

Draft Syllabus

The final syllabus will be available on the first day of class.

UCDC

Advocacy and the Politics of Change in Washington

Fall Quarter 2018

Thursdays, 6:30 p.m. - 9:30 p.m., Room 314

Instructor: Dale A. Crowell

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Office Hours: Thursdays, 5:30 p.m. – 6:30 p.m., by appointment

Course Instructor

Dale is the Congressional Liaison for the Organization of American States (OAS) in Washington, DC. In that capacity, he advises the Organization's leadership on strategies to engage and communicate with the U.S. Congress to ensure that its priorities are understood by decision makers on Capitol Hill. Before that he managed press and media relations for the U.S. Hispanic Chamber of Commerce, directed public relations for Bethesda-based Honest Tea, and served as the communications director for a member of Congress. He has also managed USAID and State Department-funded international development projects for various non-profit organizations promoting social, political, and economic development in Latin America and the Caribbean. He was an APSA Minority Fellow and is a PhD candidate in American Politics. Dale earned his MA in Congressional and Presidential Studies at the Catholic University of America and his BA in Government and Politics from the University of Maryland.

Course Description

The political and public policy arena in Washington today can be characterized as one of sharp divisions, partisan polarization, and heightened competition. Engaging as a group in this conflict can be daunting. So how does a grassroots or community-based group try to influence power brokers? This class will explore the historical origins, theoretical approaches, and dynamics of social mobilization, group participation, and advocacy in Washington's political process including the strategies and tactics used by community-based interests and organizations. Examples include organizing advocacy campaigns and pressure tactics to influence the three branches of the national government. Outside tactics, such as coalition building, mobilizing the public to influence decision makers, utilizing the media, and attracting broader public support will be examined.

By examining the longstanding nature of group associations, organized interests and competing interests, students will grapple with defining a community-based organized interest, learn the nuances of major strategies for influencing--or attempting to influence--political outcomes; agenda setting and message framing strategies; and efforts to influence overall public opinion through advocacy campaigns and outside lobbying. Students will learn about and discuss which types of groups and leaders engage in which strategies, and at what stage of the policy process they are most likely to be effective based upon the context of their particular policy goals.

Students who successfully complete this course will be able to identify the actors who participate in the federal policy making process and their strategies for outside advocacy and public influencing campaigns. Students will also be able to critically read scholarly materials related to social movements, advocacy, and civic mobilization, and write and present on the material.

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Learning Goals and Objectives

Goal #1: Students will be able to relate their internship experience with the skills and substance learned in their course.

Example Objective #1: Students will discuss as part of their class participation how the weekly substance or skills learned applied to the work of their internship or their internship organization's goals or mission.

Goal #2: Students will experience a cultural, historical, policy or other event in the District of Columbia that relates to their course.

Example Objective #2: Students will attend (in person) at least advocacy-related event, Congressional hearing, think tank seminar or lecture, or NGO/advocacy/nonprofit event and will write a memo explaining the significance and impact of that event.

Goal #3: Students will be able to communicate persuasively in writing and orally.

Example Objective #3: Students will write one advocacy event memo, one advocate interview, as well as lead at least one class discussion and give a presentation on their final research paper.

Goal #4: Students will be able to critically examine competing arguments, and use empirical evidence to research and apply theory to practice.

Example Objective #4: Students will write an evidence-based research paper and present it to the class by the end of the quarter.

Course Materials and Accessibility

Among the materials for this course are a combination of book excerpts, scholarly articles, news articles, blog entries, Youtube videos, and other items. There will be one copy of all the readings on reserve at the 4th floor desk. The readings will also be made available through Dropbox. And some of the items such as news articles and blog entries—as listed in the syllabus—are also available online.

****Importantly, I reserve the right to make changes to the course materials as the term progresses. This includes, but is not limited to, adding and subtracting articles and other readings.****

Students are also strongly encouraged to read a good daily newspaper so they can follow the examples used in lectures and offer their own in class. *The New York Times*, *The Washington Post*, *The Hill Newspaper*, *Roll Call*, and *Politico* are good places to start, but students should feel free to read which ever daily new sources they are accustomed to reading. Periodically, web readings may be assigned from these sources.

