THE ARCHER CENTER
THE UNIVERSITY OF TEXAS SYSTEM IN WASHINGTON, D.C.

Syllabus:
Advocacy & Politics

Course Information
PSCI 4372
Advocacy & Politics

Fall 2025
Dr. John Daly

Faculty Contact Information

Professor	**Dr. John Daly**
Email Address	daly@austin.utexas.edu | John.Daly@UTDallas.edu
Office Location	1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006
Office Hours	By appointment

Note: Please use only your University of Texas account to email Archer Center faculty.

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, D.C. 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

Upon completion of the course, students will be able to:

- Explain the role that advocacy plays in shaping politics and the political environment.
- Identify the primary tools used in building and maintaining a reputation in work environments.
- Develop skills that will allow them to build alliances with others when trying to influence policy.
- Frame issues in ways that make them more persuasive (i.e., pre-selling).
- Better influence others in work settings common to Washington, D.C.

Required Course Materials

- **Machiavelli, N., *The* Prince**: This book is a classic on influence, 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).

  You can find a free digital copy at archive.org or order a hard copy. Please consult the reading assignments in the calendar below.

- **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.

  You can log in with your UT credentials to access the free digital version at Proquest Ebook Central or purchase a hard copy or the audiobook. Please read this book by the time you start work on your second project (please see details below).

All other course materials will be available on eLearning.

Calendar of Classes and Assignments

SESSION	CLASS DATE AND TIME	LOCATION	PREPARATION
1. Course Introduction	Tuesday, August 26, 6 - 9 PM	Teams	
2. Building Credibility	Thursday, August 28, 6 – 9 PM	Teams (same link as above)	
3-4. Building Credibility (cont'd)	Saturday, September 6, 9 - 4 PM	Archer Center	Read Machiavelli's *The Prince*
5-6. Communicating Clearly	Sunday, September 7, 9 - 4 PM	Archer Center	Read Machiavelli's *The Prince*
Check-in with Dr. Daly about first paper	Thursday, October 2, between 6:30 - 9 PM *at your scheduled time*	Teams	Prepare to share status of paper.
Paper 1 Due to Dr. Daly on Saturday, Oct. 11 Please submit to daly@austin.utexas.edu			
7-8. Communicating Clearly & Partnering	Saturday, October 18, 9 - 4 PM	Archer Center	Prepare to discuss Machiavelli.
9-10. Partnering & Pre-Selling 1	Sunday, October 19, 9 - 4 PM	Archer Center	
Paper 2 Due to Dr. Daly on Friday, November 7 Please submit to: daly@austin.utexas.edu			
11-12. Pre-selling 2	Friday, November 14, 9 - 4 PM	Archer Center	Team presentations about lessons learned from paper
13-14. Persuasion Paper 2 discussion and course material on persuasion theory and tactics	Saturday, November 15, 9 - 4 PM	Archer Center	Team presentations about lessons learned from paper
15. Persuasion Paper 2 discussion and course material on persuasion theory and tactics	Sunday, November 16, 9 AM - noon	Archer Center	Team presentations about lessons learned from paper

Assignment Instructions

Paper 1: Advocating for an Issue:

Format*:* There are two options for Paper 1. In either case, you will collaboratively write a team paper. There will be six people on each team*: Team 1, 2, 3, 4, 5, 6, 7, 8*. These team lists will be published in the eLearning channel for this class, and a hard copy will be given to you.

Paper 1 is due **on October 11.** It should not exceed 3000 words and must be in Word format (please, no PDFs). *Please submit your paper to daly@austin.utexas.edu*.

Option 1*:* Your team will identify an organization that is currently advocating for an issue in Washington, D.C. and then write a paper discussing the ways this organization is pitching or has pitched their idea. Your team selects one organization and its issue.

For instance, teams in the past have looked at:

- organizations advocating for statehood for D.C.
- the legalization of marijuana
- LGBTQ+ marriage
- funding Ukraine
- Congressional representation for D.C.
- improving eating behavior by Americans
- housing policy
- the DREAM Act.

