



**PR 458: Political Public Relations and
Advocacy
4 Units**

Fall 2023 – Wednesdays – 2-5:20 p.m.

Section: 21280R

Location: ANN L115

Instructor: Dan Schnur

Office: ANN lobby

Office Hours: Wednesdays, 12:30-1:30 p.m. (in person),
Tuesdays, Thursdays, Fridays by appointment (Zoom)

Contact Info: dan.schnur@mindspring.com

Course Description

This course will teach public relations strategy and tactics in the context of a political campaign, but the key concepts will be applicable to almost any persuasive and motivational messaging challenge in the public, private or non-profit sectors.

Students will learn the principles of campaign message development, and will be asked to practically apply those lessons by developing campaign messages of their own for both real and hypothetical candidates. They will be asked to attempt to deliver campaign messages as well, both in writing and in classroom exercises that require them to assume the role of both candidate and campaign strategist by participating in mock news conferences, ad tests, and other simulations of real-life campaign experiences.

Students with an interest in politics and government will benefit from the ongoing discussion of contemporary and historical political activity as a regular feature of the course. Those students considering careers in politics and government will benefit from access to an instructor with real-world experience in these fields, as well as practical written and in-class exercises designed to help them understand the unique requirements of political messaging. Other students who are preparing for careers outside of politics and government will find the real-world framing of this course to be a useful complement to other classes in the Public Relations major.

Rather than engaging in a philosophical debate over the relative merits of various candidates and causes, we will instead use this course to examine the inner workings of the political communications and advocacy processes and the ways that political messages are communicated to the voting public. Instead of arguing the relative merits of liberals vs. conservatives and Democrats vs. Republicans this course will focus on how successful campaign operatives of both parties and all ideologies develop, target and deliver a message to voters.

The role of both the instructor and the students are much more participatory than in a traditional classroom atmosphere. While the first portion of class is devoted to traditional lecture on a pre-assigned topic, students are expected to play an active and involved role in the form of questions, comments, or analysis on the topic at hand. The second half of each class requires even more involvement: it is devoted to a class discussion of contemporary politics or government (in the context of that week's topic) or to

the students' involvement in a series of classroom activities and group presentations designed to simulate actual communications and messaging activities.

We will devote the bulk of the course to discussing the practicalities of campaign politics, with a specific emphasis on campaign strategy and messaging. We will focus on the means by which a campaign develops its message, and how that message is communicated through the news media, paid advertising, online communications and social media. The class will also examine the broader strategic and tactical questions, which guide a campaign's operation.

By learning about how candidates develop and deliver a campaign message to build public and political support, students will be able to apply those communications techniques and concepts toward messaging goals in the fields of private sector public relations, non-profit advocacy work and other professional and community-based projects,

We will also take a broader look at the American political system: its strengths and weaknesses, the relationship between politicians and the voters and the changing influence of the news media on the political process. The 2016 and 2020 campaigns upended many long-held assumptions about the interaction between candidates, voters, and media. We will discuss how the changing nature of those roles impacts not just politics but other areas of society as well.

Although the communications and messaging concepts will be discussed in the context of a political campaign, extensive prior knowledge about the political system is not necessary – as long as the student is interested in learning about more about American politics heading into next year's elections.

Student Learning Objectives

- Analyze a political candidate's campaign message when delivered through news, paid, and digital media
- Research voter behavior to understand election results
- Develop a candidate message to build voter support
- Create news conferences, paid advertising and digital message to motivate and persuade voters
- Construct campaign strategy to elect real-world candidate to office

Course Notes

Class will meet in person. Lectures will be posted online, but watching the lecture online outside of class should be an addition to – rather than a substitute for – class attendance

Description and Assessment of Assignments

Students will complete a series of 1-2 page and 5-page assignments over the course of the semester that will serve as the foundation for the final semester project – a communications strategy designed to elect a candidate to political office. Each assignment will receive written and verbal feedback to help the students move on to the next step.

The students will be asked to participate on a regular basis, offering their own thoughts on the assigned reading and on contemporary news events. (Students will be given the specific topics for discussion in advance so they will be able to properly prepare.)

Students will be encouraged to share their own experiences and to apply them to classroom discussion, and grow to understand that the most effective way to persuade and/or motivate an audience toward

your goals is to understand their perspectives, backgrounds and experiences, and to demonstrate respect when addressing and acknowledging differences between the communicator and their audience.

