
TERM & YEAR

PA 646

ADVOCACY ORGANIZATIONS *and* POLICY CHANGE

Professor: Burrell Vann Jr

Room: TBD

Day & Time: TBD

Schedule #: TBD

DESCRIPTION

How do organizations affect policy? At various points in history, social movements, interest groups, and advocacy organizations have had a substantial impact on social policy and politics. In the 1910s, women organized to earn their right to vote. In the 1960s, many protested the gross injustices endured by African-Americans in defense of civil rights. In the late 2000s, a Tea Party movement emerged to protest the government's involvement in the redistribution of wealth to ameliorate income inequality. As these examples show, social movements are critical to American democracy and policy reform.

This course explores how policy is done – the actors involved, the issues covered, and how actions of social movements, advocacy organizations, nonprofits, and interest groups affect the development, passage, and implementation of policy. Over the semester, we will examine a wide range of topics related to how organizations get involved in policymaking, including: political contexts and opportunities, elites/policymakers, political parties, policy arenas and agendas, the effects of institutional and extra-institutional (e.g. protest) actions, and public discourse or framing of issues.

OBJECTIVES (SLOs)

1. Define social movement/advocacy organizations, and recognize their political consequences.
2. Appraise scholarly research on the consequences of organizations.
3. Differentiate between the tactics and strategies of organizations.
4. Identify impacts of organizations on U.S. policy.
5. Apply social movement theories to contemporary policy debates.
6. Develop action plan for organization-building and policy influence.

CONTACT

Professor: **Burrel Vann Jr**

Email: **bvannjr@sdsu.edu**

Office: **AH-4117**

Office Hours: **TBA**

EMAIL POLICY:

When emailing about the course, please provide the course number and time. I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow 72 hours for a response.

Requesting Help:

If you miss a class meeting, you should: First, look on the course website for material you missed. Second, if you need help understanding material, you should contact your classmates via Canvas (direct email or discussion board). Third, if you still find it difficult to understand the material, email me to schedule an appointment chat with me during Zoom office hours. For office hours, I require 3-days notice to schedule a meeting.

Requesting Non-Office-Hours Zoom Meetings:

If you still need help but cannot attend office hours, you may email me to request a meeting. For Non-Office-Hours Zoom meetings, I require a minimum of one-week notice.

MATERIALS

Tea Party Organizations, and Battles over Distributive Justice

Association 2014
DOI: 10.1177/0891224314268065
http://jcr.sagepub.com
SAGE

Rory McVeigh,^a Craig Beyerlein,^a
Burrell Vann Jr.,^a and Priyamvada Trivedi^b

Abstract

Competing visions of who is deserving of rewards and privileges, and different understandings of the fairness of reward allocation processes, are at the heart of political conflict. Indeed, social movement scholars generally agree that a key component of most, if not all, social movements is a shared belief that existing conditions are unfair and subject to change (Gamson 1992; McAdam 1982; Snow et al. 1986; Turner and Killian 1987). In this article we consider the role that residential segregation by education level plays in shaping perceptions of distributive justice and, in turn, providing a context conducive to conservative political mobilization. We apply these ideas in an analysis of Tea Party activities and show that educational segregation is a strong predictor of the number of Tea Party organizations in U.S. counties. In a complementary analysis, we find that individuals with a bachelor's degree are more likely than people who do not have any college education to support the Tea Party; this relationship is strongest in counties with higher levels of educational segregation.

Keywords

social movements, Tea Party, educational segregation, conservative mobilization

If politics is about "who gets what, when, and how" (Lasswell 1936), then those who engage in politics on behalf of the relatively prosperous have some explaining to do. Because democratic political institutions provide opportunities for the disadvantaged to fight for a greater share of societal resources, individuals seeking to protect their advantages have an incentive to try to convince others

over distributive justice. Organizations representing the interests of oppressed or disadvantaged groups argue that their constituencies are being treated unfairly (Gamson 1992; Snow et al. 1986); those who resist such efforts are typically defending a reward