Additionally, the syllabus, updates, and other announcements about the course will be posted on emailed to the class.

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Class Meetings, Course Responsibilities, and Assignments

Class Meetings: Class will meet weekly ten times on Tuesday evenings from 6:30 to 9:30. Students will be required to complete weekly readings and will be assigned the responsibility of leading a portion of each class discussion on the weekly topic. There will be three written assignments. One will be to produce a briefing memo covering an event or activity held by a grassroots or community-based organization addressing a national issue in Washington, DC. Another will be an interview of a leader or advocate from a grassroots or community-based organization. The third will be a policy white paper providing recommendations for how a community-based or grassroots advocacy organization could accomplish their stated policy or political change. Students will present their white paper recommendations at the end of the class.

Attendance: Attendance is required so please be on time. Excused absences are usually extraordinary events such as the death of an immediate family member (parent, sibling, or grandparent), personal illness, or a major religious holiday that is recognized by the [UCDC calendar](#). **You MUST provide written documentation for each of these absences; and for religious holidays, you must submit your excuse two weeks in advance of the absence to be excused.** On occasion, and with at least 48-hours notice, you may request to be excused for a special internship or other DC event. If granted, it is likely you will be asked to report on your experience in class. For information about missed and late assignments, see below.

Note: Each *unexcused* absence will lower your final course grade to the next lower grade (e.g. A- will become a B+).

In-Class Individual Participation and In-Class Quizzes: (**Class Participation**=Prepared discussion questions and summary + discussion question presentation + class attendance + quality of participation in class + quality of questions for guest speakers+Quizzes.)

All students are expected to come to class prepared to discuss the assigned material, this includes posing interesting questions about the material and outside, related observations based on your internships and what you are reading in various news sources. Your participation grade also includes your questions and engagement for any in-class guest speakers. You will be graded on the quality of your participation. **If needed, I will give unannounced quizzes at the beginning of each class related to that session's assigned readings.**

In addition to routine participation, **each student will prepare discussion questions and a brief summary of the week's reading for at least one class. These notes and questions must be submitted to me by email at least 24 hours before class.** We will determine who is doing which readings by the end of the first class meeting (so the readings for the second class are covered by a student). Students will be responsible for leading discussion in the class they are signed up to review and will receive feedback on their reading summaries and discussion. Students will be assigned a letter grade for their work. This work will factor into your overall participation grade. Students are expected to present their ideas and questions to the class and will hand in a paper copy of their comments and questions to the professor at the beginning of the class. The participation grade may also takes into account a student's attendance and punctuality.

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Participation is very important for this class, and everyone will be expected to contribute in a substantively meaningful way to the class discussion. You should always be ready to be asked for your input on any and all things assigned for class. In-class participation cannot be made up.

Reading Assignments: All the reading assigned in this syllabus and any added throughout the semester is required. This means that you should read all of the material BEFORE the class meeting and be ready to use it for your graded assignments (if relevant) EVEN IF we do not discuss it in class. I reserve the right to change the readings and the schedule if necessary as the term progresses. See the Weekly Schedule below for dates and assignments. You should bring assigned reading to class for discussion.

Advocacy Briefing Memo: You will attend an advocacy-related event (e.g. Congressional hearing, public policy event, public protest, interest group conference, Supreme Court session, or fundraising event) submitted for my approval and prepare a two-page, single-spaced, Times New Roman 12 point font memo describing the event (who, what, where, when, why, and how), and give your assessment of (1) the goal of each event, (2) whether or not each event had the desired impact, and (3) provide your recommendations on how to improve such events for the future. More information about this assignment will be provided and discussed once the course is underway.

Advocacy Leader Interview: You will identify, with my approval, an advocacy/lobbying leader in Washington to interview and prepare a three-to-five page double-spaced Times New Roman 12 point font paper summarizing the interview with the subject. Specifically, you should ask about the subject's background, how they became involved in their issue, how they arrived in Washington, some of their successes, examples of frustrations or setbacks, and their plans for pursuing their issue goals for the future.

