



LAS 3500: Advocacy

Spring Quarter 2016

Faculty:	Peg Perl; Robert Hoban
E-mail:	mgperl@gmail.com ; bobhoban@comcast.net
Office Hours:	By appointment only. Please e-mail.
Pre-requisites:	SOC 2400 and LAS 2000
Class Dates:	6-10 pm – Tuesdays (March 22 to May 24, 2016)

I. COURSE DESCRIPTION

This course is for those interested in working in conjunction with a legislative body. Here, we will focus on policymaking in the Colorado General Assembly. Students are not presumed to have prior background in public policy. Students will work on a Term Legislative Project (TLP).

This course aims to introduce students to the critical role played by interest groups and various stakeholders on public policy issues and an overview of advocacy messaging to legislators. Classes will feature some guest lecturers who are part (and have been part) of numerous policy issues in the State of Colorado. The instructor and guest lecturers, by way of example, will provide particular insight into the Colorado General Assembly and Colorado state government processes. Students will learn how to influence public decision-making on behalf of mission related goals. Students will put into practice the theory and skills they have gained by applying stakeholder analyses, concept mapping, political feasibility, policy entrepreneurship and advocacy. Students will create a real product for a fictional client.

Students will also learn to:

- Understand the practice of advocacy and lobbying as strategies of educating policymakers, the media and the public;
- Make a clear, concise oral presentation convincing client and fellow students of the need for the proposed policy change;
- Articulate a theoretical, conceptual and practical knowledge of the state legislative, budgetary and bureaucratic policy making processes and structures.
- Understand the democratic process and the role of compromise within the legislative process.

- Frame issues
- Describe the key action points within the policy making processes in which professional lobbyists, legislators, and citizens can influence policy making.
- Demonstrate the ability to use policy advocacy and lobbying techniques that are tailored to the particular issue, organization and political climate, such as agenda-setting, coalition building, legislative visits, letter/call-in campaigns, hearings, media relations, online advocacy, social media, actions etc.
- Develop an advocacy campaign component of their Term Legislative Project based upon an understanding of the legislative processes, the political climate, and the organization/coalition's values and positions.

II. COURSE OBJECTIVES

- A. Demonstrate research, written and oral communication skills
- B. Understand how law and society is applied in various fields
- C. Demonstrate an interdisciplinary lens

III. LEARNING OUTCOMES

Upon completing the undergraduate program in Law and Society, students will:

1. Communicate professionally and effectively as demonstrated through written, technological and oral skills. Written and oral skills should contain clear arguments supported by specific social science evidence reflect their mastery of style, and appropriate mechanics.
2. Use evidence/research effectively to construct sociolegal explanations;
3. Understand qualitative and quantitative social science methodology;
4. Demonstrate leadership, advocacy and policy skills in order to become active community participants and leaders in sociolegal arenas.
5. Demonstrate an ability to discuss issues from diverse socioeconomic, racial and gendered perspectives, and an ability to present competing evidentiary findings.
6. Engage in research that integrates primary and secondary sources

IV. COURSE COMPONENTS

- A. Assignments
- B. Examinations
- C. Paper/Project
- D. Presentation

V. CLASS GRADING/COURSE REQUIREMENTS

Class participation: 10%. This course component will be gauged on the student's ability to participate meaningfully and regularly in classroom discussion. A student is expected to demonstrate the ability to integrate the textbook materials in a way that informs and promotes discussion and understanding. This is in contrast to simply having an opinion not tethered to the materials.

Professionalism 5% of your final grade.

Weekly Assignments: 15%. Students are expected to complete all weekly assignments. To assist in gauging this, students will prepare and submit via Canvas (prior to each class) various assignments, as designated each week. There may be pop quizzes on the reading material to gauge preparedness. These assignments will all be posted via Canvas.

Exams: 40% (20% each [mid-term and cumulative final]). There will be one mid-term and one final exam. Expect there to be approximately 20-25 multiple choice questions, and two-four short essay questions, or any combination of the foregoing.

Term Legislative Project: 30%.

VI. TERM LEGISLATIVE PROJECT “TLP” DESCRIPTION

The TLP includes both a Written Report and Final Presentation. The TLP Written Report created is the primary product of this course.

