

**Spring 2008**

## **PMgt 233: GRASSROOTS POLITICS**

**Course Summary:** The objective of this course is to teach students how to think strategically while managing tactics for grassroots lobbying, constituency building, and public issue advocacy at the local, state, and national level in the U.S., and in emerging democracies abroad. We analyze how to identify and motivate people to participate in grassroots organizations. We look at the different tactics and techniques used when engaged in organizing people to achieve one's objective in the three primary political venues: (1) to run the political campaign either for a candidate or a cause, (2) to lobby for/against a pending legislative proposal or regulation, and (3) to change community attitudes on an issue, that is, to change the current authorizing environment underlying the way in a community views an issue. We also explore the difference between using grassroots tactics to try and advance an agenda versus using such tactics to halt an action, and the use of "grasstops" versus "grassroots." We clearly demark the instant organization used in campaigns for elections and legislative issues vs. long-term efforts to change the way a community deals with an issue, i.e., the current authorizing environment, to build an organization that truly grows from the bottom – up.

Students are expected to have read **Sections 1 & 4, the Magazine, and the Book Review** sections of the **New York Times** every **Sunday** and encouraged to have read the **Business Section** and the **Arts & Leisure Section** to identify grassroots themes. Unannounced quizzes may occur. Each student will be assigned one or more books (or sections thereof) and required (1) to summarize in a written format the essential points as they relate to enhancing grassroots organizing skills and understanding; (2) to prepare for the class a PowerPoint presentation which – in 10 minutes – presents an outline of the highlights for discussion; and, (3) to lead a discussion which includes challenges to cross-reference the report to other readings. Guest lecturers will address selected subjects. The final exam will be drawn from the lectures, the text; the student reports/reading assignments, and the subjects raised by guests.

**Instructor:** Edward A. Grefe is the author of two books on the subject as well as numerous articles. He is the Senior Political Analyst for Aristotle International, which has been developing grassroots organizations in the U.S. since 1982. Mr. Grefe has organized grassroots groups nationwide and abroad for nearly 40 years. In 1997, the Public Affairs Council credited him as the "inventor of corporate grassroots."

**Hours** – Call 994.8934 (O), or 703.346.2048 (Cell) or EMAIL: grefe@gwu.edu, or a note in my GSPM box.

**Textbook:** Grefe, Edward A., & Linsky, Martin, *The New Corporate Activism: Harnessing the Power of Grassroots Tactics for Your Organization*, McGraw-Hill, Inc., NY, 1995. **NOTE:** Abbreviated “NCA”.

**Grading:** The course includes a group research project (30%), presentations on assigned readings (30%), a final exam (30%), class participation + NYT quizzes (10%).

PMgt. 233 – Jan 2006 - Readings:

Alinsky, Saul, *Reveille for Radicals*, Vintage Books, 1969; and *Rules for Radicals*, Vintage Books, 1971. (See selected readings)

Carson, Rachel, *Silent Spring*, Houghton Mifflin, 1962.

Carter, David, *Stonewall*, St. Martin's Griffin, NY, 2004, Prologue & Conclusions

Cleaver, Eldridge, *Soul on Ice*, Dell, 1968.

Commager, Henry Steele, *The American Mind*, Yale University Press, 1950. (Preface, Chapter 5)

Friedman, Tom, *The Lexus and the Olive Tree* (Farrar, NY 1999), Ch 1, 3, 10, 20

Gardner, James N., *Lobbying in the European Community*, all of Chapter 6, Chapter 7 (Section A., Subsection 5, Section B. Sub 1, and introductory portion on Section C), and, in Chapter 8 (only Section B. Subsection 1)

Garreau, Joel, *Edge City*, Doubleday, 1991

Gladwell, Malcolm, *The Tipping Point*, Little Brown & Co, New York (Intro, 1, 2 – to end of “9” p 74, 8, Afterword)

Gonzalez, Juan *Harvest of Empire, A History of Latinos in America*, Viking, NY, 2000 - Introduction, Pt. III, and Epilog

