



## **SDNY PSCI 3356**

# **Campaigning for Change: Advocacy, Activism, and Policy in the Digital Age**

### **Course Description**

This course introduces students to theories and concepts of the relationship between civil society advocacy, policy and state institutions, and social change in the digital age. Students will engage with real world advocacy campaigns designed to exploit digital technology and tools to gain an understanding of the application of theory and concepts in this context. Local, national, and transnational case studies will be examined. Students will then learn to apply specific campaign strategies by creating a prototype campaign on a current issue of policy and social change.

### **Course Aims**

This course aims to develop in students an understanding of how social change can be affected by civil society through the policy process and the role of digital strategies in achieving this. The course combines theory with practice and in depth learning achieved through real world application.

### **Requirements and Prerequisites**

There are no prerequisites for this course. Political science students will find it a practical option to build on existing knowledge of the policy process however students without this background will be provided with sufficient base knowledge and understanding to complete the course. The emphasis is on application to the real world.

### **Learning Outcomes**

Following completion of this course, students should be able to:

- a. Articulate the relationship between advocacy, policy practice and policy change.
- b. Do in depth analysis of and define social problems and frame the issues in policy terms.
- c. Use policy and advocacy frameworks and concepts to map, analyze and strategize stakeholder/interest group positions and their role in the policy process and outcomes.
- d. Critically evaluate civil society advocacy campaigns in the digital / online arena.
- e. Demonstrate a strong awareness of the complex and dynamic nature of advocacy work (negotiation, facilitation and collaboration).
- f. Critically engage with a range of technologies (such as the internet, media, etc.) in the design and development of a policy advocacy campaign.
- g. Apply theory to real world social and policy issues and be able to construct a basic digital campaign strategy and prototype.

## Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## Class Methodology

This unit is taught in blended mode using both classroom seminars and online learning activities. Seminars involve student presentations, lectures, class discussion and debate, and group project work. Each seminar will introduce key concepts, illustrate with reference to case studies, historical context and emerging issues, and reinforce through discussion of relevant analysis in the academic and institutional literature. Students are expected to read in advance of classes and be fully prepared to discuss assigned readings and actively participate in discussions and class exercises. The teaching strategies are designed to encourage active learning by all students.

## Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. During the semester we will also visit at least one non-profit advocacy organisation to learn more about their work and campaign strategies.

## Assessment & Grading

Task	Assessment Items	Due Date of Assignments	Weighting	Learning Outcomes
1	Participation	Seminars 1 - 12	15%	a, e
2	Tutorial Presentations	Seminars 2-11	15%	a, b, c
3	Campaign evaluation in online discussion forums	Online after seminars 1 - 9	20%	d, e, f
4	Group project: campaign design and prototype	Due final week	50%	d, f, g

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### Assessment 1: Class Participation (15%)

Each week, your Lecturer will look for lively discussion and debate. You are expected to read the appropriate material listed in the class schedule before each class. You must come to class prepared with (a) two discussion questions arising from the readings and (b) two points of interest that you noted OR areas that you did not understand and require further explanation. ). Your contribution to online discussion forums will also be factored into your participation grade.

This is a mark for participation, NOT attendance (which is compulsory). The following table is a guide to grading for class participation.

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent: consistent contributor; offers</b> original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able</b> contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory: frequent contributor; basic</b> grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
<b>C range</b>	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor: rarely speaks; merely quotes text</b> or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

### Assessment 2: Tutorial Presentations (15%)

Class presentations are an established component of assessment for students in this subject. The purpose of the tutorial presentation is to encourage active and deep learning of the core subject matter of the course. In the first seminar you will be allocated to present twice during the semester. Your task is to identify a policy issue which is being debated and argued by the State and civil society advocacy groups. You will analyse this issue in policy and advocacy terms drawing on relevant theories and concepts.

Assessment will be based on the demonstrated level of understanding of key concepts, the overall professionalism of the presentation, and the extent to which the presentation engages the class in discussion. Presentations must also reference the literature and include a bibliography.

Your presentation will be uploaded to CANVAS in the relevant Assignment space.

