Advocacy & Politics Syllabus

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Course Information

PSCI 4372
Advocacy & Politics
Fall, 2020

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Professor Contact Information

John Daly, 512-471-1948 daly@austin.utexas.edu; Office hours: By appointment
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Course Modality and Expectations

Instructional Mode	On-line
Course Platform	Course will be delived via Microsoft Teams
Expectations	See the remainder of the syllabus;Attendance and participation is expected
Asynchronous Learning Guidelines	The class is no asynchronous although recordings of the class will be available to students

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see http://go.utdallas.edu/syllabus-policies.

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Classroom Conduct Requirements Related to COVID-19

UT Dallas requires that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering may not attend class in person but may attend a course remotely. Anyone attending class in person without a face covering will be asked to put one on or leave. Instructors may end the class if anyone present refuses to appropriately wear a face covering for the duration of

class. Students should also be sure they are at least six feet away from their fellow students and faculty, and seated in a seat that is designated to ensure that distance. Students who either refuse to wear face coverings appropriately or to adhere to other social distancing protocols may face disciplinary action for Student Code of Conduct violations. Students who are unable to comply with the university policies including wearing a face covering should consult the Comets United webpage for further instructions.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "What should I do if I become sick?" webpage)

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Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. These attendance requirements will not be used as part of grading (see Class Participation below for grading information).

In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. Aside from attending class, participation includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of

Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

NOTE: if the instructor records any part of the course, then the instructor will need to use the following syllabus statement:

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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Course Pre-requisites, Co-requisites, and/or Other Restrictions
(including required prior knowledge or skills)

Must be enrolled in the UT System Archer Fellowship program to enroll

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Course Description

This course is an introduction to the issues individuals face when placed in the role of being advocates for an issue, idea, or even for themselves. The goal of the course is for class participants to grasp concepts they will see and experience during their internship in Washington D.C. We intentionally schedule half of this class for the beginning of the semester. You will not only learn about advocacy but hopefully many of your questions and concerns about the internship process will be answered during the course.

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Student Learning Objectives/Outcomes

Upon completing the class, students will be able to:

1) Explain the role that advocacy plays in shaping politics and the political environment.

2) Identify the primary tools used in building and maintaining a reputation in work environments.

3) Understand the key skills that you need to succeed in a prestigious DC internship.

4) Describe how government policies are affected by different parties who continually try to influence leaders.

5) Better influence others in work settings common to Washington, DC.

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Required Textbooks and Materials

- Machiavelli, N., *The Prince*

- Matthews, Chris, *Hardball*

- Daly, John, *Advocacy: Championing Ideas and Influencing Others*

Suggested Course Materials

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Assignments & Academic Calendar
(Topics, Reading Assignments, Due Dates, Exam Dates)

The class will meet virtually for three separate sessions on Teams. Each class day during a session will begin promptly at the scheduled time, unless announced otherwise. You are expected to arrive on time and to participate in the class when it is scheduled. Each class session will be recorded and will also be available asynchronously.

- *Session 1*
  - **August 24 10-1pm EST**
  - **August 26 6-9pm EST**
  - **August 27 630-930pm EST**
  - **August 28 2-5pm EST**
  - **September 2 10-1pm EST**
  - **September 2 630-930pm EST**
  - **September 3 10-1pm EST**
  - **September 3, 630-930pm EST class discussion on The Prince (read by this class)**
  - **September 4, 10-1pm EST**
  - **September 7 10-1pm EST**
- *Session 2*
  - **October 14 630-930pm EST class discussion on Hardball (read by this class)**
  - **October 15 630-930pm EST**
  - **October 16 2-5pm**
- *Session 3*
  - **November 20, 10-5pm EST**

You should have Machiavelli's The Prince read for the first session; Matthews for the second session; and the Daly book by the start of the third session.

Paper One: *Advocating for an Issue*: Because of the virtual nature of DC this semester you will have two choices for Paper 1. In either case your paper will be a team paper (Teams of six to eight people. You will arrange your own teams.)

Option 1: Your team will identify an organization that is currently advocating for an issue in Washington and then write a paper discussing the ways this organization does or has pitched their idea. For instance, teams in the past have looked at organizations advocating for statehood for D.C., the legalization of marijuana, LGBTQ marriage, Congressional representation for Washington DC, improving eating behavior by Americans, and the Dream Act. Your team gets to pick the organization and its issue. You should plan to interview people involved in the marketing of the idea as well as people who are decision-makers about the issue. Suppose that you are focused on an advocacy organization trying to get Congress to provide better dental care for older Americans (I am not sure an

organization does this), you would want to chat with the people in the organization who are pitching this idea to Congress as well as, perhaps, staff members on relevant committees who might be deciding whether to create or pass this legislation. You might consider interviewing coalition partners (e.g., AARP) as well as members of the media who cover dental issue or older people in America.