Grefe, Edward A., *Fighting to Win: Business Political Power*, Harcourt Brace, Inc., NY, 1981. (Chap 9)

Harris, Phil & Fleisher, Craig, *The Handbook of Public Affairs*, Chapter 11

Helminiak, Daniel A., *What the Bible Really Says About Homosexuality*, Alamo Square Press, NM, Foreword, Preface to 1<sup>st</sup> Ed., Chapt.1, 2, 3, 9

Jong, Erica, *Fear of Flying*, Holt Rinehart & Winston, 1973.

Keller & Berry, *The Influentials*, The Free Press, NY, (1, 2)

Lakoff, George, *Don't Think of an Elephant* (Chelsea Green, VT). Chap 1, 2, & 7

Manheim, Jarol, *Death of a Thousand Cuts*, Erlbaum. Mahwah, NJ, 2001 (Chaps 1, 9 & 14)

Meredith, Judith, *Lobbying on a Shoestring*, Auburn House Publishing Co., 1989, (pp 1 – 28).

Nader, Ralph, *Unsafe at Any Speed*, Grossman, 1965

Putnam, Robert D., *Bowling Alone*, Simon & Schuster, NY, 2000, (Chaps. 1-7)

Qazwini, Hassan, *American Crescent, A Muslim Cleric on the Power of His Faith, the Struggle Against Prejudice, and the Future of Islam and America*, Random House, (Pref, Chap 4, pp 115-126, Chap 7, pp 200-205, para "Today", p. 219.

Rheingold, Howard, *Smart Mobs*, Basic Books, Cambridge, MA, 2002 (Intro, 7 [pp 157-164 & 174-186], 8)

Riesman, David, *The Lonely Crowd*, Yale University Press, 1950 & 1961 (Chap 1 through "The Three Types Compared"; Chaps 5, 6, 7, and 8).

Sabine, George H., *A History of Political Theory*, 3<sup>rd</sup> Edition, Holt, Rinehart & Winston, NY, 1961. (Chaps. I, II, III, IV, V, VI, X [pp. 187-194], XVII, XXIII, XXV, XXVIII, XXXII [pp. 705-715]).

Sharp, Gene, *From Dictatorship to Democracy*, The Albert Einstein Institution, Boston, MA, 1993

Whyte, William H., *The Organization Man*, Simon & Shuster, 1956, Chapters 1, 2, 5, & 10.

Wittenberg, Ernest & Elisabeth, *How to Win in Washington*, Basil Blackwell, Cambridge, 1989, (Part II – and compare pp. 44-49 with NCA pp. 45-51).

Wolfe, Alan, *One Nation, After All*, Viking, 1998, (Chaps. III, IV, & V).

Wu, Frank H., *Yellow*, Basic Books, 2002, Chapters 1 & 2

PMgt. 233 – Jan 2008: COURSE OUTLINE

NOTE: “&” means 2 presenters; “+” means same presenter more than one book.

1. Jan. 17 – **Grassroots in Context: An Overview.**

GUEST – Contact ASAP Susan Wiley – [wiley@gwu.edu](mailto:wiley@gwu.edu)

2. Jan 24 – **Understanding the American Ethic: Concepts Role and Rights of Citizen in State – Greeks to Today.**

READ: NCA Preface & Intro

PROJECT REVIEW – TEAMS ASSIGNED – BEGIN MEETING TO SELECT TOPIC

**3. NOTE: NO CLASS NEXT WEEK – SEE ASSIGNMENT TO RE-PLACE MISSED CLASS**

4. Feb. 7 – **Motivating People to Get Involved: The Psychologies that Motivate People, and Messages that move people to participate in the U.S. Grassroots Mobilization**

READ: NCA 1 & 2

PRESENTATION: Alinsky & Alinsky

PROJECT: Title Due – community selected – completion 4/26, formal presentation/defense 5/3