^aUniversity of Notre Dame
^bUniversity of California-Irvine

ARTS RECOMMENDED

Articles & Book Chapters

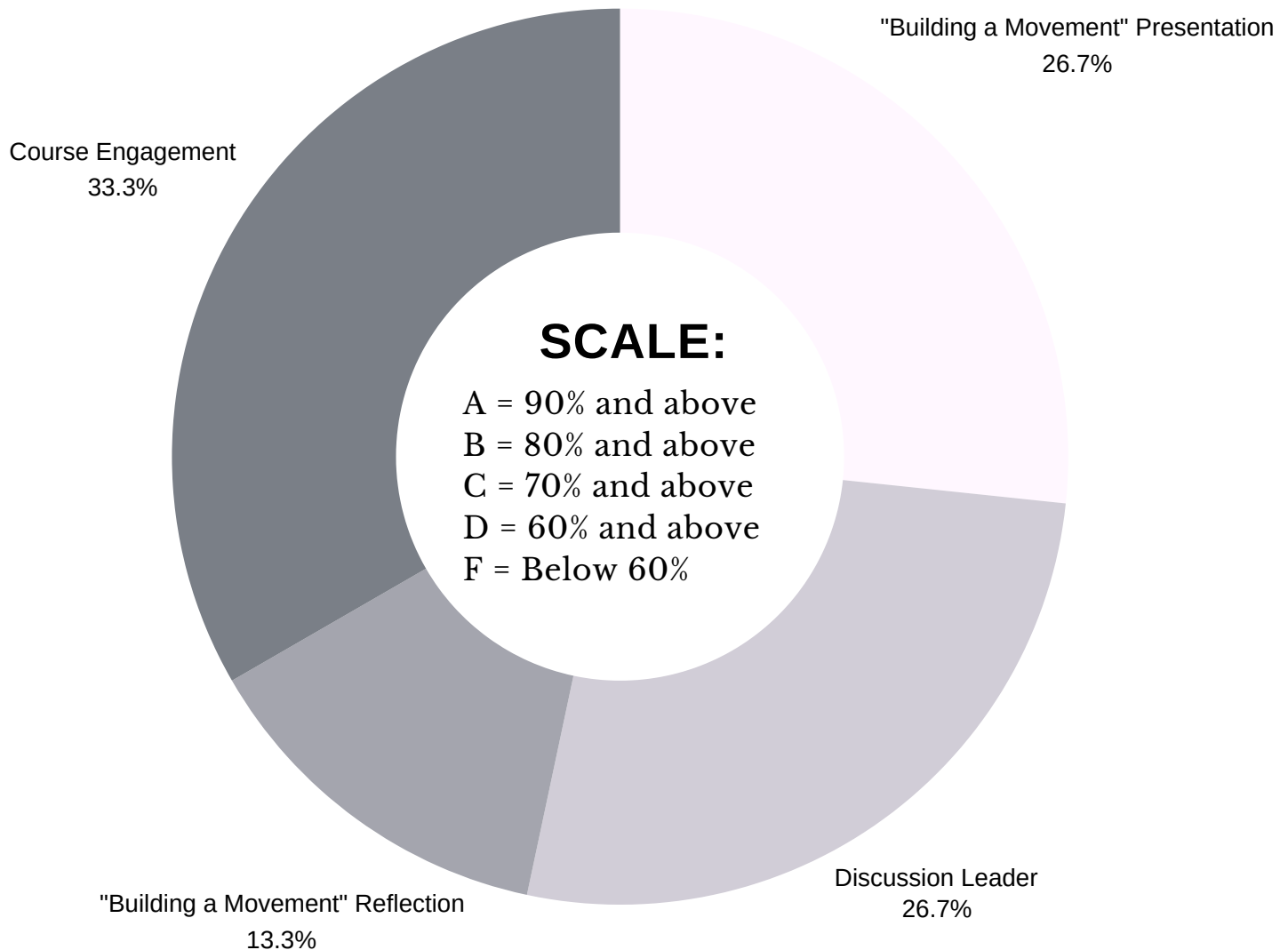
TECHNOLOGY ACCESS:

To be successful in this class, students will be required to have access to a computer with an internet connection and Google Drive.

- **Computer w/ Internet Access:**
 - Students must be able to access the course material.
- **Google Drive:**
 - Students will submit their assignments via Google Docs.

GRADING

Final grades will be based on course engagement (e.g. participation, attendance), twice serving as discussion leader, "building a movement" presentation, and a reflection paper for a total of 150 points. This class does **NOT** use the +/- grading breakdown.



GRADING/REGRADING POLICY:

Students who wish for an assignment to be regraded are required to submit a written formal request, stating why the work warrants a higher grade, within seven (7) days of the date when the graded work is returned. Beyond these seven (7) days, assignment will not be regraded. A regrade may result in the same, a higher, or a lower grade - although students requesting a regrade on an assignment often receive a lower grade.

No late work will be accepted. In extreme circumstances, however, written documentation will be required before late work is accepted.

40 PTS

MOVEMENT PRESENTATION

In a group, students will (design and) present a plan for a hypothetical advocacy organization geared toward policy change. Students will choose a name for the group, discuss the grievances, goals, and structure of the group, cover the process of gaining resources and participants, debate strategies and tactics for affecting policy change, and consider responses to sanctions, repression, or counter-mobilization.

20 PTS

MOVEMENT REFLECTION

At the bottom of the group playbook, students will complete a 1 page (single-spaced) reflection on the potential outcomes for their organization, its effectiveness at achieving its goals, potential problems (internal and external), and the policy consequences.

50 PTS

COURSE ENGAGEMENT

Attendance for this class is critical for your overall success, as it allows you to participate in discussions on organizations' impacts on policy.

40 PTS

DISCUSSION LEADER

Students will (twice) work in a team to lead discussion on an article or reading.

EXTRA CREDIT POLICY:

Students may be given the opportunity for extra credit, worth a maximum of 10 points. If granted, extra credit is only accepted when it is due and will not be accepted late.



ENROLLMENT

PREREQUISITES FOR COURSE:

Credit or concurrent registration with **PA 600**. Only graduate students from the following departments are allowed: city planning, criminal justice, criminology, and public administration.

