Political Science 358
Political Advocacy
Fall 2011
Instructor: Daniel Faulk
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Final: December 14, 2011 @ 3:00 pm

"What we have to learn to do, we learn by doing."

Aristotle

If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not your enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle.

Sun Tzu's "Art of War"

This course is a work in process....

HSU Catalog Description:
PS 358: Political Advocacy: practical advocacy experience before the California legislature. Field trip to Sacramento.

Introduction:
Political Advocacy 358 involves thinking and doing. It is the second part of the course, the doing, that sometimes proves difficult. You will not be tested on NRA robo-call technology or asked to write an essay on the Muslim Culture Center at ground zero spin wars. What we will be doing is thinking about power in relationships, how to change relationships and working to change power dynamics. Changing relationships is not a neutral activity, it has consequences that are sometimes profound and often unexpected. As actors in the process of changing power relationships you will be expected to be mindful of the consequences of your actions on yourself and others. You will be expected to be a consequential thinker before, during and after you implement a program that will change an existing relationship. Political Science is the study of formal and informal power relationships. This course, however, is Politics: it is a course in changing power in relationships, reflecting on the process of change and about the justification for change.
Course Objectives:

1. Students will develop an analysis of informal and formal power.
2. Students will illustrate, both in writing, and visually, power relationships within institutions.
3. Students will articulate and illustrate, both in writing and visually, alternatives to existing power arrangements.
4. Students will consider the intended and unintended consequences of various courses of action in altering existing power relations.
5. Students will develop and implement a political action plan
6. Students will evaluate the efficacy of their actions
7. Students will develop career oriented political advocacy skills.

Course Requirements:

1. Political Analysis Exercises
2. Political Action Plan Design
3. Political Action
4. Course Journal
5. Summary Essay
6. Field Trips
7. In class participation and assignments

Text:
Rules for Radicals by Saul Alinsky
The Prince by Nicole Machiavelli
Dreaming The Dark by Starhawk
The Art of War by Sun Tzu

Films:
Illusion of News
One Flew Over the Cuckoos Nest
Eyes On the Prize: A Nation of Law?
Matewan
Elizabeth

Course Outline:

Weeks One-Three:
Introduction to Political Advocacy
Institutional organization and power
Institutional Values
Institutional Integrity and Conflict
Internal and external concepts of “good”
Change and Moral Reasoning

**Weeks Three-Seven/Eight**
Choose a local advocacy issue
Develop an analysis of institutional power relationships
Develop a network of informal relationships
Develop and action plan
Implement Action
Evaluate Action

**Weeks Seven- Eleven:**
**Sacramento Trip 1: Introduction to Institutional Advocacy**
How institutions work (or do they?)
Inside the system
Lessons from Sacramento

**Political Action Plan**
Identify problem
Analyze Problem
Visualize Relationships
Visualize Ideal Solution
Story Board Process to Solution
Time-line Political Action
Inside and Outside: knowing the self

**Week Ten/Eleven- Fifteen:**
**Sacramento Trip 2: Lobbying Trip**
Legislative Contacts
Organizational Contacts
Appointments
Trip Evaluation
Wholesale Politics
Media

**Week Fifteen/Final**
**Review Sacramento Trip II**
Review class

**Grades:**

1. **Attendance**
2. **Participation in class discussions**
3. **Completion of in-class assignments and exercises**
4. *Evaluation* of your local political action project, field trips to Sacramento (or alternative lobbying exercise) and state political action.

5. **Your journal** should contain a list of your contacts, a summary of your conversations, and the specific actions you took to achieve your goal/s. Your grade will be based on both the **number** of specific actions you took to achieve each of your political goals, the **sophistication** of your political analysis and the **quality** of your actions. Your **journal** should reflect the depth of your experience as a political advocate. It should record your failures and your successes, your analysis of the political process and lessons you learned that will make you more effective in the future.

6. **Journal Executive Summary:**

   *The first three pages of your journal should (must) include:*
   
   1. A **numerical list** of the specific actions you took to achieve your political objectives.
   2. A reflection on the **effectiveness** of your political actions.
   3. A reflection on how your practical experience has influenced your understanding of political power, social responsibility, and your role as a citizen in our system of governance.
   4. Finally, in one paragraph, reflect on how this class and your experiences related to this class have altered your own theory of politics.

**Grades for Journals:**

**A:** A well organized and thoughtful journal AND an outstanding analysis of power relationships, clear statement of problem/s and goals, thoughtful development of action plan, sophisticated execution of your political action plan, evaluation/reflection on the results of your actions.

**B:** A well organized journal and an in-depth analysis of power relationships, clear goals, development of an action plan based on your analysis, execution of plan and evaluation of results

**C:** Minimal analysis, basic actions to achieve goals, review of action. Minimum grade required to pass course.

If you work with a community organization an evaluation of your contribution to their political goals and objectives must be included in your journal. **Your attendance in class and participation in discussion is fundamental to your success in this course.**

**Academic Integrity:** Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

**Students with Disabilities:** should contact me in regard to your specific needs and should contact
the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD)

**Earthquakes and Emergency Procedures:** Please review the evacuation plan for this classroom, and where to locate on campus in the case of an emergency. We will discuss these procedures in class.

**Add/Drop Policy:** Students are responsible for knowing HSU's add/drop policy and acting within institutional guidelines in regards to these matters.

*This course outline is the intellectual property of daniel faulk @ 08-17-2011*