5. Feb. 14 – **Political Campaign Grassroots**

PRESENTATION: Whyte & Putnam

GUEST: Raul Damas, Pfizer Sr. Public Affairs Mgr., former Rove’s aide in Political operation at WH, former head of coalitions, RNC

6. Feb. 21 – **Legislative/Regulatory Grassroots**

READ: NCA Chap 3

GUEST:

PRESENTATION: Gladwell + Wolfe

PROJECT: Survey Okayed by Susan Wiley

7. Feb. 28 – **Analyzing the Authorizing Process – Community Advocacy Grassroots**

READ: NCA Chap 4 & 5

PRESENTATION: Nader & Jong

PROJECT: VISION of group your team will represent vs. issue as you have chosen to frame it, background of issue

**8. Mar. 6 – **Determining & Organizing the FAMILY** – emotional arguments to involve volunteers**

**READ:** NCA Chap 4 & 5

**PRESENTATION:** Cleaver & Carson

**9. Mar. 13 – **Determining & Organizing the FRIENDS** – economic arguments to involve volunteers**

**READ:** NCA Chap 4 & 5

**PRESENTATION:** Wu & Gonzalez

**PROJECT:** The AUTHORIZING ENVIRONMENT – literature search plus survey results – a profile of the community

**GUEST:** Brent McMillan, National Political Director, Green Party

**10. Mar 27 - **Defining & Organizing the Strangers** – intellectual arguments, the “lateral Arabesque,” seeking out the mavens or the “inside dope-sters”.**

**READ:** NCA Chapter 6

**PRESENTATION:** Carter + Helminiak

**PROJECT:** The Family, the Friends

**GUEST:**

**11. Apr. 3 – **Micro-targeting: Direct Mail, Phone Banks – Campaigns & Community Advocacy – Building Databases****

**PRESENTATION:** Grefe (FTW) + Meredith + Wittenberg

**PROJECT:** The Strangers + a profile of a two-three “mavens” you would recruit to co-chair your 3<sup>rd</sup> party organization; and, a profile of an organization whose endorsement you will seek as an active coalition partner that has NOT heretofore been involved in this issue but you hope to persuade to join.

*GUEST: Mark Serrano, Pro-Active Communications*

**12. Apr. 10 — **Uses of the Internet to Identify & Communicate; Analyzing Results & Reporting Progress****

**PRESENTATION:** Riesman & Keller-Berry + Commager

**PROJECT:** The foes, the media. With foes, documentation. With media, include profile of one beat reporter plus why you think s/he will support your arguments on this issue

**GUESTS:** Evan McMorris-Santoro and Jenny Towns, VOXANT

**13. Apr. 17 – 1. **Activities to Involve Volunteers initially & to Maintain their Enthusiasm – Training for (a) the “trainers” and (b) the volunteers; 2. Using Grassroots to Influence the Media** – using grassroots organizations to influence the community via the media**

**READ:** NCA Chapter 7 + 8

**GUEST**

**PRESENTATION:** Harris-Fleisher + Rheingold

PROJECT: The databases, the site, the bibliography plus ANY FINAL CHANGES/EDITS I recommended

13. Apr. 24 – **Global Grassroots – Parliamentary Uses & Challenging**

**Dictatorships:** Uses of the process to build grassroots/constituent networks in parliamentary systems, emerging democracies; and to challenge dictatorships

READ: NCA Chapter 9 & 11

PRESENTATION: Sharp & Gardner + Friedman

**NOTE:** Teams turn in written PROJECTS. Each team will provide me with 2 copies; plus Executive Summary (# based on #of teams + 1 for ea judge & 2 extra for me)

15. May 1 – **Group Presentations**, Rebuttals, Final Take Home exams and team member presentations distributed – Location to be announced.

