey

The Leadership Journey was developed as an opportunity to discover personal leadership through the lens of the American presidency and the exemplary men who have served in office. Themes are reflective of the Presidential leadership journeys, but also representative of the leadership journeys that we all embark upon throughout life. Washington, DC will serve as an experiential classroom as we engage in off site, hands-on learning opportunities aligning with Leadership Journey themes.

### 1) **The Origins** – The Foundations of a Leader

Students will examine the origins of our nation's leaders and the lessons learned in their formative years including inspiration for character, values, and the other building blocks of leadership. They will analyze which elements of their story most shaped their experiences in the White House. Students will then identify personal values and defining moments as well as issues and causes that they find important and compelling.

### 2) **The Team** – From Kitchen Cabinet to Team of Rivals

This theme explores the critical process by which leaders find, select, develop and maintain the relationships that help or hinder their ability to lead. Students will examine their personal team and how this contributes to their overall effectiveness as a leader.

### 3) **The First 100 Days** – Crafting, Sharing and Launching the Vision

This theme considers the crucial importance of first impressions and the start of any leadership position in establishing the tone of an administration and laying the foundation on which an organization will be built. Developing a strategic plan will be a focus of The First 100 Days.

### 4) **The State of the Union** – Communicating, Agenda Setting and Messaging

The State of the Union is the culmination of an administration's efforts to develop systems, prioritize goals, set an agenda, and then communicate those to the American people. Students will examine presidential strategy and communication and how it can launch or cripple an administration's agenda. They will communicate their own plans, and inspire others to action.

### 5) **The Challenges** – The Opposition, Press and Pressure

No matter how effective or popular a leader may be, challenges will arise that will hinder their vision. Students will explore how leaders have navigated challenges throughout their tenures and what success or failure in the face of adversity may look like.

### 6) **The Inevitable Crisis** – From Controversy to Tragedy

This theme examines challenges to leadership that occur with very little lead time (if any) and require immediate action. Building emotional intelligence can help leaders to respond in times of crisis. As students have built a “tool kit” they will be prepared to tackle ambiguous and challenging crises.

7) **The Renewal** – Adapting, Reflecting and Reprioritizing

This theme acknowledges that despite best efforts, plans may go awry. Resilience will be examined as students understand the importance of adapting and emerging from challenges or a crisis.

8) **The Legacy** – The Farewell Address

The lesson for students in this theme is not to work to create a legacy, but to do those things that will carry on beyond their time as leaders and leave their organization or country in a better place. In a forward-thinking way, students will thoughtfully reflect on the skills they have built and the growth they’ve experienced throughout their journey.

## **Schedule & Assignments**

### **Prologue: Legacy - The Farewell Address**

*How do I want to be remembered?*

Beginning with the end in mind, the course will look at the legacy of a President and contemplate their own desired impression or mark they want to leave on the world.

Week 1: Introductory Class

**Friday, September 6:** 9:00am-11:30am

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

Introductions by staff, professors, and students. Review of expectations and experiences for the course.

- a. The Constitution and Presidential Prerogative. *Triumphs and Tragedies of the Modern Presidency*. (Pgs. 3-11).
- b. Nye Jr, J. S. (2013). Preface & Chapters 1-2 *Presidential leadership and the creation of the American era*. Princeton University Press. (pp. 1-74).
- c. [Article 2 of the U.S. Constitution](#)
- d. [Washington’s Farewell Address](#)

**Optional:** Whitney, G. (2003). *American Presidents: Farewell Messages to the Nation, 1796-2001*. Lanham: Lexington Books.

- [Eisenhower’s Farewell Address](#)
- [Nixon’s Farewell Remarks to White House Cabinet and Staff](#)
- [Reagan’s Farewell Address](#)
- [Obama’s Farewell Address](#)

## The Origins – The Foundations of a Leader

*What in my life has shaped me?*

Students will examine the origins of our nation's leaders and the lessons that they learned during their formative years that shaped their experiences in the White House. They will then identify personal values and strengths as well as issues and causes that they find important and compelling.