ADDING & DROPPING:

Students must make adjustments to their course schedule by the add/drop deadline indicated in the current term's **Academic Calendars**.

STUDENT CONDUCT

Please be courteous to your classmates and me by remaining engaged and respectful. Students are expected to conduct themselves in a way that does not interfere with the educational experience of others. Additionally, turn cell phones and other electronic devices on silent during class time. Laptops may be used for taking notes while in class.

ACADEMIC (DIS)HONESTY:

The University adheres to a strict policy regarding **cheating and plagiarism** (outlined in **Executive Order 1098**). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
 - Copying and pasting work from an online or offline source directly and calling it your own
 - Using information you find from an online or offline source without giving the author credit
 - Replacing words or phrases from another source and inserting your own words or phrases
 - Submitting a piece of work you did for one class to another class
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RESOURCES

A complete list of all academic support services is available on the [Academic Success](#) section of the [Student Affairs](#) website.

STUDENTS WITH SPECIAL NEEDS:

Please inform the instructor during the first week of classes about any special needs that require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with “disabilities” must document their special needs at the Student Disability Services (SDS) in order to receive accommodations for their courses. Additional information can be found at the [SDS website](#), by calling [619-594-6473](#), or by email at sds@sdsu.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

CAPS offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting [619-594-5220](#). You can also [Live Chat](#) with a counselor between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at [888-724-7240](#).

WRITING CENTER:

For help with improving your writing ability, the staff at the SDSU [Writing Center](#) is available in person and online.

STUDENT TECHNICAL SUPPORT:

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at [619-594-3189](#) or by emailing hub@sdsu.edu.

EMERGENCY PREPAREDNESS:

Information about SDSU’s emergency preparedness policy can be found at [Campus Emergency Preparedness](#).

D.E.I.

DIVERSITY, EQUITY, AND INCLUSION

In this class, through readings, exercises, and activities, we are committed to honoring the diversity of experiences, including but not limited to race, ethnicity, culture, language, sex, gender identity and expression, sexual orientation, national origin, colonial status, immigration status, religion, age, ability, as well as underrepresented, first-generation, veteran, and non-traditional status. Through the inclusion and honoring of diversity, we hope to highlight the ways in which equity can be accomplished.

CHANGES TO MATERIAL:

I reserve the right to make changes to the syllabus, including the course outline, at any time, based on the pace of the class. This class may include hybrid format lectures, where there will no class meeting, but students are expected to read online lecture materials.

1	MODULE 1	READ/WATCH Syllabus Module 1 Materials	DUE
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JAN 24

INTRODUCTION

2	MODULE 2	READ/WATCH Skocpol 2004	DUE
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JAN 31

ORGANIZATIONS & DEMOCRACY

3	MODULE 3	READ/WATCH Jacobs & Shapiro 2000 Brooks & Manza 2006	DUE
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FEB 7

POLICYMAKERS' RESPONSIVENESS

4	MODULE 4	READ/WATCH Brooks & Manza 1997 Uggen & Manza 2002	DUE
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FEB 14

PRECIPITANTS OF POLICY

5	MODULE 5	READ/WATCH Amenta et al. 2010 Amenta 2006 (pp. 5-7) Baumgartner & Mahoney 2005	DUE
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FEB 21

DO ORGANIZATIONS MATTER?

6	MODULE 5	READ/WATCH Stokes 1999 Walker et al. 2011	DUE
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FEB 28

DIVERSE TYPES OF ORGANIZATIONS

7	MODULE 5	READ/WATCH Snow & Soule 2010 Van Dyke 2003	DUE
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MAR 7

STRATEGIES & TACTICS OF ORGANIZATIONS

8	MODULE 5	READ/WATCH Burststein & Hirsh 2007 Burststein & Linton 2002	DUE
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MAR 14

ORGANIZATIONAL IMPACTS IN CONTEXT

9

MODULE 6

READ/WATCH**DUE**Chen 2007
McCammon et al. 2008

MAR 21

POLICY IMPACT I: LEGAL REFORMS**10****READ/WATCH****DUE**

MAR 28

NO CLASS: SPRING BREAK**11**

MODULE 6

READ/WATCH**DUE**Andrews 2001
McAdam & Su 2002

APR 4

POLICY IMPACT II: RIGHTS REFORMS**12**

MODULE 6

READ/WATCH**DUE**Vann Jr 2021
Andrews 2010

APR 11

POLICY IMPACT III: POLITICAL REPRESENTATION**13**

MODULE 7

READ/WATCH**DUE**Steensland 2008
Bail 2012
Vann Jr (*in press*)

APR 18

DISCOURSE & POLICY**14**

MODULE 8

READ/WATCH**DUE**

Building a Movement Presentations

APR 25

PRESENTATIONS I**15**

MODULE 8

READ/WATCH**DUE**

Final Proposal Sections Guide

Building a Movement Presentations

MAY 2

PRESENTATIONS II**16**

MODULE 9

READ/WATCH**DUE**

Final Reflections

MAY 5-11

FINALS