Summary: This project will introduce you to the law and the legislative process with a special focus on the General Assembly. While tracking legislative issues of importance, you will identify specific legislative initiatives worthy of your interest and advocacy. Such interest may take the form of meeting with legislators, legislative committees, examining grass roots campaigns, assisting organizations, and/or meeting with members of the press. You will develop working knowledge of the legislative and legal processes surrounding policy development at the local/state levels: how, when and by whom policy decisions are made and how the process works.

The TLP Written Report & Final Presentation should include the following:

1. A description of the target client/organization.
2. A statement of the policy change or institutional design change sought by the client.
3. A set of recommendations for addressing the problem or issue that includes a strategy or strategies for implementing the recommendation(s).
4. Additional requirements as agreed upon by instructor, class, and students.
5. A concise, convincing oral presentation to class, including visuals & handouts as appropriate.

The TLP Written Report should include the following:

1. Title Page
2. Table of Contents
3. Project Summary
4. Introduction
5. Analysis (see below)

6. Works Cited or Reference Page

Areas of Analysis:

1. **Identify Issue/Legislation:** Identify one or more introduced pieces of legislation (addressing the same issue) in the 2015 Colorado General Assembly Session.
2. **Problem:** Identify the problems that arose in the course of the issue/legislation. Why did it pass/not pass? Why was it amended, if at all? First time this issue arose at the Gen. Assembly?
3. **Identify the “Players”:** Who were the stakeholders, legislators, lobbyists, groups involved, and where did they each stand from a policy perspective? Students should pull and examine the committee records to assist in this task. What approach did each Player utilize regarding this issue?
4. **Field Work:** We will assist with arranging meetings, emails or calls with the applicable Legislator(s), Stakeholders, Interest Groups, Legislative Drafters (introduction to drafting and technical legislative process), and others. Also, you can meet with various political strategists as to what they would have done differently had they been involved in this issue. Are there informal stakeholder meetings?
5. **Data:** Identify the data that is useful to the relevant Players and look at how they gathered it. What could they have done instead? Other ways to analyze the issue (methods/data collection and analysis).
6. **Applicable Theory:** Identify which of the 6 theories of how policy change happens is applicable to this issue and the legislative strategy.
7. **Solution:** The students should come up with a solution given the foregoing analysis and data gathering.
8. **Deliverables:** Aside from an analysis/rundown that details the foregoing items, the student could perhaps draft new/amended legislation based on various assessment tools that measure the stakeholders’ discontent and/or agreement. Students can select methodology not utilized or that could have been utilized, but was not. Students can recommend other technical solutions to better supply data and/or a different approach based on applicable theory. A survey assessment may be useful here.

VII. CRITERIA FOR GRADING TLP PRESENTATIONS

You will present on the topic of your paper. The purpose of the presentation is to give you an opportunity to fine-tune and further develop your paper. In helping you to do so, your classmates will provide feedback. Your presentation will be 10-15 minutes in length. You must include visual aids and depictions appropriate to the audience. You will be graded on cohesiveness, clarity, understanding of the material, and visual aids. You should allow *and* prepare for 5-10 minutes for questions and comments from the class. Refer to the oral presentation Rubric I/Appendix A for a complete presentation rubric.

VIII. CRITERIA FOR GRADING TLP WRITTEN REPORTS

- A. Grammar
- B. Presentation of both sides of argument
- C. Critical review/analysis
- D. Original ideas or critiques
- E. Discuss practical, real-world application and/or implications
- F. "Tightness" of discussion; good presentation and construction of ideas
- G. Academic references or sources
- H. See Rubric II/Appendix B for the writing rubric.

IX. GRADING POLICY:

A = 95-100
A- = 94-90
B+ = 89-87
B = 86-84
B- = 83-80
C+ = 79-77
C = 76-74
C- = 73-70
D+ = 69-67
D = 66-64
D- = 63-60
F = 59 – 0

X. ACCESSING ASSIGNMENTS AND COURSE INFORMATION

Canvas: You will be responsible for checking Canvas for class announcements, participation in discussion boards, submission of assignments, examinations, and readings.

