Professor B. Welling Hall Tuesday, Thursday: 1:00

Office: LBC 234 Class Room: LBC 124 and Lilly Lab

wellingh@earlham.edu Optional Field Trip: 3/18 – 3/21

765-983-1208

Politics 300: Civic Engagement Toolkit for Legislative Process

Course Description:

This course is designed to prepare students for civic engagement by helping students translate how the work that they do in the liberal arts classroom is directly related to effective engagement in the legislative process. Students majoring in Politics, International Studies, and Peace Studies are especially welcome, although students with any liberal arts major may find that the skills and methods taught in the course will be useful preparation for internships and jobs in government or as lobbyists.

Over the semester we can anticipate some visits from representatives and staffers of elected officials. In addition to lobby training, the optional field trip will include some direct communication with elected officials in Washington, DC. (or, more likely, members of their staffs).

Although there is not an explicit prerequisite other than one introductory course in Politics, students must demonstrate competence in (1) fundamentals of American government, and (2) advanced English stylistics. All students **must** ace an English grammar and punctuation quiz by the time that early semester reports are due.

Course Objectives:

* Understand the daily work of a Congressional office.
* Learn the legislative priorities and communication styles of members of Congress.
* Develop a portfolio of writing samples that can be used in the process of securing government internships in Washington, DC or elsewhere.

Course Materials:

Required text: Strand, Johnson, Climer, *Surviving Inside Congress* (Congressional Institute, 2010)

Most course materials (not *Surviving Inside Congress*) will be available online or in the reference section of Lilly.

Evaluation:

This course will emphasize group drafting, redrafting, and editing as part of the process of electoral politics. At the end of the course, students will submit a final portfolio and will be graded based on a rubric such as the one attached below. Final evaluation in the course will also include some peer evaluation.

One anticipated special project will be doing the work of organizing a hearing and putting together a briefing book and preparing Members of Congress to question witnesses.

One project in this course will be a rapid-fire oral quiz in which you will need to assist your boss (in this case, your professor) in making an immediate decision.

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| **Politics 300: Political Communication Portfolio** |
| **Rubric for Final Evaluation** |
|  | **1** | **2** | **3** | **4** | **Total** |
| **Organization** | Individual assignments cannot be understood because there is no clear sequence of thought. | Assignments are difficult to follow because themes and topics jump around. | Material is presented in logical sequence which reader can follow. | Material is presented in a logical, engaging sequence which reader can follow easily. |  |
| **Mastery of Material** | Student does not demonstrate grasp of primary concepts in the course. | Student identifies main points in the reading for the course. | Student is at ease with several course concepts and provides some context. | Student demonstrates familiarity with the conceptual scheme of course authors, including some nuances. |  |
| **Synthetic Thinking** | Assignments make no connection from this course to other readings or events.  | Assignments make generic, unelaborated connection from this course to unspecified readings or events. | Assignments make unelaborated connection from this course to specific readings or events. | Assignments make original, insightful links from this course to other readings or events. |  |
| **Mechanics** | Assignments have four or more spelling errors and/or grammatical errors. | Assignments have three misspellings and/or grammatical errors. | Assignments have no more than two misspellings and/or grammatical errors. | Assignments have no more than one misspelling or grammatical error. |  |
| **Professional-ism\*** | Student's presentation is sloppy, i.e. marked by a lack of care, precision, or respect. | Student’s presentation tends to the sloppy side --misses several elements of professionalism. | Student’s presentation is careful, precise, and respectful. | Student’s presentation is noteworthy in its degree of professionalism. |  |
|  |  |  |  | **Total Points:** |  |

\* For more ideas about what constitutes professionalism, see http://myopenuniversity.com/download/mou\_pdf\_artical/how\_to\_be\_a\_professional.pdf

Course Schedule: Anticipate Change! We will need to make some adjustments depending on when various elected officials and/or staff are willing and able to meet with us.