Students should demonstrate respect for fellow classmates, guest speakers and to me. This includes appropriate use of personal technologies during class and conducting yourself in a mature way that supports everyone's learning. The course will include in-class discussions and student presentations, so students should be thoughtful listeners and regular contributors.

Grading

a. Breakdown of Grade

Assignment	% of Grade
Class participation, discussion and homework assignments	10%
Midterm	20%
Semester Project	60% total
<i>a. Final Paper</i>	40%
<i>b. Candidate Research Summary</i>	10%
<i>c. Voter Targeting Summary</i>	10%
In-Class Final Exam	10%
TOTAL	100%

b. Grading Scale

Course requirements are simple: show up, do the reading, participate in classroom discussion and exercises and complete all written assignments on time. A short midterm, based on the first several weeks of reading and lectures, will represent twenty percent of the course grade.

The centerpiece of the course will be a semester project for which students will research and write a full campaign plan that you would submit to a candidate for office. This plan will encompass all facets of campaign strategy, message development and communication and voter targeting. Students will rely on class lectures and reading for the bulk of the necessary information, although a good amount of independent research will be required as well.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B- (B minus)	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)

84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F
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c. Grading Standards

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included, as listed on final paper outline. Provides substantiation for all strategic assumptions. Excellent organization and flow; original thinking.

“B” projects have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed. Most required elements included, including substantiation for most strategic assumptions. Good organization and flow; some original thinking.

“C” projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. Several required elements missing or poorly displayed. Substantiation not provided for many strategic assumptions. Fair organization and flow; little original thinking shown.

“D” projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly edited and/or proofread. Many required elements missing or poorly displayed. Substantiation not provided for any strategic assumptions. Poor organization and flow; no original thinking shown.

“F” projects are not rewritable, late without instructor approval or not turned in.

d. Grading Timeline

All assignments will be graded and returned along with written feedback within seven days of submission. Students will have the opportunity to meet with the instructor within seven days to clarify and address any grade-related concerns.

Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will have points deducted.
- B. Assignments must be submitted online to the instructor’s personal email account: (dan.schnur@mindspring.com)

Required Readings and Supplementary Materials

Why We’re Polarized

by Ezra Klein (Profile Books)

Them

by Ben Sasse (St. Martin's Press)

Notes from the Cracked Ceiling

by Anne Kornblut (Crown Publishers)

A Return to Normalcy?

by Larry Sabato (Rowman & Littlefield)

Inside Campaigns

by Will Feltus, Ken Goldstein, and Matthew Dallek
(Sage Publishing/CQ Press)

Additional Reading: Students are expected to be aware of current events and issues and are encouraged to read at least one daily newspaper per day, watch local and national news programs, and monitor

online coverage of California and national politics and government. The following sites are recommended for comprehensive coverage: The Politico (www.politico.com) and Rough & Tumble (www.rtumble.com).

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

Add/Drop Dates for Session 001

(15 weeks: 8/21/2023 – 12/01/2023; Final Exam Period: 12/6-13/2023)

Link: <https://classes.usc.edu/term-20231/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, September 12, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.]

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, November 10, 2023

Course Schedule: A Weekly Breakdown

Week 1/August 23 – Class Introduction and Overview

- Introduction of course: expectations, weekly assignments, reading and discussion
- Competition for Voters' Attention
- Expanding Voters' Window of Opportunity
- Reading Assignment for 8/30: *Notes From the Cracked Ceiling* (Introduction - Chapter 3), *Inside Campaigns* Chapter 1 and Chapter 5)

Week 2/August 30 – Message Development: Importance of Biography

- Biography as Foundation for Campaign Message
- Biography as Credibility Basis for Issue Discussion
- Using Biography to Connect with Voters
- Reading Assignment: 9/6: *Cracked Ceiling* (Chapters 4-6), *Return To Normalcy* (Chapters 1-3)
- Writing Assignment for 9/8: Topics for final project

Week 3/September 6 – Elements of Message Development

- Central elements of message development
- Candidate Guidelines for Issue Selection
- Message Reinforcement Techniques

- Writing Assignment for 9/8: Topics for final project
- Reading Assignment for 9/13: *Cracked Ceiling* (Chapters 7-8), *Why We're Polarized* (Chapters 1-4), *Inside Campaigns* (Chapter 6)
- Writing Assignment for 9/15: 1-2 page Message Development Exercise

September 8 – Topics for final project due

Week 4/September 13 – Message Development: Understanding the Landscape through Political Research

