

**The Evergreen State College**  
**Master of Public Administration Program**  
**Advocacy and Social Change – Spring 2016**  
**Seminar II C 3109**

| <u>Faculty</u> | <u>Email</u>        | <u>Phone Office</u> | <u>Office hours</u> |
|----------------|---------------------|---------------------|---------------------|
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**TESC MPA MISSION STATEMENT**

**“Be the Change”**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

**COURSE DESCRIPTION**

Advocacy for Social Change is a process that can take many different forms. This course includes an overview of advocacy generally, the use of media in advocacy, the role of legal advocacy, influencing policy makers, a look at specific social movements, and community based advocacy. The class will be participatory, including the use of workshops, film, seminar and guest speakers. The major areas drawn from for illustrative purposes are Indigenous movements, public health and environmental justice advocacy.

***Learning Objectives***

1. Examine, place in context and evaluate contemporary ideas about, and practices in, engaging in various forms of advocacy.
2. Understand the role of public administration as advocating for social change.
3. Gain an understanding of the dynamic involvement of Indigenous Peoples, environmentalists and public health workers in advocacy and social change.
4. Develop the capacity to analyze the benefits and impacts of various types of advocacy and how they inter-relate.
5. Gain an understanding of and ability to apply advocacy strategies inclusive of utilizing the media.

6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

## **EXPECTATIONS**

**Format of Assignment Submissions:** All papers will be submitted to Canvas. All papers must meet assignment parameters and when citation is necessary, cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request writing assistance from faculty, and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so the satisfaction of your faculty member.

**Late assignments:** Late assignments are accepted with prior permission of the faculty.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit, unless otherwise arranged with faculty.

**Use of Electronic Devices:** This course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

**Credit:** Students will receive 4 graduate credits at the completion of the course if requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a case-by-case basis. Refer to the MPA student handbook.

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late without prior faculty approval, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter, along with faculty evaluations of students. Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. **Evaluation interviews will not be conducted during class time.** After the final session you will make arrangements to either have your evaluation interview over the phone or via skype, etc., or to come in and do it one on one.

**Biculturalism, Multiculturalism & Diversity:** Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

**Learning Styles:** Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

**Accommodations:** Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. If you need to request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more. **The Covenant negotiated in the first session is still applicable.****

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Guest Policy:** Guests are permitted with prior approval of the faculty.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-

program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

**Communication:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

**Books and Other readings:**

Barlow, Andrew L. (Editor). 2007. *Collaborations for Social Justice: Professionals, Publics, and Policy Change*. Rowman & Littlefield Publishers.

Black, Toban et. al.. 2014. *A Line in the Tar Sands: Struggles for Environmental Justice*. PM Press, 2014

Bobo, K., Kendall, J., Max, S. 2010. *Organizing for Social Change: Midwest Academy Manual for Activists 4th Edition*. Forum Press.

Cockerham, William. 2013. *Social Causes of Health and Disease Paperback*. Polity Press; 2nd edition.

Davis, Lynne (Editor). 2010. *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*. University of Toronto Press, Scholarly Publishing Division; 2nd Revised edition.

The above are available in the bookstore.

**Additional Readings are posted on Canvas. Not all readings posted are in this syllabus and are TBD. The following will be posted as of March 8<sup>th</sup>, 2016:**

Fran Baum, *Cracking the nut of health equity: top down and bottom up pressure for action...*, Promotion & Education; 2007; 14, 2; Academic Research Library pg. 90

Barbara Klugman, *Effective social justice advocacy: a theory-of-change framework for assessing progress* Reproductive Health Matters 2011;19(38):146–162

Jared Raynor, Peter York and Shao-Chee Sim, *What Makes an Effective Advocacy Organization? A Framework for Determining Advocacy Capacity*, TCC Group 2009

Bill Siannawap, Noah Winter, and Paul Eprile, *Aneshenewe Machitawin: Human Centered Community Development*, Participatory Research Group 229 College Street, Toronto, Ontario M5T 1R4, 1987