XI. READINGS

Carroll, M. (2012). *Take Back Your Government: A Citizen's Guide to Grassroots Change*. Fulcrum Publishing. (Text)

James Madison, "Federalist, Number 10," from *The Federalist Papers* (e-reserve)

Alexis de Tocqueville, "Political Associations in the United States," in *Democracy in America*, Chapter 10. (e-reserve)

Frank R. Baumgartner & Beth L. Leech. 2001, "Interest Niches and Policy Bandwagons," *The Journal of Politics*, 63:1191-1213. (e-reserve)

Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work*, 26(4), 297-303. (e-reserve)

Other articles as assigned which are available for reading online and will be included in weekly assignments on Canvas.

XII. ACADEMIC INTEGRITY

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty – including plagiarism, cheating, and falsification of data and research – is in violation of the code and will result in a failing grade for the assignment or for the course. As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

XIII. ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor immediately to discuss their needs. Failure to notify the instructor immediately may hinder the College's ability to accommodate accordingly. The instructor will also provide accommodations for students with learning disabilities. Students with learning disabilities must also notify the instructor immediately so that accommodations can be provided.

XIV. OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given to the instructor during the first week of the quarter. With advanced, written notice, the absence will be considered an excused absence.

XV. PROFESSIONALISM

You are expected to conduct yourself with the utmost professionalism. Service-learning courses are opportunities for professional development, and therefore, expectations of student performance are considerably higher. Class attendance, timeliness and participation are mandatory. Only emergencies due to circumstances beyond your control are considered excused absences, and/or observed religious holidays provided that advanced, written notice is given to the instructor(s). Additionally, the class will collectively identify other professionalism traits and characteristics, and create a collective agreement, which will be upheld and serve as a guideline throughout the course.

XVI. COURSE SCHEDULE

<p>March 22, 2016 CLASS 1</p>	<p>Intros & instructions, class expectations, CO State Legislature overview, lobbying & interest group overview</p> <ul style="list-style-type: none"> ● “Money Lobby” movie [VIDEO: Prior to class, watch the “Money Lobby,” located at http://topdocumentaryfilms.com/money-lobby/] ● Carroll, Chapters 1, 2, 4 and 5. ● http://www.leg.state.co.us/ – Generally review history, structure, and procedure of Colorado General Assembly. ● General Assembly pamphlets (to be handed out in first class)
<p>March 29 CLASS 2 (Bob Lecture)</p>	<p>History - Federalist/de Tocqueville, interest groups and policy approaches</p> <ul style="list-style-type: none"> ● James Madison, "Federalist, Number 10," from <i>The Federalist Papers</i> (e-reserve) ● Alexis de Tocqueville, "Political Associations in the United States," in <i>Democracy in America</i>, Chapter 10. ● Baumgartner & Leech article
<p>April 5 CLASS 3</p>	<p>Discussion of TLP Assignment Understanding the legislative process/structure, <i>guest speaker = Bob Lackner</i></p> <ul style="list-style-type: none"> ● Carroll, Chapters 9, 10, 26, and 27 ● General Assembly pamphlets & website ● Fast Coexist article (link in Canvas assignment)
<p>April 12 CLASS 4</p>	<p>Draft TLP topic/outline due Communications with Policymakers, legal & ethical considerations, lobbyist registration, etc., <i>guest speaker TBD</i></p> <ul style="list-style-type: none"> ● Carroll, Chapter 32, Appx D & F ● Baumgartner & Leech article ● Non-Profit advocacy toolkit (link in Canvas assignment) ● Colorado lobbyist rules & regulations packet (link in Canvas assignment) ● Money Lobby movie ● CO & Federal ethics summary chart (to be handed out in class) <p>Midterm Questions and Review</p>
	<p>MIDTERM ONLINE BETWEEN CLASSES 4 & 5</p>
<p>April 19 CLASS 5</p>	<p>Planning your advocacy, problem solving structure, giving legislative testimony, <i>guest speakers = Laura “Pinky” Reinsch & Austin Montoya</i></p> <ul style="list-style-type: none"> ● Stachowiak, Pathways for Change article (link in Canvas assignment) ● Congressional Quarterly, 12 Great Advocacy Stories (link in Canvas)