### Assessment 3: Campaign evaluations in weekly online discussion forums (20%)

After each seminar (beginning seminar 2 and through to seminar 8), an advocacy campaign case study will be posted on CANVAS and you will be asked to evaluate the campaign in terms of the concepts covered in the preceding seminars. Your response and reflection will be posted in an online discussion forum.

### Assessment 4: Group project - campaign design and prototype (50%)

The major assessment task is to design an advocacy campaign for a current issue demanding a policy change / response and to build a prototype for a digital campaign. The emphasis in this task is not on the aesthetics of your prototype but rather the campaign strategies and their intended use of digital technology and tools for execution. The prototype will be accompanied by a 1000 word strategy document outlining the

problem, the policy issue that this gives rise to, the strategy for getting the issue onto the policy agenda, and the campaign strategy to influence the policy outcome.

## Course Materials

### Required Readings

There is no required textbook for this course. Readings drawn from academic journals, books, and other sources are set as pre-reading for each seminar and are available through the online learning system. The following text provides a good overview of the subject with case studies and conceptual frameworks:

- Unsicker J. (2013). *Confronting Power – The Practice of Policy Advocacy*. Kumarian Press, Stirling, Virginia

### Recommended Reading and Other Resources

- Activist (website) [http://www.activist.co.za/ag3nt/system/about\\_home.php](http://www.activist.co.za/ag3nt/system/about_home.php)
- Association for Progressive Communication, Advocacy Strategies and Approaches <http://www.apc.org/en/node/9456>
- Digital Activism Research Project, University of Washington <http://digital-activism.org/about/about-the-project/> including Digital activism bibliography <http://digital-activism.org/resources/resources/>
- Ganz, M. Organizing. The Hauser Centre for Non-Profit Organizations, at Harvard University. Website <http://isites.harvard.edu/icb/icb.do?keyword=k2139&pageid=icb.page12185>
- Getup (website) <http://www.getup.org.au/>
- Hands, J. (2011). *@ is for activism: dissent, resistance and rebellion in digital culture*. NY: Pluto.
- Harvard Kennedy School Shorenstein Centre on Media, Politics and Public Policy: Digital activism and organizing: Research review and reading list , <http://journalistsresource.org/studies/politics/citizen-action/digital-activism-organizing-theory-research-review-reading-list>
- Lindgren, S. (2013). *New Noise: a cultural sociology of digital disruption*. NY: Peter Lang
- Swedish Institute for Public Administration (2011). *Advocacy and Policy Influencing for Social Change*. Technical Assistance for Civil Society Organizations – TACSO, Sarajevo. [http://www.tacso.org/doc/doc\\_manual\\_5.pdf](http://www.tacso.org/doc/doc_manual_5.pdf)
- Thomas, A. and Giles M. (eds.) (2007). *Research Skills for Policy and Development*, Los Angeles: Sage

### Library and research facilities

The TAFE Ultimo library facilities are available for your use. Please use the library to access electronic resources (ebooks, journal articles) and the internet. The library catalogue and electronic resources can also be accessed online off-campus through the Internet or via CANVAS (go to Library in the Navigation panel). You can also photocopy or scan TAFE Ultimo Library books for your own use.

## Weekly Schedule

Each week there are set readings which must be read by everyone before class each week. You must come to class prepared with (a) two discussion questions arising from the readings and (b) two points of interest that you noted OR areas that you did not understand and require further explanation. Your online class work each week will involve analysis of a digital advocacy or activism campaign and discussion about its strategy and likely effectiveness, as well as an interim deliverable for your group project campaign design and prototype.

Date	Seminar Topics	Activities
	<b>Seminar 1: What is advocacy? What is activism?</b> Introduction to advocacy and activism in relation to influencing and changing public policy, including differentiating between these and other forms of influence such as lobbying. The process of developing a campaign.	<b>Class:</b> Introductory lecture Readings and discussion Organize tutorial presentation schedule and discuss Campaign