- Self and Opposition Research
- Demographic and Geographic Voter Research
- Issue Research: Planning for Voter Interest Level
- Reading Assignment for 9/20: *Them* (Chapters 1-4), *Return to Normalcy* (Chapter 4, 5)
- Group Assignment for 9/20– Group Project #1
- Writing Assignment for 9/15: 1-2 page Message Development Exercise

September 15 – 1-2 page Message Development Exercise due

SECTION II: ENGAGING THE ELECTORATE AND THE OPPONENT

Week 5/September 20 – Message Delivery: Targeting the Message

- Identifying Voting Trends: Persuasion vs. Organization/Motivation
- Motivating Supporters/ Persuading Undecided Voters
- Voter Groups – Characteristics and Influence
- Reading Assignment for 9/27: *Why We're Polarized* (Chapters 5-6), *Return To Normalcy* (Chapters 9, 10), *Inside Campaigns* (Chapters 2-3, pp. 171-191)
- Writing Assignment for 9/29: Candidate Message Summary
- **Group Project #1 Due**

Week 6/September 27 – Message Delivery: Messaging through News Media Coverage

- Objectives of News Media Relations
- Use of Public Events for Message Reinforcement
- Preparing for reporters' question
- Writing Assignment for 9/29; Candidate Message Summary
- Reading Assignment for 10/11: *Them* (Chapter 5-6), *Return To Normalcy* (Chapters 11)
- Writing Assignment for 10/13 : Candidate Research Summary

September 29 – Candidate Message Summary Due

Week 7/October 4 – Midterm

Week 8/October 11 – Message Delivery – Principles of Paid Media and Advertising

- Goals of broadcast advertising, mass communication

- Nonverbal messaging/message reinforcement
- Advantages/Disadvantages of paid media
- Writing Assignment for 10/13 : Candidate Research Summary
- Reading Assignment for 10/18: *Why We're Polarized* (Chapters 7-8), *Inside Campaigns* (Chapter 7, pp 149-170)
- Writing Assignment for 10/20: Voter Research Summary

October 13 -- Candidate Research Summary Assignment due

Week 9/October 18 – Messaging Options in Paid and News Media

- Establishing candidate's positive credentials
- Focusing on opposition: negative/comparative messaging
- Coordination between paid/news media
- Writing Assignment for 10/20: Voter Research Summary
- Reading Assignment for 10/25: *Them* (Chapter 7), *Inside Campaigns* (pp.192-204)
- Group Assignment for 10/25– Group Project #2

October 20 – Voter Research Summary due

SECTION III: DIGITAL MEDIA AND ADVANCED MESSAGING

Week 10/October 25 – Campaigning Online: Goals and Impact

- Trends in online communications
- Persuasive vs. motivational campaigning
- Online news/paid media
- Reading Assignment for 11/1: *Inside Campaigns* (Chapters 11-12, Appendix A), *Return To Normalcy* (Chapters 6-8, 13)
- Writing Assignment for 11/3: Voter Research Summary
- **Group Project #2 Due**

Week 11/November 1 – Campaigning Online: Social Media and Voter Contact

- Motivating, organizing supporters for voter contact
- Volunteer and grassroots outreach
- Trading message control for supporter involvement
- Writing Assignment for 11/3: Voter Targeting Summary
- Reading Assignment for 11/8: *Them* (Chapter 8- conclusion), *Why We're Polarized* (Ch. 9-10)

November 3 – Voter Targeting Summary Assignment due

Week 12/November 8 – Advanced Voter Contact: Demographic Outreach

- Direct mail in digital era
- Visual message reinforcement
- Closing messaging in mail and email

- Reading Assignment for 11/15: TBD
- Writing Assignment for 11/17: Final paper

Week 13/November 15 – Campaigning Online: Data Analysis and Voter Outreach

- Integrating social and traditional media
- Data analysis
- Online targeting
- Writing Assignment for 11/17: Final paper

November 17 – Final Paper due

Week 14/November 22 – No Class: Thanksgiving Break

SECTION IV: WRAPPING UP/FINAL THOUGHTS

Week 15/November 29 – Advanced Strategy: Damage Control, Crisis Communications and Staying on Message

- Reviewing assignment for class final
- Leadership/Career discussion
- Course Evaluations/Recap
- Writing Assignment for 12/1: Final paper
- **Group Project #3 Due**

Final Exam Period/December 8 (2-4 P.M.) – Class Final

Students: Be advised that this syllabus is subject to change based on the progress of the class, news events, and/or guest speaker availability.