Week 2: Origins of a Leader

**Friday, September 13** - 9:00am-11:30am

**Class Location:** George Washington's Mount Vernon  
\*depart from WISH housing at 1:15pm - details to follow  
*Please wear LTAP tshirts*

- a. Abshire, D. (1998). *The Character of George Washington*. Washington D.C.: Center for the Study of the Presidency.

**Optional:**

- Landy, M. & Milkis, S. (2000). *Presidential Greatness*. Chp. 2: George Washington: Greatness and the Limits of the Constitutional Presidency (pp. 12-39).
- b. **Participation:**
    - a. **Complete feedback form #1 (google form) as directed in weekly email due September 17th**

Week 3: Core Values

**Friday, September 20** - 9:00am-11:30am

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. Gergen, D. (2000). *Eyewitness to Power: The Essence of Leadership : Nixon to Clinton*. New York: Simon & Schuster. (Conclusion pp. 343-352)
- a. Burns, J.M. (2003). *Transforming leadership*. Atlantic Books. (p. 3-16).
- b. <http://www.npr.org/2013/11/11/230841224/lessons-in-leadership-its-not-about-you-its-about-them>
- c. <http://thehill.com/opinion/white-house/355392-american-needs-heroic-civility-in-an-age-of-contempt>
- d. <https://www.defenseone.com/ideas/2018/05/pass-corker-kaine-aumf/148155/>

**DUE:**

1. **Participation:**
  - a. **Op-Ed topic assignment Due September 20 at 11:59pm**

## The Team – The Company You Keep

*With whom do I surround myself?*

All Presidents model the critical process by which leaders find, select, develop and maintain the relationships that help or hinder their ability to lead. Students will identify and analyze their own support network or “Kitchen Cabinet” and also begin to build coalitions based on common interests or varied strengths, and collaborate with individuals who may offer new perspectives or expertise.

Week 4: The Team

**Friday, September 27 -** 9:30am-11:45am

**Class Location:** President Lincoln’s Cottage  
140 Rock Creek Church Rd NW, Washington, DC 20011

- a. "An Uneasy Alliance, Presidents and Their Party" Simendinger, Alexis (pg. 82-88)
- b. Excerpt of July 4th Message to Congress (July 4, 1861)
  - i. <http://millercenter.org/president/lincoln/speeches/speech-3508>
- c. [Revoking General Hunter’s Order of Military Emancipation \(May 19, 1862\)](#)
- d. [Emancipation Proclamation \(January 1, 1863\)](#)
- e. [Letter to Nathaniel Banks \(August 5, 1863\)](#)
- f. [Gettysburg Address \(November 19, 1863\)](#)
- g. Goodwin, D. K., & Rogers. (2005). Preface and Chapter 1: Four Men Waiting. *Team of rivals: The political genius of Abraham Lincoln*. New York: Simon & Schuster.

**Optional:**

1. [Letter to James Conkling \(August 26, 1863\)](#)

**DUE:**

1. **Participation:**
  - a. **Feedback Form #2 Due Oct 1 at 11:59pm (google form in weekly email)**
2. **Assignment:**
  - a. **Op-ed due September 29 at 11:59pm**

## **The First One Hundred Days - Crafting, Sharing and Launching a Vision**

*What is my vision for a better world?*

This theme will look at the importance of the student of any leadership position in establishing the tone of an administration and laying the foundation on which the organization will be build. This beginning has everything to do with crafting a vision, communicating it, and launching that vision in the best way possible. As agents of change, good leaders will set lofty goals and then empower others to help carry out that vision. The importance of a strong (though not necessarily flashy) start for any leader cannot be overstated.

Week 5: Inventory of Assets

**Friday, October 4-** 9:00am-11:30am

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. Nye Jr, J. S. (2013). Chapter 3: Ethics and good foreign policy leadership. *Presidential leadership and the creation of the American era*. Princeton University Press. (pp. 75 - 135).
- b. Pfiffner, James. The First Hundred Days Myth and Mystique. In Abshire, D. (Ed.), *Triumphs and Tragedies of the Modern Presidency* (pp.91-97). Westport: Praeger
- c. *Triumphs and Tragedies of the Modern Presidency*, Case Studies in Presidential Leadership, 2nd Edition.
  - i. The Original Hundred Days: Franklin D. Roosevelt. *Triumphs and Tragedies of the Modern Presidency*. (Pgs. 97-103)
  - ii. The First Hundred Days: Ronald Reagan. *Triumphs and Tragedies of the Modern Presidency*. (pg. 128-130)

**Optional:**

- a. Nannerl O. Keohane, "Collaboration and Leadership: Are They in Conflict?", College Board Review.