Advocacy Research Paper: The advocacy research paper (10-12 pages double-spaced, Times New Roman 12 point font) will be (1) an analysis on a national-level issue of current debate in Washington, DC. **You will prepare a topic proposal for the final paper and submit it for review by the beginning of the fourth class session for review and approval.** The white paper should include (a) a brief history/summary of the issue, (b) a description of the involved sides or parties, (c) a description of the current state of the issue and (d) a proposed plan to accomplish a specific policy change or goal and an explanation on how that plan will impact the issue.

Essentially, you must identify the issue and intended goal, make a case for your preferred strategy, and provide an analysis of possible outcomes. Students will be expected to cite both primary and secondary sources. Primary sources included materials from involved organizations or participants, interviews, the Congressional Record, other Congressional documents, materials from the White House and executive branch, Supreme Court transcripts and rulings, among others. Secondary sources include news stories or articles, academic literature, think tank studies/evaluations (unless it has original research then it would be primary source), etc. You will be evaluated how well-written the paper is, including grammar, typos, organization and structure; and on the quality of the analysis and the thoroughness of the information. More detailed information about this assignment will be provided and discussed once the course is underway.

You will give a brief presentation of your white paper to the class in the final class session and conduct a short question and answer period with your peers. You may provide handouts or develop other visuals for your presentation, if you wish, but coordinate with me ahead of time to make sure we have the proper equipment available.

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Grading Standards and Measurement

Individual assignments in this course will be worth various points but converted to a 100 point scale such that an A=100-93%, A-=92-90%, B+=89-87, B=86-83, B-=82-80, etc. **You should understand that only excellent work will earn an A. If the work is good, it will earn a B, and satisfactory work will earn a C.** You will earn Ds and Fs if your work is less than satisfactory or of poor quality. If you fail to complete the work, you will earn a 0 for the assignment. Incompletes will be allowed only under the most exceptional circumstances.

Final course grades will be proportioned as follows:

Class Participation and Quizzes (35%)

Policy Event Briefing Memo (15%)

Advocacy Leader Interview (15%)

Advocacy Recommendation White Paper and Class Presentation (35%)

According to general university policies, final course grades earned in this class will be worth the following points: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.

Course Communication Tools

I will use email for communicating with you this term. Unless you tell me otherwise, I will be communicating with you using the email address that you included as your primary address when you enrolled for classes. You are responsible for checking your email regularly for messages and feedback. You are responsible for letting me know if you change your email address.

Policy on Attendance

See Course Responsibilities and Assignments (above).

Policy on Missed and Late Assignments

Assignment deadlines are firm, and makeup assignments are permitted only for excused absences (see above). You may submit assignments early, but I do not guarantee early feedback.

Missed assignments. Assignments can be made up only for excused absences (see above). Be aware that you may be asked to turn in a written assignment *before* the deadline, and the makeup assignment may be different than the original assignment. If there is some other reason for you to miss an assignment (e.g. a previously scheduled family engagement), you must inform me within the first week of classes *to be considered* eligible to make up the assignment; this is not a guarantee that you will be allowed to make up the assignment. If you do not meet these conditions, you will receive a zero for the assignment. **IMPORTANT:** You should discuss make up assignments with me as soon as you are aware of them in office hours or by email; I will not discuss these arrangements in class.

Late assignments. All assignments are considered due at the beginning of each class period, even if I don't formally ask for them until later in the class. Assignments submitted after the time and date at

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which they are due, and that are NOT accompanied by an acceptable excuse (as described previously) will be addressed as follows. **For every 24 hour period after the date and time that the assignment is due (including weekends), the grade received for the assignment will be decreased by two (2) parts of a grade.** The 24 hour periods include weekends. For example, if you turn in an A quality assignment on Friday before 11:00a, after it was due on Wednesday at 11:00a, then the assignment will be 2 days late and you will earn a B- on that assignment. If you turn in a B quality assignment at that same time, you will earn a C-.

Statement on Weather Emergencies

In the event of a weather emergency, UCDC follows the [federal government's decisions](#) about delays and closures. We will cross that bridge if/when we get there!

Policy on Academic Misconduct

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense.