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| January 14 | Class IntroActivities = quiz on fundamentals of US government, quiz on grammar and punctuation |
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| January 18 | Introduction to the Daily Work of a Congressional Office – Lilly LabRead: Chapter One of *Surviving in Congress*: “In the Beginning”Activities = group time putting together a presentation on individual member – Lilly Lab |
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| January 21 | Meeting Our Members – Lilly LabPrepare: Representatives Andre Carson, Mike Pence, Betty McCollum, John Boehner; and Senators Richard Lugar and Bernie SandersActivities = putting together a schedule for a member of Congress  |
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| January 25 | First Steps in a Congressional Office – LBC 124Read: Chapter Two of SiC: “A Job or A Career?”Update: What have our members been up to?Activities = read through some files, what is the variety of issues that a Member of Congress might have to confront?  |
| January 28 | Preparing Talking Points for Constituents – Lilly LabUpdate: what have our members been up to?Read: CRS backgrounder on speech writing Activity: Research for Talking Points |
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| February 1 | Day to Day Work with Constituents – Lilly LabRead: Chapter Three of SiC: “Who’s Who?”Update: What have our members been up to?Activity: Research Answers for Letters to Constituents Note: Steve Butler’s sociology class, “Institutions and Inequality,” will provide letters for us to write responses to. |
| February 4 | Mail, mail, mail – Lilly LabUpdate: what have our members been up to? Activity: Writing Letters to Constituents #2 |
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| February 8 | **Required Evening Session** with Jim Cason from Friends Committee on National Legislation |
| February 11 | NO CLASS |
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| February 15 | What constituents and interest groups want – LBC 124Read: Chapter Fourteen of SiC: “Working with the Private Sector”Update: What have our members been up to?Lecture: reform of the JJDPA |
| February 18 | NO CLASS (Spring Break) |
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| February 22 | What constituents and interest groups want – Lilly LabUpdate: what have our members been up to?Activity: Write a letter on behalf of constituent  |
| February 25 |  Non-Binding Resolutions – Lilly LabUpdate: What have our members been up to? Activity: Practice Writing a Non-Binding Resolution |
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| March 1 | The Genesis of a Law – Lilly LabRead: Chapter Five of SiC: “The Genesis of a Law”Update: what have our members been up to?Activity: Put together a findings section for a bill |
| March 4 | Introducing a Bill – Lilly LabRead: Chapter Six in SiC: “Formal Introductions” and CRS backgrounder on speech writingUpdate: what have our members been up to?Activity: Write a one-minute on a bill |
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| March 8 | Looking at Budgets and Appropriation Language – LBC 124Read: TBAUpdate: what have our members been up to?Activity: Putting Together Report Language |
| March 11 | Working with the Press – LBC 124Read: Chapter Nine in SiC: “Keys to Communication”Update: what have our members been up to?Activity: Write a Press Release |
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| March 15-17 | SPRING BREAK |
| March 18-21 | FIELD TRIP to FRIENDS COMMITTEE ON NATIONAL LEGISLATION YOUNG |
|  |  ADULT LOBBY WEEKEND |
| March 22 | FIELD TRIP continued |
| March 25 | NO CLASS |
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| March 29 | Communications Strategy – Lilly LabRead: Chapter Ten in SiC: “Strategic Communication”Update: what have our members been up to?Activity: Evaluate Congressional websites |
| April 1 | Making Change Happen -- Lilly LabRead: Chapter Twelve in SiC: “Leading Major Change”Update: what have our members been up to?Activity: Organizing a Hearing. We will be in touch with several Ford-Knight projects for student researchers to serve as expert witnesses. |
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| April 5 | Making Change Happen continued – Lilly LabUpdate: what have our members been up to?Activity: Organizing a Hearing continued |
| April 8 | **Holding a Hearing/Questions – LBC 124** |
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| April 12 | Decision Memo on Hot Topic – Lilly Lab |
| April 15 | Decision Memo on Hot Topic continued – Lilly Lab |
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| April 19 | The Role of Public Opinion – Lilly LabRead: Chapter Eleven in SiC: “Public Opinion and Public Judgment”Update: what have our members been up to?Activity: Talking Points again (controversial issue) |
| April 22, 26 | Work on Portfolios |
| April 29 | Course Conclusion |