May 8<sup>th</sup> – **FINAL EXAM & TEAM MEMBER EVALUATIONS DUE** – Note: Any exam not emailed to me or turned in to my box at the GSPM by 6:00 PM will automatically have the final grade reduced by a half point

## GRASSROOTS PROJECT OUTLINE

Here are the instructions given to the judges. Based on what the judges are seeking in understanding your project, proceed according:

**TO THE JUDGE: Assume you are the CEO of a company or association or non-government organization that is not-for profit. The students will tell you whether they now work for you – that is, they are your current employees or volunteers – or they seeking to become your organization’s public affairs consultants.**

**Thus, the team is trying to convince you to move forward and to put them in charge of organizing the campaign.**

As either an employee or a consultant they need to answer any questions you may have regarding the way their will organize the grassroots coalition to deal with your issue, including but not limited to:

1. An understanding of the ISSUE, its BACKGROUND and the authorizing environment in THE COMMUNITY in which the attempt to organize a grassroots campaign will be run, and the message they'll deliver. THIS CAMPAIGN WILL BE ABOUT CHANGING THE CURRENT VIEW OF THE COMMUNITY towards this issue and YOUR ORGANIZATION.
2. The PLAYERS involved in the issue – that is the people or organizations, both FOR and AGAINST the stand your company/association/NGO is taking on the issue. Some of those FOR may have an emotional reason (Family), some an economic reason (Friends). There will also be a group not yet committed who represent the target audience for winning a majority of people to your side of the issue – because of an intellectually compelling argument. This last group we call STRANGERS. Foes are opposed. The opposition is to be analyzed and verified in the presentation.
3. A program for involving the players that includes training and sample materials - how to write a letter to the editor, how to contact/recruit a neighbor, etc.
4. Identification of media – especially key beat reporters – profile at least one and have a program for reaching out to the media to get them interested in story.
5. A sample profile of a key individual or potential board member who should be recruited to help lead the THIRD Party advocacy effort.
6. A sample profile of an organization that should become an ally – and why.
7. Evidence that they know how to construct databases that will track all relevant information.
8. A credible bibliography, indicating all the research that has been done on this issue.

**In short, the team needs to demonstrate to you that it knows how to proceed to build a grassroots organization and coalition that it can mobilize on your behalf in order to change or build upon the existing authorizing environment to win support within the community for your organization's position on the issue. If the team can do that – and they answer all your questions – they deserve an “A”.**

PMgt. 233 – Jan 2008

## **PRESENTATIONS**

The person assigned to read and present must email me the **three** required items by COB on the **Friday** preceding day of presentation – (1) written summary of assigned reading, (2) questions from NCA that are pertinent to the reading and the lecture, (3) PowerPoint key or salient points of summary. Edits will be returned by Monday, and final sent to all to read by COB of the Wednesday preceding class. Everyone is expected to have read notes and be ready to discuss. Presenter leads discussion and asks the questions presented at end of notes. Grade for presentation includes meeting deadlines.

There are **TWO** parts to your presentation. Both affect your grade equally.

1. A. The **written** summary of your assigned reading that focuses on the message being delivered and places the material you've read – together with the author (*if applicable*) – within the context of a course on grassroots politics. In other words, how does knowing what you have read help a grassroots organizer? And what role – if any – has the author played in grassroots developments?  
  
B. Your written summary will also include **questions you will raise for discussion** based on the assigned reading from NCA. You may also be asked to respond to relevant articles from Sunday's *New York Times*.
2. A **PowerPoint** summary of your assigned reading touching on the main themes, etc., and their application to grassroots organizing. This presentation is to be completed in **TEN MINUTES**. The balance of your presentation will be to lead the class in questions relevant to the book and the application of ideas to grassroots organizing.

**YOUR PRESENTATION WILL BE TIMED.** So **please practice** your presentation so that its length **DOES NOT EXCEED** 10 minutes, less if possible, to allow up to 20 minutes for class discussion of the presentation and the questions you have raised.

My suggestions for your written and PowerPoint presentation will be returned to you on Monday, and your now edited, written summary is to be emailed to the other members of the class on Wednesday.