Policy on Classroom Conduct

I'm sure it goes without saying that we all must treat others in class with respect. We do not have to agree, but being polite and thoughtful in our interactions with each other is absolutely required. Also, in consideration of your classmates and me, you should observe the following rules: (1) DO set your cell phones to silent and answer them only in an emergency (e.g. child care or medical for you or an immediate family member). If you leave class to answer a call, you may not return to class until we break. (2) Do NOT arrive late to class unless you have advanced approval; you may arrive during the break for the second part of class. (3) Do NOT do homework for other classes or read material not related to this class. (4) Do NOT use a laptop computer, other electronic device, or audio taping equipment unless you have approval from me. For any of these infractions, you will be warned only once; after the warning, you may be excused from class and will be docked 2 percentage points of your total course grade for each infraction at the end of the term.

[Statement on Sexual Harassment and Sexual Violence](#)

Click on this link for the University of California statement on sexual harassment and sexual violence.

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or josh.brimmeier@ucdc.edu). Because the

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University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

Statement on Accommodations for Students with Disabilities

Click on this link for the University of California statement on accommodations for students with disabilities.

If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

Course Schedule

Class 1: Introduction to Course, Overview, Assignments, and Expectations

-Read course syllabus, come prepared with questions

-Martin Luther King Jr.'s 'Letter From Birmingham Jail', The Atlantic, August 1, 1963

(<https://www.theatlantic.com/politics/archive/1963/08/martin-luther-kings-letter-from-birmingham-jail/274668/>)

-Nathan Heller, "Is There Any Point to Protesting?" The New Yorker, August 21, 2017

(<https://www.newyorker.com/magazine/2017/08/21/is-there-any-point-to-protesting>)

-Alyssa Mastromonaco, "How I Came to Protest in Front of the White House I Had Worked In"

History.com, January 19, 2018, (<http://www.history.com/news/how-i-came-to-protest-in-front-of-the-white-house>)

-“Do protests really work?” CNN, 2018

<https://www.cnn.com/videos/us/2018/03/23/do-protests-work-orig-acl.cnn>

Class 2: Overview of Social Movements, Protest, and Civic Activism

-Sidney Tarrow, *Power in Movement*, Chapters 1, 4, 5, and Conclusion

-Debra C. Minkoff, "The Sequencing of Social Movements" *American Sociological Review*, Vol. 62, No. 5 (Oct., 1997), pp. 779-799

Class 3: The Pluralist Tradition and Civic Activism in America

-*The Federalist Papers*, No. 10

-Alexis de Tocqueville, *Democracy in America*, Vol. 1, Ch. 10 (Excerpts), Vol. 1, Ch. 12, Vol 2, Ch. 13

-Robert Dahl, *Pluralist Democracy in the United States: Conflict and Consent*, Ch. 1, 15, 17

Class 4: How Groups Organize, Mobilize, and Engage in Politics and Policy

-Jack L. Walker, Jr., *Mobilizing Interest Groups in America*, Ch. 1, 2, 3

-Ken Kollman, *Outside Lobbying*, Ch. 2

-Dan Wang & Sarah Soule “Tactical Innovation in Social Movements” *American Sociological Review*, 2016 Vol. 81, No. 3, pp. 517-548

Note: Policy Event Briefing Memo and Paper Proposal Due at Start of Class

Class 5: The Internet, Advocacy, and Pressure Campaigns

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- David Karpf, *The MoveOn Effect*, Ch. 1, 2, 7
- Richard Fox & Jennifer Ramos (eds.), *iPolitics*, Ch. 9

Class 6: Women's Rights and Gender Equity

- Theda Skocpol and Morris Fiorina (eds.), *Civic Engagement in American Democracy*, Ch. 3
- Debra C. Minkoff, "Bending with the Wind: Strategic Change and Adaptation by Women's and Racial Minority Organizations" *American Journal of Sociology*, Vol. 104, No. 6 (May 1999), pp. 1666-1703
- Holly J. McCammon, "Stirring Up Suffrage Sentiment: The Formation of the States Woman Suffrage Organizations, 1966-1914*" *Social Forces*, Vol. 80, No. 2 (Dec. 2001), pp. 449-480
- Jia Tolentino "the Rising Pressure of the #MeToo Backlash" *The New Yorker*, Jan. 24, 2018 (<https://www.newyorker.com/culture/culture-desk/the-rising-pressure-of-the-metoo-backlash>)
- Jordan Sarti & Hannah Steinkopf-Frank, "The Next Steps for the Women's March" Moving a Progressive Agenda", *Alternet*, January 25, 2018 (<https://www.alternet.org/activism/womens-march-progressive-agenda>)
- The Women's March Guiding Vision and Definition of Principles (<https://static1.squarespace.com/static/584086c7be6594762f5ec56e/t/587ffb20579fb3554668c111/1484782369253/WMW+Guiding+Vision+%26+Definition+of+Principles.pdf>)
- Other articles TBD