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. 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 recent past that was successfully or unsuccessfully "sold" in DC.

For this option, you will interview 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.

For example:

- How did USMCA get passed (probably too broad) and signed into law?
- 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)?
- How did Biden's Administration negotiate the CHIPS and Science Act (maybe too broad)?
- How did the Trump Administration successfully change the leadership at some Ivy campuses?

- 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?

Goals*:* In both Paper 1 (as in Paper 2) 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 X (formerly 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.

Timeline*:* To successfully complete this paper, your team must follow this timeline.

1. **By Friday, September 26**: Critically, please confirm your organization and issue 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.

2. **On Thursday, October 2**, each team will have a check-in with Dr. Daly on Teams according to the following schedule. Please be prepared to provide an update on your work.

Time	Team
6:30-6:45 PM	1
6:45-7 PM	2
7-7:15 PM	3
7:15-7:30 PM	4
7:30-7:45 PM	5
7:45-8 PM	6
8-8:15 PM	7
8:15-8:30 PM	8

3. **By Saturday, October 11**, submit your completed paper by email to Dr. Daly.

Paper 2: How do people successfully influence and persuade in DC?

Format: Your task is to interview six people about their advocacy techniques and then write an integrative summary of what you learned from those interviews.

In this paper you should integrate materials from the *Advocacy* book. 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.

It is due **on November 7**. Paper 2 should not exceed 3000 words and must be in Word format (please, no PDFs). *Please submit your paper to* daly@austin.utexas.edu.

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

Goal: 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.

Late Assignments

Students should contact the professor to request any accommodations or additional time to complete the assignment.

Grading Policy

The total points earned out of 100 will determine your final grade.

Total points	Requirement
20	*Involvement in class*: Regular participation in class discussions. Students are expected to come to class prepared to discuss the material. 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.

80	*Papers*: Each paper will be worth 40 points total.

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.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or lower

Midterm grades will be posted by **October 18** and reflect student involvement in the first sessions of class. Final grades will be reported to your home UT System institution by **December 1, 2025**, and posted in accordance with their respective grade submission deadlines.

Course Policies

Attendance

You are expected to attend and actively participate in every session. If you are unable to attend a session, it is your professional responsibility to inform your professor as soon as possible to explain the circumstances.

Classroom Citizenship

All students and faculty must adhere to the Guiding Principles for Archer Fellows.
1. Archer Fellows represent not only themselves, but their home institutions, the Archer Center, the UT System, and the State of Texas.

2. The Archer Center expects all Archer Fellows to abide by the highest standards of conduct, demonstrating the utmost integrity, character, respect, and professionalism.

3. The Archer Center is committed to ensuring an enriching cohort and learning environment by selecting students with varying interests, fields of study, and political perspectives.

4. The Archer Center is committed to bringing together students who value constructive and respectful dialogue among individuals and groups with varying ideas.

5. Archer Fellows are expected to respect varying political, personal, and religious beliefs within the cohort and throughout the program.

6. As an educational program, the Archer Center sees all aspects of the Archer Fellowship experience as an opportunity for learning, from the application and internship search process to the academic, networking, professional, and fellowship opportunities provided throughout the semester.

7. The Archer Center and Archer Fellows have a shared commitment to open, honest, and timely communication.

Class Recordings

Unless the AccessAbility Resource Center 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 AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Reporting Sexual Misconduct and Sharing Confidential Information

Students considering sharing personal information in email or in person should be aware that all University staff, faculty, teaching assistants/associates, and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - UTDBP3102, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the following confidential resources, including, but not limited to:

1. the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255),
2. a health care provider in the Student Health Center (972-883-2747),
3. a clergyperson (or other legally recognized religious advisor) of their choice, or
4. an off-campus resource (e.g., a rape crisis center, doctor, psychologist).

Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the Title IX Coordinator by making a report online or by calling the Title IX Coordinator at 972-883-2306. Students may also contact the UTD Police Department (UTDPD) for emergency assistance; criminal reporting and investigation; information or assistance regarding protective orders or forensic sexual assault exams; or to request a police escort. In case of emergency, call 911. For non-emergency situations, students can reach the UT Dallas Police Department by calling 972-883-2222. For more information about available support and resources, students can visit the Office of Institutional Compliance (Support Services & Resources) webpage.

Pregnancy and Parenting

UT Dallas is committed to providing support and resources for pregnant and parenting students, faculty, and staff in accordance with Title IX, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Texas Education Code Section 51.982, and other applicable federal and state laws. Pregnant and parenting students are encouraged to

complete the Pregnant and Parenting Self-Identification Form located on the Office of Institutional Compliance's website. Submitting this form allows for a coordinated University effort to help facilitate support for pregnant and parenting students, such as early registration for parenting students and accommodations for pregnant students. For more information about the services and resources available to pregnant and parenting students, visit the Pregnant & Parenting Resources page and the Student Pregnancy and Parenting Nondiscrimination Policy.

Nondiscrimination

UT Dallas prohibits all forms of discrimination (including harassment) based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, disability, genetic information, or veteran status. UT Dallas further prohibits all forms of sex-based discrimination (including sex-based harassment). Students who believe they have been discriminated against or harassed in violation of University policy, or who believe that someone else has been discriminated against or harassed, are encouraged to directly report these incidents to the Office of Institution Compliance by making a report online or by calling the Office of Institution Compliance at 972-883-2306. For more information, see the University's Nondiscrimination Policy and Sexual Misconduct Policy. For additional information about available support and resources, see the Office of Institutional Compliance (Support Services & Resources) webpage.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week through UTD eLearning Helpdesk. The services include a toll-free telephone number, 1-866-588-3192, for immediate assistance, Educational Technology Services (eLearning) is available by email to request services. They also have an online chat service.

Student Conduct and Discipline

The University of Texas System Regents' Rule 50101 and UT Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the Student Complaints Resources within the online UT Dallas Undergraduate Catalog, and the Graduate Catalog.

UT Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the (Student Code of Conduct, UTDSP5003). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6330) and online at their webpage.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents'

Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Social Media Use

The Student Code of Conduct includes behaviors conducted via any digital platform. Students may not use any digital platform to seek or provide unauthorized assistance for any assignment done for academic credit. Students may not use any digital platform to impersonate or represent any person other than themselves. Please consult with your instructor regarding authorized assistance.

Academic Integrity

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Additional information is provided within their website.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found on their website.

Military-Affiliated Students

At the University of Texas at Dallas, we are committed to supporting our military and veteran students and their spouses and dependents as they pursue their academic goals. Recognizing the unique challenges faced by those who have served, we strive to create a welcoming and supportive environment. Please contact your instructor if you are on active duty, called to serve, or if any aspect of your current or past military service, or your family situation, makes it challenging to meet the course requirements or affects your academic progress. Your instructor is committed to supporting you and will work with you to address any complications.

The Military and Veteran Center (MVC) offers a range of resources and referrals to campus and community partners, ensuring that our military and veteran students can access the assistance they need. Whether it is academic advising, financial aid, or personal support, the MVC is dedicated to helping our students succeed and thrive in their educational journey.

Student Grievance Procedures

Procedures for student grievances are found in the university policy UTDSP5005. In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee,

adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Accommodations for Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the AccessAbility Resource Center (ARC), located in the Administration Building, Suite 2.224. They can be reached by email, calling 972-883-2098, or at their website. To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meeting with the Director of ARC at the beginning of the semester.

Religious Holy Days

UT Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*. Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the school's vice or associate dean, who serve as the President's designees for these rules. The vice or associate deans must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the vice or associate dean.
This information is also included in the online UT Dallas Undergraduate Catalog, and the Graduate Catalog.