## **The State of the Union – Communicating, Agenda Setting and Messaging**

*How do I call others to action?*

The State of the Union examines the crafting of a vision and the means of communicating the goals and ideals of a presidential administration. Students will examine presidential communication and how it can launch or cripple an administration's agenda. Forged upon their understanding of their personal strengths and values, students will then craft a larger vision and mission, communicate their plan, and inspire others to action.

Week 6: Oratory Workshop

**Friday, October 11** - Ford's Theatre

511 10th St. NW

9:00am-11:30am

- a. Smith, S. (2014, November). Radio: FDR's 'Natural Gift.' Retrieved from: <http://www.americanradioworks.org/segments/fdr-radio/>.
- b. Cannon, L (2004, June 6). Why Reagan was the 'great communicator.' *USA Today*. Retrieved from: [http://usatoday30.usatoday.com/news/opinion/editorials/2004-06-06-cannon\\_x.htm](http://usatoday30.usatoday.com/news/opinion/editorials/2004-06-06-cannon_x.htm).

**Optional:**

- a. [President Reagan's Westminister Speech](#)

**3. Participation:**

- a. **Feedback Form #3 Due Oct 22 at 11:59pm (google form in weekly email)**

## The Challenges – Pressure, Opposition and Moral Leadership

*How do I handle adversity?*

No matter how effective or popular a leader may be, challenges will arise that will hinder their vision. Students will explore how Presidents have navigated challenges throughout their tenures and what success or failure in the face of adversity may look like. Students will be experiencing organic challenges as they continue to craft and implement their final deliverable.

Week 7: Challenges

**Friday, October 18 - 9:00am-11:30am**

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. George, B. (2015). *True North*. Chapter 2 p. 41-56. “Why Leaders Lose Their Way”.
- b. "The 3AM Phone Call, Presidential Crisis Management" Bohn, Michael (pg. 254-259).  
*Triumphs and Tragedies of The Modern Presidency*

Week 8: The Challenges

**Saturday, October 26: 9:00am-7:30pm**

**Class Location:** Trip to Philadelphia

Week 9: The Challenges

**Friday November 1: 9:00am-11:30am**

George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

1. Greenstein, Fred I. (2009). *The Presidential Difference: Leadership style from FDR to Barack Obama*. Chapter 13: George W. Bush and the Politics of Agenda Control. Pp. 191-205.
2. Bowden, M. (2006, May). The Desert One debacle. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2006/05/the-desert-one-debacle/304803/>
3. “Evil Empire” Speech, March 8, 1983.  
<http://www.teachingamericanhistory.org/library/index.asp?document=729>

**DUE:**

1. **Assignment:**
  - a. **Campaign Video Assignment Due Nov. 1 at 11:59pm**
    - i. **See Appendix 2**
2. **Participation:**
  - a. **Complete feedback form #4 due November 5th (google form) as directed in weekly email**

## The Inevitable Crisis – From Controversy to Tragedy

*What tools and assets do I have to emerge from the toughest of times?*

This theme examines challenges to leadership that occur with very little lead time (if any) and require immediate action with little time to evaluate options. Building emotional intelligence can help leaders to respond in times of crisis. As students have built a “tool kit” they will be prepared to tackle ambiguous and challenging crises with perhaps multiple actions, solutions and outcomes available.