Guest Speaker: TBD

Class 7: Immigration Reform

- Maddalena Marinari "Divided and Conquered: Immigration Reform Advocates and the Passage of the 1952 Immigration and Nationality Act" *Journal of American Ethnic History*, Spring 2016, pp. 9-40
- Maria Lorena Cook "The Advocate's Dilemma: Framing Migrant Rights in National Settings" *Studies in Social Justice*, 2010, Vol. 4, No. 2, pp. 145-164
- Video "Immigration Battle", *PBS's Frontline*, Oct. 20, 2015, APPROXIMATELY 2 HOURS (<https://www.pbs.org/wgbh/frontline/film/immigration-battle/>)
- Niall Stange, "The Memo: Immigration battle tests activists' muscle" *The Hill*, Jan. 1, 2018 (<http://thehill.com/homenews/administration/368415-the-memo-immigration-battle-tests-activists-muscle>)
- Priscilla Alvarez "Trump's Hardline Approach Is Forcing Immigrant Advocates to Readjust" *The Atlantic*, February 24, 2018 (<https://www.theatlantic.com/politics/archive/2018/02/trump-immigration-daca-deal-advocates/553982/>)
- Other articles TBD

Guest Speaker: TBD

Class 8: LGBTQ Rights

- Edward Alwood, "The Role of Public Relations in the Gay Rights Movement, 1950-1969" *Journalism History*, Spring 2015, Vol. 41, No. 1, pp. 11-20
- David Schraub, "The Price of Victory: Political Triumphs and Judicial Protection in the Gay Rights Movement" *The University of Chicago Law Review*, Vol. 77, No. 3 (Summer 2010), pp. 1437-1471
- Neela Ghoshal, "For LGBT Rights, 2018 Will Be the Year of the Courts" *Human Rights Watch*, Jan. 24, 2018 (<https://www.hrw.org/news/2018/01/24/lgbt-rights-2018-will-be-year-courts>)

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-Alyssa Rosenberg, "In three years, LGBT Americans have gone from triumph to backlash" *The Washington Post*, Jan. 25, 2018 (https://www.washingtonpost.com/news/act-four/wp/2018/01/25/in-three-years-lgbt-americans-have-gone-from-triumph-to-backlash-blame-trump/?utm_term=.c129ac338604)

-Susan Miller, "Tolerance takes a hit: Americans less accepting of LGBT people in 2017, survey shows" *USA Today*, Jan. 25, 2018 (<https://www.usatoday.com/story/news/nation/2018/01/25/tolerance-takes-hit-americans-less-accepting-lgbt-people-2017-survey-shows/1062188001/>)

-Other articles TBD

Guest Speaker: TBD

Note: Advocacy Leader Interview Due at Start of Class

Class 9: The Tea Party and Pro-Life Movements

Brian Montopoli, "Tea Party Supporters: Who They Are and What they Believe" *CBS News*, Dec. 14, 2012 (<https://www.cbsnews.com/news/tea-party-supporters-who-they-are-and-what-they-believe/>)

Ruth Braunstein, "The Tea Party Goes to Washington" *Qualitative Sociology*, Vol. 38, No. 4, (Dec 2015): 353-374

Daniel K. Williams "The Partisan Trajectory of the American Pro-Life Movement" *Religions*, Vol. 6, No. 2 (2015), pp. 451-475

-Swapna Venugopal Ramaswamy, "March for Life 2018: 5 People Share Their Vision for the Future" *Lohud.com*, Jan. 25, 2018 (<https://www.lohud.com/story/news/2018/01/25/march-life-2018/1066069001/>)

Guest Speaker: TBD

Class 10: Class Presentations of Advocacy Recommendation White Papers

Note: Advocacy Research Papers Due at Start of Class