

3/1/2013 DRAFT Make sure you check Moodle for updated versions

**The Evergreen State College, MPA program
Spring 2013, 4 credits
Advocacy & Social Change**

Meeting Time: Mondays, 6-10pm (No Class May 27)
Place: TBD
Instructor: Doreen Swetkis
Office: Lab I, Room 1015
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Email: swetkisd@evergreen.edu
Office Hours: By appointment

Books:

Bobo, K., Kendall, J., Max, S. 2010. *Organizing for Social Change: Midwest Academy Manual for Activists. 4th Edition.* Forum Press. Paperback. ISBN: 978-09842752-1-2

Gerbaudo, P. 2012. *Tweets and the Streets: Social Media and Contemporary Activism.* Pluto Press. Paperback. ISBN: 978-0745332482

INCITE! Women of Color Against Violence. 2007. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.* Paperback. ISBN: 0-89608-766-2

Moyer, B. 2001. *Doing Democracy: The MAP Model for Organizing Social Movements.* New Society Publishers. Paperback. ISBN: 978-0-86571-418-2

Reiman, J. & Leighton, P. 2012. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice, 10th Edition.* Pearson Education. Paperback. ISBN: 9780205878970

Articles:

Orfield, M. 2009. Beyond Segregation: Toward a Shared Vision of Our Regions. In M. Paloma Pavel, ed., *Breakthrough Communities: Sustainability and Justice in the Next American Metropolis.* MIT Press. pp. 365-374

Massey, D. S. & Denton, N. A. 1993. *American Apartheid: Segregation and the Making of the Underclass.* 1993. (Chapter on Moodle)

Silverman, Robert Mark and Patterson, Kelly L. 2011. The Four Horsemen of the Fair Housing Apocalypse: A Critique of Fair Housing Policy in the USA. *Critical Sociology Online First:* 1-18. (Fair Housing article on Moodle)

Additional readings TBD.

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Course Description

How does one fulfill Gandhi's charge of becoming "the change you wish to see in the world"? What knowledge and skills do you need to be an effective advocate? This class will address these concerns through readings, interactions with successful advocates, and having students build a detailed advocacy strategy. An ethical, effective advocate acknowledges his or her own motivations and unique view of the world, distinguishes between persuasion and manipulation, and between education and advocacy. These concepts as well as others will be explored.

Course Method

The course will consist of lectures, guest speakers, films, and seminar. There will be several written assignments and an oral presentation. Hard copies of written assignments are to be submitted in class the night they are due.

Learning Objectives

- Learn a variety of tools available for a successful advocacy strategy:
 - Increase skills in active listening.
 - Hone critical thinking skills.
 - Speak and write persuasively.
- Explore motivations for advocacy, for others and yourself.
- Understand the impact of culture, race and gender in social change.

Expectations, Credit & Evaluation

Students will come prepared and attend every class on time, actively participate in class, and submit assignments on time. There are no substitutions for participating in the learning community; this is something that goes along with how we teach at Evergreen. In essence, you can not "make up" a missed class, the way you can at other institutions. 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, including dismissal from the MPA program. As your faculty, I will be expected to come prepared for class, and respond to students' questions and work as soon as possible.

Your written work must be of the highest quality—clear, with accurate grammar and spelling. Honor space limitations by distilling your thoughts and editing your writing rather than by reducing your font size and margins. Give yourself time to write drafts. You may benefit from consulting The Writing Center, partnering with a colleague to proofread your work, or working with the graduate assistant (details forthcoming) assigned to help with student writing. Students will receive four (4) credits at the completion of the course if all expectations and course requirements have been successfully completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete one or more assignments, completing one or more assignments late, etc., may be grounds for denial of credit.

Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations to me via email, the Moodle upload link or email the MPA program secretary

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at lab2support@evergreen.edu. An evaluation conference is optional.
I reserve the right to make changes to this syllabus.

Assignments

Seminar Papers due Weeks 2, 3, 5, 6, 8 Follow the process you have used in Core to craft your 2 to 4-page seminar papers.

Advocacy Strategy

Part I due Week 4: Choose your project. What change do you want to develop a detailed advocacy strategy for? Be realistic. Choose a project for which you can create a detailed, realistic strategy that is likely to achieve your goal with a specific time frame. Reading Chapter 3 of *Organizing for Social Change* may help you choose a project even though that book is aimed at organizations rather than individuals.

Write a three-page (maximum) double-spaced essay in which you state the goal of your advocacy. 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; 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. Is there a potential coalition? If so, how will you create and lead it? See Bobo, Chapters 9, 17-19.

Part II due Week 7: Draft a one-page code of ethics for your project. Google “ethics code” to explore various approaches. Consider the role of culture, race and gender. Before you write, think about how you distinguish among these approaches: informing, educating, manipulating and persuading.

Present a 5 minute persuasive presentation of your project. Your goal is convince your colleagues to support your cause. Practice your presentation on your family, friends, colleagues, neighbors and get feedback before you decide on its final components. Audio-visual components are fine, but not mandatory.

Completed Final Project due Week 10: Write a 6 page double-spaced description of your detailed strategy. Consider all of the tools for advocacy from all of your readings. See Bobo, Chapter 2. 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 wish to see? 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 your detailed time-line for your project?
5. How will you know whether you succeed? Do you have milestones for measuring your successes on the way to your final goal?

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Class Schedule

	Topics	Readings/Assignments Due
Week 1 April 1	Introduction, Framework, Fair Housing	Silverman & Patterson article (Moodle) Chapter from <i>American Apartheid</i> (Moodle) Orfield article (Moodle)
Week 2 April 8	Labor Organizing Guest Speaker: Dennis Otterstetter	<i>Doing Democracy</i> , Chapters 1-6 Due: Seminar Paper
Week 3 April 15	Change in the Nonprofit Sector Film: <i>Pink Ribbons, Inc.</i>	<i>Doing Democracy</i> , Chapter 9 <i>INCITE!</i> Part I <i>Organizing for Social Change</i> , Part I Due: Seminar Paper
Week 4 April 22	Economic Change: Cooperatives Guest Speaker: Casey Kilduff, Member-Owner, Career Horizons	<i>Organizing for Social Change</i> , Part II Due: Part I of Advocacy Strategy
Week 5 April 29	Criminal <i>Justice</i> Guest Speaker: Lara Zarowsky, Policy Staff Attorney for Innocence Project NW	<i>The Rich Get Richer & the Poor Get Prison</i> Due: Seminar Paper
Week 6 May 6	Indigenous People's Movement Guest Speaker: Erin Genia, Organizer, Idle No More	<i>Doing Democracy</i> , Conclusion, Chap. 10 <i>INCITE!</i> Parts II & III Due: Seminar Paper
Week 7 May 13	Sexual Identity & Social Change Film: <i>Trembling Before G*d</i>	<i>Doing Democracy</i> , Chapter 8 <i>Organizing for Social Change</i> , Part III Due: Part II of Advocacy Strategy (students present—no seminar)
Week 8 May 20	Social Media Possible Guest Speaker <i>Frontline: Revolution in Cairo</i>	<i>Tweets & The Streets</i> Due: Seminar Paper
Week 9 May 27	NO CLASS (Memorial Day)	Absolutely nothing due
Week 10 June 3	Change through our Political System Guest Speaker: WA State Representative Larry Seaquist	 Due: Part III of Advocacy Strategy