Week 10: Crisis

**Friday, November 8** - 9:00am-11:30am

**Class Location:** United States Holocaust Memorial Museum

A. Documents relating to the transition from Democracy to Dictatorship.

<https://www.ushmm.org/m/pdfs/20091123-ljh-dictatorship.pdf>

Week 11: Challenges

**Friday, November 15** - 9:00am-11:30am

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. “Lyndon B. Johnson: Committed Warrior Undone by Vietnam”. *Triumphs and Tragedies of the Modern Presidency*.
- b. Bush, George W. “Day of Fire” (pgs. 126-152). *Decisions Points*.\*

**DUE:**

**1. Participation**

- a. **Feedback Form #5 Due November 19 at 11:59pm (google form in weekly email)**

## **The Renewal – Adapting, Reflecting, and Reprioritizing**

*How do I maintain focus through the duration of my journey?*

This theme acknowledges that despite best efforts, plans may go awry and administrations will need to reset their priorities. Teams will be challenged to move forward or adjust course with their vision and final deliverable. They will ultimately present their final efforts to experts and leaders in their fields or disciplines.

Week 12: Building Resilience

**Friday, November 22** - 9:00am-11:30am

**Class Location -** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. McCullough, David (2017). *The American Spirit: Who we are and what we stand for*. Knowing Who We Are (p. 105-119). Address at Hillsdale College.

- b. Crayton, Kareem. "We Shall Overcome, Presidential Leadership and Civil Rights". *Triumphs and Tragedies of the Modern Presidency*. (pg. 169-179)

Week 12: Vision Plans

**Monday, November 25 6:00pm-8:30pm**

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. Nye Jr, J. S. (2016). Chapter 4: Twenty-First Century Leadership. *Presidential leadership and the creation of the American era*. Princeton University Press. (pp. 136 - 159).

**Optional:**

1. Gates, R.M. (2016). *A passion for leadership*. Chapter 2: Where you want to go: The vision thing. P.23-38. Kopf, Borzoi Books.

**DUE:**

**1. Assignment**

- a. Presidential Leadership Journey Reflection due November 22 at 11:59pm**

**Back to the Legacy – The Farewell Address**

*How do I want to be remembered?*

Legacy is an inevitable albeit most times unplanned aspect of a President's lasting impression on the world. The lesson for students in this theme is not to work to create a legacy, but to do those things that will carry on beyond their time as leaders and leave their organization and the country in a better place. In a forward-thinking way, students will thoughtfully reflect on the skills they have built and the growth they've experienced throughout their journey.

**Week 13: Friday, December 6 - 9:00am-11:30am**

**Class Location:** George Mason University, Arlington Campus  
Van Metre Hall Rm. 478

- a. Keith, T. (2017, January). Retrieved from:  
<http://www.npr.org/2017/01/10/509052320/obamas-farewell-address-how-presidents-use-this-moment-of-reflection>
- b. Brinkley, A. (2013, August). The legacy of John F. Kennedy. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2013/08/the-legacy-of-john-f-kennedy/309499/>
- c. Hayward, S. (2014, January). Reagan's farewell address at 25. *The American*. Retrieved from <https://www.aei.org/publication/reagans-farewell-address-at-25/>

- d. [Eisenhower's Farewell Address](#)

## **DUE**

### **1. Participation:**

- a. **Final Feedback Form Due December 9 at 11:59pm (google form in weekly email)**

Week 14: Final Presentations and Reflections

**Monday, December 9 -**

**6:00pm-8:30pm**

**Class Location:**

George Mason University, Arlington Campus

Van Metre Hall Rm. 478

## **Integrity and Code of Conduct**

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

A full text of the Honor Code is available at: <http://mason.gmu.edu/~montecin/plagiarism.htm>

A good guide to the problem of plagiarism and how to avoid it is available at: <http://owl.english.purdue.edu/owl/resource/589/01/>. You will even find a useful plagiarism exercise.

**Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University) Plagiarism and the Internet:

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's email without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Websites have their own requirements for linking to their material. (Virginia Montecino)

### **Note: Student Accommodation / Disability**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703 993 2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

## APPENDIX 1: Op-Ed

This assignment is a chance for you to put together one of the primary documents by which national security issues are debated in the public arena – the Opinion Editorial, or “op-ed” Most op-eds relate to current news events, but they may also provide a creative approach to an old problem. An op-ed is distinct from an “editorial” which is put together by an editorial board and printed as the collective view of a newspaper. An op-ed, on the other hand, is from an outside contributor. While based on your views, they should be balanced with objective factual information. While most op-eds are 500-800 words in length, for purposes of our assignment, you will write an 800 word piece, the length of a longer op-ed.