Policies and Procedures

Additional Policies

Classes will be posted on Blackboard, but student in-person attendance is preferred. If you're not able to attend class, I ask that you let me know in advance. You'll be responsible for watching the class video by the time class meets again the following week, but I am happy to meet with you as well to make sure you're caught up on what you missed. You will be expected to check your USC email accounts daily for class updates.

Class Involvement and participation

As noted earlier in the syllabus, class participation will count for ten percent of your semester grade. The syllabus is divided into three modules (one per month). Students will receive participation points for each of three modules. Each student's semester participation grade will be calculated as an average of their participation during the two modules of the three in which they compile the greatest number of participation points. Students can earn points for their participation grade in the ways described below.

- A. **Breakout Rooms** – Students will be encouraged to attend a 30-minute Breakout Room on a Monday, Tuesday, or Thursday every other week throughout the semester (six sessions total). You will work with the Instructor to determine which days/weeks you will attend. The sessions will focus on a current events discussion based on the topics outlined in class that week, to prepare for assigned group presentation projects, or to receive guidance on upcoming tests or written assignments. Breakout Rooms will meet the weeks of September 11-14, September 25-28, October 2-5, October 16-19, October 30-November 2, November 13-16) *6 points per breakout session. Maximum of 12 points per section.*
- B. **In-Class Participation** – Students are expected to participate in class on a regular basis, with questions during lecture or comments and/or questions during discussion of the assigned reading and current events. Students can also earn a participation point each week by submitting three questions or short comments in writing before class begins. *1 point per in-class –maximum 2 points per week, 8 points per section*
- C. **Group Presentations** - Each student will participate in three small-group projects over the course of the semester, which will involve jointly writing a script for a live presentation. These projects will be presented to the entire class, and they must be submitted to the Instructor at the beginning of class on the day they are due. *4 points per presentation. Maximum 4 points per section.*

Point Thresholds – A=18-24 points, B= 11-17 points, C=10 points or less, (All numbers will be calculated after each monthly section. The three section grades will be averaged at the end of semester)

Alternative ways to earn participation points – Students with scheduling or Internet connection challenges can contact the instructor and be given an alternative way of earning participation points unavailable to them in the Breakout Sessions or Group Projects.

Communication

In addition to weekly office hours on Wednesdays, I am also available for individual and small group online meetings on Tuesdays, Thursdays and Fridays if scheduled in advance. For written correspondence, students should use my personal email address (dan.schnur@mindspring.com) rather than a USC email address. I will respond to all emails within 24 hours.

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

Academic Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to:

Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.
- Failure to disclose the use of generative artificial intelligence (AI) tools in completing assignments and assessments.

The USC Annenberg Public Relations and Advertising program views generative AI as an addition to USC's digital literacy tools that students are encouraged to experiment with and use inside and outside the classroom. Students may use generative AI tools such as Chat GPT to help complete their class assignments, but must disclose such use in the bibliography section. Students are solely responsible for

the accuracy of their documents, regardless of whether they were completed with the aid of generative AI.

USC School of Journalism Policy on Academic Integrity
https://catalogue.usc.edu/preview_entity.php?catoid=16&ent_oid=3459

“Since its founding, the School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an “F” on the assignment to dismissal from the School of Journalism.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Annenberg Student Success Fund <https://annenberq.usc.edu/current-students/resources/annenberq-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund <https://annenberq.usc.edu/current-students/resources/annenberq-scholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover

full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Dan Schnur has taught at USC since 2004. Dan is also an Adjunct Instructor at UC—Berkeley and has taught at Harvard University's Kennedy School.

Previously, Dan worked on four presidential and three gubernatorial campaigns and served as the national Communications Director for Senator John McCain's 2000 presidential campaign. In 2010, Dan was appointed Chairman of the California Fair Political Practices Commission (FPPC). Dan is now registered as a No Party Preference voter and ran as a non-partisan candidate for California Secretary of State in 2014.

Dan is a board member of the Los Angeles Museum of the Holocaust, the Los Angeles World Affairs Council, the Center for Asians United for Self Empowerment (CAUSE) and as an advisor to the Hispanas Organized for Political Equality (HOPE) leadership training programs. He is the former LA Director for the American Jewish Committee and serves as an advisor to the LA Jewish Federation.