Option 2: Your second option is to pick a very specific issue from the past that was successfully on unsuccessfully "sold" in DC. For example:

- How did ADA or USMCA gets passed (probably too broad) and signed into law?
- How were proposals for adopting the metric system rejected advocated and why did those efforts fail (more specific)?
- How were attempts to have a female on the $20 bill delayed during this Administration (more specific)?
- How was Title IX sold in Congress in the 1960s (reasonably specific)?
- How was the military draft sold by FDR prior to our entry into World War 2 (reasonably specific)?
- How was drug testing by the FDA mandated by Congress in the 1920s (maybe too broad)?
- How was the national highways system sold by the Eisenhower Administration in the 1950s (maybe a little broad)?
- How did Boeing or Lockheed successfully argue to have DoD fund a plane they designed (reasonably specific if you select one plane (e.g., F35))?

For this option, you will do archival research on the political advocacy involved. Critically, this is not a simple history paper. It is a focused paper on the politics behind getting the issue adopted or rejected. One other thing: You cannot select an issue that is being currently debated in DC. It needs to be one where there has been some resolution.

Paper 1 is due on <mark>October 10, 2020</mark> by email in W**ORD format (please, no PDFs)**. We will have team-based electronic conversations about the paper the evening of <mark>October 1, 2020</mark>. ach conversation will be 15 minutes with each team. Dr. Chin will coordinate the schedules of these calls.

Critically, please check your topic with Professor Daly. There are some organizations that will not respond to any requests for interviews (e.g., NRA) and there are certainly topics that are far too broad for a paper if you select Option 2.

In this paper, as well as the second paper, you have two goals.
1. The first is to identify **very specific tactics** people use to influence. For instance, for this paper you may encounter a person who says that one needs to build alliances with other advocacy organizations. How does the organization actually do this? Meetings? Phone calls? And, then, what

specific moves does the person make at the meeting or on the phone? For instance, at a meeting a person might decide, ahead of time, what they can give on and what they can't. On the phone, they might remind the other person about a recent social event. Or they might ask their advice on the issue rather than pushing the issue directly. Or, the organization might use Twitter as a way to communicate with their supporters. But how do they compose tweets to get people's attention? How do they know their tweets are successful? (perhaps, for example, by measuring the percentage of tweets that are re-tweeted).

2. The second is to **integrate your interviews and research**. You should not submit a paper that simply contains summaries of the interviews and research. Instead, you should seek out themes that cut across interviews and then embed specific interview items within those themes. So, for instance, you might say that one theme was the use of social media. Then you would describe how the different media is used – again with specifics.

Paper Two: *How do people successfully influence and persuade in DC?*
Your task is to interview people (same number as you have members on your team) about their advocacy techniques and then write an integrative summary of what you learned from those interviews. The goal for this paper is to discover some secrets of successful influence. The first paper deals with organizational influence, the second deals with personal influence. Just like the previous paper the goal is to be very specific about the moves people make to influence. So when someone tells you the secret is to be trustworthy, what specific actions does that person do to build trust? Be on time for meetings? Follow-up immediately? Like the prior paper, integration is crucial. A mediocre paper would simply include summaries of the interviews one after another. An excellent paper would seek out themes and then integrate the results of various interviews into those themes. So, for example, you might find one theme would be trust. Then you would include examples from various interviews about how trust is exemplified.

In this paper you should also integrate materials from the Advocacy book into the paper. A good paper will connect what you learned in your interviews to the materials in the book. You should plan to include materials from at least nine chapters. This paper is due on <mark>November 17^{thh}</mark> by email in **Word format.**

Please plan on conducting a short (about 15 minute) presentation on your final paper at the last class session.

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Grading Policy
(including percentages for assignments, grade scale, etc.)

Course Requirements and Grading Policy:

Students are expected to come to class prepared to discuss the material. There are a total of 1,000 points that can be earned over the semester:

1. **Involvement in Class** (200 points) – regular participation in class discussions. Decorum and professionalism are expected in the classroom at all times. Respect for the professor, classmates and their opinions, guest speakers and their opinions and Archer Center staff are also required. The professor reserves the right to deduct points from class involvement should any improprieties occur throughout the course of the semester.
• **Papers** (800 points) – Each paper will be worth 400 points total.

<u>Grading Scale</u>
The total points earned on a 1,000 point scale will be divided by 10 to calculate the final grade:

A (90-100)
B (80-89)
C (70-79)
D (60-69)
E (59 or lower)

Midterm grades will be based off involvement from the first sessions of class.

Final grades will be reported to your home UT System institution by **December 12, 2020** and posted in accordance with their respective grade submission deadlines.

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Course & Instructor Policies
(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)

Students who complete all assigned projects SATISFACTORILY AND in a timely manner will receive a B. Students who display excellence through written work and through involvement will receive an A. Students who fail to SATISFACTORILY complete assigned projects will receive lower than a B. Students are encouraged to discuss with faculty how they might display excellence in the course.

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Off-campus Instruction and Course Activities

(Below is a description of any travel and/or risk-related activity associated with this course.)

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Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

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Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see http://go.utdallas.edu/academic-support-resources.

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UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.