A few more details:

1. Please submit your paper in 12pt Times New Roman font with single spacing.
2. Make sure your name is on the paper as well as the date.
3. You will need to craft a short “byline” as well. See attached for an example.

Oh, and one more thing – op-eds benefit from catchy titles.

As this is a course assignment we will have to make some modifications. Most op-ed writers have a decent command of their topics so their ideas are often original commentary and citations are not an issue. I suspect you all will have original ideas as well. There is no shame in the policy arena for adapting what others have done to turn ideas into action – but you must acknowledge that in your work. If you take an idea from someone else, give them credit. What I will ask for is a page following your op-ed that includes a bibliography of sources consulted. You should list the Sources Consulted using bibliographic formats found in a recognized style guide such as the Chicago Manual of Style. Citation guides may be found at: <http://libguides.gwu.edu/content.php?pid=8881>

In terms of topics, you can write on any national security topic of your choosing but you must be able to argue a particular position or address a specific issue that rises to a level where senior policymakers might need to address it. This does not have to be on an inherently political issue.

If you have any questions about your topic – just ask.

## APPENDIX 2: Campaign Advertisement

**Background:** In a media-saturated environment in which news and entertainment surround us on our devices constantly, the television commercial remains the one area where political candidates have complete control over their images. TV and web ads both use all the tools of filmmaking, including a script, acting, and editing, to communicate a candidate's major campaign themes into a few powerful images, and often in just a few seconds. They are used by candidates at all levels – local, state, and

federal. Ads aim to elicit emotional reactions, either inspiring support for a candidate or raising doubts about their opponent. Most of all, they have a clear call to action – get the vote.

**Your Assignment:** In this assignment, you are a candidate for elected political office. It is up to you to determine whether you want to run for Congress (House or Senate), city office (e.g. mayor), or state office (e.g. governor). You need to craft a campaign ad approach and create a commercial. There are three types of ads from which you can choose: a biography ad introducing you (the candidate), a general positive ad, or a negative ad aimed at your opponent. Your campaign has the funds to buy you a 30-second commercial spot on cable television. The ad needs to communicate clearly to the American people and effectively persuade them to vote for you. Consider what your audience (everyday Americans) may already know about you, what opinions they may already have, and address potential misconceptions. Be clear about the call to action.

**The written component of this assignment should include the following:**

- - A memo with an advertisement approach – 1 page, single-spaced
  - Concise statement of the ad’s objectives
  - Description of the target audience
  - Analysis of your competition/opponent
  - Description of the creative strategy and execution and why it will be effective
    - Detail the reaction from focus groups you may have tested your ad on
- A script for your ad
  - The length of this will depend on the length of your commercial.

**The visual component of this assignment should include the following:**

- A video advertisement persuading voters to vote for you
  - Yes, you have to record yourself!
  - Length: 30 seconds
  - Think to yourself: What characterizes a typical political ad? Perhaps a line at the end saying, “I’m Jane Doe and I approve this message.”

Before you start filming, make sure to reference the handout with examples of effective campaign advertisements. For example, Presidents John F. Kennedy and Dwight Eisenhower utilized jingles as the focus of their ads to compel the audience remember their names. Others, like presidential candidate Hillary Clinton, are the star of their advertisements or use actors and a narrative to create a story, like a short film. While ads reflect the style of the time in which they were made, the fundamental strategies and concepts have largely remained the same.

Here are some example ads:

- Glenn Nye – “No Clout”  
<https://www.youtube.com/watch?v=dF3CeLJmGow>
- Student Parody of Glenn Nye Ad  
<https://www.youtube.com/watch?v=OgXAyyZFjKI>

- MJ Hegar for Texas – “Doors”  
<https://www.youtube.com/watch?v=Zi6v4CYNSIQ>
- Amy McGrath for Congress – “Told Me”  
<https://www.youtube.com/watch?v=CejG2fK7kNk&t=23s>
- Cynthia Nixon for Governor – Announcement  
<https://www.youtube.com/watch?v=SiOo4C2CiRQ>