

Draft Syllabus

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

UCDC

Advocacy and the Politics of Change in Washington

Spring 2018 Quarter

Meeting Time: Tuesday Evening, 6:30 to 9:30 p.m.

Course Instructor

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for

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Course Description and Objectives

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 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.

This class will explore the historical origins of and theoretical approaches to group mobilization and participation, with a focus on the political and policy competition in Washington, DC. 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.

Participation and engagement are essential to the success (and your enjoyment) of the class. Students are expected to read the course material and engage the professor and each other in discussion. Readings will provide class participants with essential background for the discussions. Students who successfully complete this course will be able to identify the actors who participate in the federal policy making process and their

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Office Hours

I will make myself available to students after each class session. I am also available via email or telephone for students who would like to consult with me about material or assigned work or to set up a specific time for a meeting.

A note on email: email is an important way that we will communicate with one another. When submitting work by email, you must receive a confirmation email from me (i.e., “I received your paper,”) or the work is not considered received on time.

Class Meetings and Assignments

Class will meet weekly on Tuesday evenings from 6:30 to 9:30 from **March XX** through **May XX**. 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 for a grassroots or community-based organization. The third will be a short 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.

Grading

The course will be graded on 100 points. The grade breakdown is as follows (see below for a detailed description):

Class Participation (30%)
Policy Event Briefing Memo (20%)
Advocate Leader Interview (20%)
Advocacy Recommendation White Paper (20%)
White Paper Presentation (10%)

CLASS PARTICIPATION

30 percent

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

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

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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. 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 take into account a student's attendance and punctuality.

LOBBYING/ADVOCACY BRIEFING MEMO

20 percent

You will attend a lobbying/advocacy event (e.g. Congressional hearing, public policy event, public protest, interest group conference, Supreme Court session, or fundraising event) and prepare a two-page, single-spaced 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/LOBBYING LEADER INTERVIEW

20 percent

You will identify, with my approval, an advocacy/lobbying leader in Washington to interview and prepare a three-to-five page double spaced 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 RECOMMENDATION WHITE PAPER

20 percent

The advocacy recommendation white paper (5-7 pages double-spaced) will be (1) an analysis on a national-level issue of current debate in Washington, DC. You will prepare a topic proposal of the final paper and submit it for review by the beginning of the third class session (**DATE HERE**) 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,

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WHITE PAPER PRESENTATION

10 percent

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.

UCDC Plagiarism Policy

INSERT UCDC PLAGIARISM POLICY HERE

Required Texts

The assigned reading will be come from various texts and articles. The chapter selections assigned from books and articles will be made available to you electronically and made available at a designated location on the UCDC campus.

In addition to the various chapters and articles listed in the syllabus, other readings may also be assigned from various journals, books or news outlets; especially when we have guest speakers. If they are assigned, these readings are mandatory and will be discussed in class.

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.

Course Schedule

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

- Read course syllabus, come prepared with questions
- 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>)
- 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>)

Week 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

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Week 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

Week 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 at Start of Class

Week 5: The Internet, Advocacy, and Pressure Campaigns

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

Week 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
- 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>)
- 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>)
- Other articles TBD

Guest Speaker: TBD

Week 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
- “Immigration Battle”, PBS’s Frontline, Oct. 20, 2015, (<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>)
- Other articles TBD

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Guest Speaker: TBD

Week 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>)

-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: Advocate Leader Interview Due at Start of Class

Week 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

Week 10: Class Presentations of Advocacy Recommendation White Papers

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