

2/23/2011 DRAFT

**The Evergreen State College, MPA program
Spring 2011, 4 credits
Advocacy & Social Change**

Meeting Time: Wednesdays, 6-10pm
Place: TBD
Instructor: Doreen Swetkis
Office: Lab I, Room 1015
Phone: 360.867.5320
FAX: 360.867.6794
Email: swetkisd@evergreen.edu
Office Hours: By appointment

Books:

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

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

Reiman, J. & Leighton, P. 2009. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. Allyn & Bacon. Paperback. ISBN 020568842X

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

Articles:

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)

Possible additional readings.

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 and an oral assignment. 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

Students will attend every class on time, submit assignments on time and prepare for and participate in class. Students may miss one four-hour class session (or part of one class session) without penalty, but must inform Doreen in advance and submit any assignment on time. ***Additional absences may result in partial or no credit given for the course.*** Full credit and a positive evaluation depend upon full and timely participation. An incomplete is not an option.

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, or partnering with a colleague to respond to and proofread one another's papers.

Students are required to submit a self-evaluation and a faculty evaluation. An evaluation conference is encouraged, but not required.

Doreen reserves the right to make changes to this syllabus; students will be given advanced notice of changes.

Covenant

Students and faculty will contribute to the learning community by preparing thoroughly for class, clearly articulating their own views, listening respectfully to differing views and perspectives and maintaining a healthy curiosity and open mind. Faculty will respond to students' questions and work as soon as possible.

Assignments

Seminar Papers due Weeks 2, 3, 6, 8 Follow the process you have used in Core to craft your two- to four-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? (Sutton’s law)
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?

Class Schedule

	Topics	Readings/Assignments Due
Week 1 March 30	Introduction, Framework Housing Advocacy	Silverman & Patterson article Chapter from <i>American Apartheid</i>
Week 2 April 6	Government & Change Guest Speaker: Janice Whitman, Civil Rights Specialist, WA State Human Rights Commission	<i>Doing Democracy</i> , Part I Doing Democracy, Chapter 6 <i>The Revolution will not be Funded</i> , Part I Due: Seminar Paper
Week 3 April 13	Health Care Advocacy Guest Speaker: Katie Rains, ED, Washington Free Clinic Association	<i>Doing Democracy</i> , Part II & Chapter 9 <i>The Revolution will not be Funded</i> , Part II Due: Seminar Paper
Week 4 April 20	Community Organizing & Advocacy Film: <i>The Park that Kids Built</i> Possible Guest Speaker: Linda Jassim, Director of above film	<i>Organizing for Social Change</i> , Part I Due: Part I of Advocacy Strategy
Week 5 April 27	Organized Labor Advocacy Guest Speaker: Helen Lee, Asst. Dir. Of Diversity & Equity, SPSCC	<i>Organizing for Social Change</i> , Part II
Week 6 May 4	Changing Criminal Justice Systems Guest Speaker: Lara Zarowsky, Policy Staff Attorney for Innocence Project NW	<i>The Rich Get Richer & the Poor Get Prison</i> , pp. 1-218 Due: 3-4 page Seminar Paper
Week 7 May 11	Environmental Policy Change Guest Speaker: Bruce Wishart, Policy Director, People for Puget Sound	<i>Organizing for Social Change</i> , Part III Due: Part II of Advocacy Strategy
Week 8 May 18	Sexual Identity & Change Film: <i>Trembling Before G*d</i>	<i>Doing Democracy</i> , Conclusion, Chap. 8 & 10 <i>The Revolution will not be Funded</i> , Part III Due: Seminar Paper
Week 9 May 25	TBD	
Week 10 June 1	Bringing it All Together	Due: Part III of Advocacy Strategy