## Class Schedule

|  | Topics  | Readings/Assignments Due            |
|--|---|-------------------------------------|
| <b>Week 1</b><br><b>March</b><br><b>30th</b> | Introduction, Advocacy Overview                   | Seminar Paper 1, Bobo               |
| <b>Week 2</b><br><b>April 6th</b>            | Advocacy and the Law                              | Workshop in Class-No Assignment Due |
| <b>Week 3</b><br><b>April 13th</b>           | Advocacy and Ethics                               | Advocacy Project Part I             |
| <b>Week 4</b><br><b>April 20th</b>           | Alliances   | Reflection Paper                    |
| <b>Week 5</b><br><b>April 27th</b>           | Media Advocacy                                    | Advocacy Project Part II            |
| <b>Week 6</b><br><b>May 4th</b>              | Advocacy and Social Change: Public Health         | Seminar Paper 2, Cockerham          |
| <b>Week 7</b><br><b>May 11th</b>             | Advocacy and Social Change: Indigenous Peoples    | Seminar Paper 3, Black              |
| <b>Week 8</b><br><b>May 18th</b>             | Advocacy and Social Change: Environmental Justice | Advocacy Project Part III           |
| <b>Week 9</b><br><b>May 25th</b>             | Community Based Advocacy                          | Advocacy Project Part IV            |
| <b>Week 10</b><br><b>June 1st</b>            | Advocacy and Public Policy                        | Seminar Paper 4, Barlow             |

### Assignments:

Assignment 1: Seminar Paper 1 - Write 1000 words on Bobo, K., Kendall, J., Max, S. 2010. *Organizing for Social Change: Midwest Academy Manual for Activists 4th Edition*. Forum Press, Chapters 1-9 and the 2 readings posted on Canvas.

Assignment 2: Advocacy Project, Part 1 – (See Advocacy Project Description below)

Assignment 3: Reflection Paper – Write 1000 to 1200 words *reflecting* on the issues presented in Davis, Lynne (Editor). 2010. *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*. University of Toronto Press, Scholarly Publishing Division; 2nd Revised edition. This is different than a Seminar Paper where you discuss and analyze the readings. A reflection paper is an academic exercise weaving your thoughts on issues presented in the book and how you view them. It is more philosophical than a Seminar Paper.

Assignment 4: Advocacy project, Part II – (See Advocacy Project description below)

Assignment 5: Seminar Paper 2 – Write 1000 words on Cockerham, William. 2013. *Social Causes of Health and Disease Paperback*. Polity Press; 2nd edition.

Assignment 6: Seminar Paper 3 – Write 1000 words on Black, Toban et. al. 2014. *A Line in the Tar Sands: Struggles for Environmental Justice*. PM Press.

Assignment 7: Advocacy Project, Part III – (see Advocacy Project description below)

Assignment 8: Advocacy Project, Part IV – (see Advocacy Project description below)

Assignment 9: Seminar Paper 4 - Write 1000 words on Barlow, Andrew L. (Editor). 2007. *Collaborations for Social Justice: Professionals, Publics, and Policy Change*. Rowman & Littlefield Publishers.

### **Advocacy Project Description**

**Part I:** Choose an Advocacy Project. What change do you want to develop and what process of advocacy should be utilized. Be realistic. Chose a project for which you can create a detailed, realistic strategy that has identifiable stages of observable impact.

Imagine yourself as a part of an organization or movement that fits with the Advocacy Project you want to undertake. (Either staff or volunteer member is fine). Write a two page Action memo describing the key issues that the Project for that organization or movement will need to examine and describe the status quo, why change needs to occur, why you have chosen this project and why you believe it is important. Include a list of all the parties who have an interest in your project; and note whether they will support, oppose or be neutral. Try to give their reasons for support or opposition but leave yourself open to new information. Are there potential alliances and coalitions? If so, how should your organization or movement be involved?

**Part II:** Develop a Media Strategy for your Advocacy Project. This will be four double spaced pages. Explain your rationale for using or not using particular media advocacy strategies.

**Part III:** Write a 2000 word research paper that surveys the major issues arising from your Advocacy Project that can serve as supporting an evidence based Advocacy Project.

**Part IV:** Write an eight (8) page double-spaced description of your detailed strategy. Consider all of the tools for advocacy from all of your readings and research. Consider all of the items below:

1. What is the history of your issue? Who has tried and with what success before?
2. Who has the power to accomplish the change that you are advocating for? Whom do you need to persuade to accomplish your goal?
3. What persuasion tools are best for your target audience? What specific tools of persuasion will you use? What tools should you avoid?
4. What is the detailed timeframe for your project?
5. What are the milestones for measuring your successes on the way to your advocacy goal?