

Advocacy & Politics Syllabus

(UPDATED 12.23.21)

Course Information

PSCI 4372

Advocacy & Politics

SPRING 2022

Professor Contact Information

Dr. John Daly, 512-471-1948 daly@austin.utexas.edu; Office hours: By appointment

Course Modality and Expectations

Instructional Mode	Hybrid
Location	Zoom and Archer Center
Expectations	See the remainder of the syllabus; Attendance and participation is expected

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>.

Classroom Conduct Requirements Related to COVID-19

In compliance with DC regulations, face masks will be required for all in-person meetings at the Archer Center. Students are encouraged to get vaccinated and wear face coverings as recommended by the CDC. 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).

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.

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](#).

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](#).

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](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

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

Course Description

This course is an introduction to the issues individuals face when placed in the role of persuading others to adopt an issue or idea in a political environment like Washington DC. You will learn ways of communicating ideas memorably and impactfully, techniques for building and maintaining a “brand” name that motivates people to listen to you, ways of building allies through narrative and networking, methods for framing issues so they are potentially adoptable (i.e., pre-selling), and ways to apply various theories of persuasion to political issues. The goal is for class participants to grasp concepts they will see and experience during their internship in Washington D.C. This is not a class on social movements although we will allude to some throughout the semester. It is instead about specific tools and techniques people can use to change others’ opinions about issues.

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) Develop skills that will allow them to build alliances with others when trying to influence policyFrame issues in ways that make them more persuasive (i.e., pre-selling)
- 5) Better influence others in work settings common to Washington, DC.

Required Textbooks and Materials

- **Machiavelli, N., *The Prince*** This book is a classic on influence (been in press since 1523. It focuses on how power is effectively used and has applications in virtually any environment (e.g., foreign policy, office settings, mergers and acquisitions) – see <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>
- **Sheridan, T., *Helping the Good do Better*** Tom Sheridan has been involved in changing policies about a number of social issues in the last 20 years. How he has successfully “sold” change is summarized in a series of case studies on topics such as ADA, Save the Children, and human trafficking)
- **Daly, John, *Advocacy: Championing Ideas and Influencing Others*** (This book offers a summary of the course materials with substantially more detail than what is presented in class)

Assignments & Academic Calendar

The class will have 4 sessions. Class meetings will be held on Zoom during the first half of the semester, and in person at the Archer Center later (unless COVID conditions limit in-person meetings).

Session	Class date	Time & Class # (all times ET)	Location	Topics to cover (Additional topics may be included, depending on class discussion)	Prepare for Class
1	Mon, Jan 10	Class 1: 1-4 pm ET	Zoom	Course introduction;	Read Machiavelli
	Tues, Jan 11	Class 2: 9a-noon Class 3: Lunch break with alumni panel (noon-1:30 pm); Daly lecture 2-4 pm.	Zoom	Class 2: Communicating memorably Class 3: Lunch with alumni and Building reputations (virtual)	
	Wed, Jan 12	Class 4: 9a-noon Class 5: Lunch break with alumni panel (noon-1:30 pm); Daly lecture 2-4 pm.	Zoom	Class 4: Complete reputation building and building alliances Class 5: Lunch with alumni and continuation of building alliances (virtual)	
2	Wed, Jan 26	Class 6: 6:30-9:30 pm	Zoom	Preselling 1	
	Wed, Feb 2	Class 7: 6:30-9:30	Zoom	Preselling 2	

Session	Class date	Time & Class # (all times ET)	Location	Topics to cover (Additional topics may be included, depending on class discussion)	Prepare for Class
DEADLINE	Fri, Feb 18	PAPER 1 DUE TO DR. DALY			
3	Fri, Feb 25	Class 8: 9a-noon Class 9: 1-4 pm	Archer Center	Paper discussion; Complete Preselling	Read Sheridan
	Sat, Feb 26	Class 10: 9a-noon Class 11: 1-4 pm	Archer Center	Persuasion theories and tactics	
DEADLINE	Fri, Apr 1	PAPER 2 DUE TO DR. DALY			
4	Fri, Apr 8	Class 12-13: 9a-4 pm	Archer Center	Persuasion theory and tactics	Read Daly
	Sat, Apr 9	Class 14-15: 9a-4 pm	Archer Center	Paper 2 discussion and completion of persuasion theory and tactics	

You should read Machiavelli's The Prince before the first session; Sheridan for the third session; and the Daly book by the start of the fourth session.

Paper One: Advocating for an Issue: You will have two choices for Paper 1. In either case your paper will be a team paper (*Teams of six people: Groups A1, A2, B1, B2, C1, C2, D1, D2* - These group lists will be published in the Teams channel for this class, and a hard copy will be given to you). The length of the paper should not exceed 3000 words.

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 is 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 selects 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 or unsuccessfully "sold" in DC. For example:

- How did 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 the Trump Administration (more specific)?
- How did the DC area get the big Amazon deal? (more specific) or how did Brooklyn lose the deal? (more specific—persuasion can be about arguing against something)

- How was warp-speed for the vaccine sold within the Trump Administration (more specific)
- How was the “don’t ask, don’t tell” rule eliminated during the Obama Administration?

For this option, you will interview with people who have expertise 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: For this paper, 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 Feb 18 by email in WORD format (please, no PDFs). We will have team-based electronic conversations about the paper the evening of Wednesday, Feb 9, 2022, according to the following schedule (a Zoom link will be sent to you separately):

Feb. 9, 2022 – Team Paper check-in with Professor Daly on Zoom

Time	Team	Members
6-6:15 pm ET	A1	
6-15-6:30 pm	A2	
6:30-6:45 pm	B1	
6:45-7 pm	B2	
7-7:15 pm	C1	
7:15-7:30 pm	C2	
7:30-7:45 pm	D1	
7:45-8 pm	D2	

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 seven chapters. This paper is due on **April 1, 2022** by email in **Word format. The length should be no more than 3200 words.**

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

Grading Policy

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.

Class Absence: In some cases students will opt to not attend a class session because of other commitments they have made. Students should chat with me prior to the missed class(es). In most cases, students will be asked to complete a make-up assignment. Typically, the assignment is to read a book relevant to the class and write a paper describing applications of the book to their internship experience. This semester the book will be *Influence* by Robert Cialdini.

Given that the schedule for the class is published early-on it's wise to alert your internship coordinator at work about class times when you won't be able to do office-related projects.

- **Papers** (800 points) – Each paper will be worth 400 points total.

Grading Scale

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 **April 30, 2022** and posted in accordance with their respective grade submission deadlines.

Course & Instructor Policies

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.

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.”

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>.

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.

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