	<p>assignment)</p> <ul style="list-style-type: none"> • Carroll, Chapters 6, 7, 11, 12, 13. 14, 23, 24, and 25
<p>April 26 CLASS 6</p>	<p>Final TLP outline due Giving testimony, campaign & lobbying tools, effective communication, advocacy solutions, <i>guest speaker TBD</i></p> <ul style="list-style-type: none"> • Carroll, chapters 8, 15, 16, 17, and 18 • Kleinkauf article • Hawkes, Message Box article (link in Canvas assignment)
<p>May 3 CLASS 7</p>	<p>TLP Question and Presentation Plans Communications with legislators & others continued, International perspective</p> <ul style="list-style-type: none"> • Carroll, chapters 8, 15, 16, 17, and 18 • Congressional Quarterly, Social Media articles (link in Canvas assignment) • Australian Parliament article (link in Canvas assignment)
<p>May 10 CLASS 8 (Bob attend)</p>	<p>TLP Presentations 1 of 2 Final Exam Questions & Review</p>
<p>May 17 CLASS 9 (Bob attend)</p>	<p>TLP Presentations 2 of 2 Final Exam Questions & Review</p>
<p>May 24</p>	<p>Final examination will be administered online via Canvas.</p>
<p>May 28</p>	<p>TLP Final Paper due</p>

* The instructor reserves the right to modify this class schedule, and may add or change assigned readings, as the course proceeds.

APPENDIX A

RUBRIC I

<i>Law and Society Presentation Rubric</i>	
Structure I.	Introduction is well constructed: Attention getting; Develops rapport/commonality; Previews what is to come; Transitions to body of the speech.
	0 – Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Structure II.	Organization is coherent and effective: Suitable to the topic; Suitable to the audience; Effective transitions; Internal summaries where needed.
	0 – Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Structure III.	Conclusion provides a sense of completion: Effective method (summary, plea, etc.); Provides clear understanding of speaker’s intent; Sense of completion in content and delivery; Includes Q & A, if appropriate.
	0 – Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed

	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content I.	Audience Analysis: Appropriate for occasion, audience, time allotted; Apparent use of audience analysis (engages the audience); Invites audience participation, when appropriate (this includes rhetorical questions, invitations).
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content II.	Language includes correct vocabulary and grammar: Fits topic and audience; Lack of jargon or undefined terms; Correct grammar; Correct usage.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content III.	Ideas are supported and illustrated appropriately: Indicates adequate research; Includes external sources where needed; Increases credibility of speaker; Uses speech aids when needed (visual, audio, tactile, etc.).
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner

	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery I.	Speaking style is conversational: Use of shorter sentences; Repetition where needed; Flexible and adjusted to audience; Has a conversational tone.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery II.	Vocal delivery is fluent and varied: Vocal pacing/speed is appropriate to content and audience; Volume is adjusted to audibility needs of the audience; Pronunciation/enunciation is clear and correct; Absence of disfluencies (ums, uhs).
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery III.	Nonvocal delivery is supportive of the content: Appearance is appropriate; Eye contact is sustained; Natural posture, movement, gestures; Comfortable use of notes and technological aids
	0 - Missing

	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner

TOTAL SCORE _____

**APPENDIX B
RUBRIC II**

Faculty Rubric II for Assessing Critical Reasoning and Academic Writing Skills

I. Describes a problem, issue, or specific topic

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

II. Recognizes the significance/influence of context (cultural, historical, social including race, socioeconomics and gender, etc.)

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

III. Articulates student's evidence-based position

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

IV. Evaluates and analyzes other evidence-based positions

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

V. Demonstrates an improvement in academic research and writing skills (as compared to Intro to LAS paper)

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

VI. Demonstrates depth and complexity of thought or work process

4. Exemplary: this element of critical reasoning is fully present and addressed/developed in an excellent manner
3. Proficient: this element of critical reasoning is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element of critical reasoning is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element of critical reasoning is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

VII. Discusses conclusions or inferences or discusses (future) implications

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways

2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing

VIII. Synthesizes academic publications when drawing conclusions and inferences

4. Exemplary: this element is fully present and addressed/developed in an excellent manner
3. Proficient: this element is clearly present and addressed/developed in an acceptable way, but could be improved in some important ways
2. Satisfactory: this element is minimally present, but not sufficiently addressed/developed
1. Weak or Incomplete: this element is not present or, if present, is not addressed/developed in an acceptable manner
0. Missing