Date	Seminar Topics	Activities
	<p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>Ganz, M. Organizing. The Hauser Centre for Non-Profit Organizations, at Harvard University. Website <a href="http://isites.harvard.edu/icb/icb.do?keyword=k2139&amp;pageid=icb.page12185">http://isites.harvard.edu/icb/icb.do?keyword=k2139&amp;pageid=icb.page12185</a></li> <li>Public Interest Advocacy Centre (2003) <i>Working the System: A Guide for Citizens, Consumers and Communities</i>, Policy Interest Advocacy Centre (PIAC). Chapter 1 - 'Reinventing Advocacy', pp. 2-4</li> <li>Swedish Institute for Public Administration (2011). <i>Advocacy and Policy Influencing for Social Change</i>. Technical Assistance for Civil Society Organizations – TACSO, Sarajevo. Politics and Policy Influencing – Key Concepts pp. 18-29. <a href="http://www.tacso.org/doc/doc_manual_5.pdf">http://www.tacso.org/doc/doc_manual_5.pdf</a></li> <li>Unsicker J. (2013). <i>Confronting Power – The Practice of Policy Advocacy</i>. Kumarian Press, Stirling, Virginia. Chapter 2 – Conceptual Maps, pp. 11-24</li> </ul>	<p>Design project including draft project plan.</p> <p>Case study analysis Group project kickoff</p>
	<p><b>Seminar 2 – The policy process and e-advocacy</b></p> <p>Colebatch's conceptual framework of the policy process is introduced as a basis for understanding how a problem is framed as an issue for the policy agenda. We then look at how this plays out in the e-advocacy space and begin to look at tools for e-advocacy.</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>Chandler A., Johnson G. (2007). Click Here for Change: Your Guide to the E-Advocacy Revolution. Community Technology Foundation of California.</li> <li>Colebatch, H.K. (2009), <i>Policy</i>, Open University Press: Berkshire, UK. Chapter 3 - 'What's going on?', pp. 23-46.</li> </ul>	<p><u>Class:</u></p> <p>Case study in review Readings and discussion Group Project workshop</p> <p>Case study analysis Group project work</p>
	<p><b>Seminar 3 – Framing the issue and setting the agenda</b></p> <p>Process and strategies for framing an issue in policy terms and for appealing to stakeholders. Preliminary stakeholder identification.</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>Swedish Institute for Public Administration (2011). <i>Advocacy and Policy Influencing for Social Change</i>. Technical Assistance for Civil Society Organizations – TACSO, Sarajevo. Strategizing the Early Message – Stakeholders, pp.92-105 <a href="http://www.tacso.org/doc/doc_manual_5.pdf">http://www.tacso.org/doc/doc_manual_5.pdf</a></li> </ul>	<p><u>Class:</u></p> <p>Case study in review Readings and discussion Group Project workshop</p> <p>Case study analysis Group project work</p>

Date	Seminar Topics	Activities
	<p><b>Seminar 4 – Stakeholders, interest groups, insiders/outside, and networks</b></p> <p>More detailed examination of the different actors and their roles both in relation to the advocacy campaign and the policy process. Mapping stakeholders to identify those with power to help/hinder the campaign and where to focus the campaign resources.</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>• Unsicker J. (2013). <i>Confronting Power – The Practice of Policy Advocacy</i>. Kumarian Press, Stirling, Virginia. Chapter 7 – Politics: Formal and non-formal power, pp. 127-141</li> <li>• Mayers, J. (2005) <i>Stakeholder power analysis</i>, Power tools series, International Institute for Environment and Development: London, UK. Available online: <a href="http://www.policy-powertools.org/Tools/Understanding/SPA.html">http://www.policy-powertools.org/Tools/Understanding/SPA.html</a></li> <li>• Pettinicchio, D (2012) Institutional Activism: Reconsidering the Insider/Outsider Dichotomy, 6 (6), 499-510</li> </ul>	<p><u>Class:</u></p> <p>Case study in review Readings and discussion Group Project workshop</p> <p>Case study analysis Group project work</p>
	<p><b>Seminar 5 – Telling the story and use of evidence</b></p> <p>Crafting the story to gain control of the agenda. Using and presenting evidence.</p> <p><i>Required Reading:</i></p> <ul style="list-style-type: none"> <li>• Unsicker J. (2013). <i>Confronting Power – The Practice of Policy Advocacy</i>. Kumarian Press, Stirling, Virginia. Chapter 9 – Advocacy Communications: (Re)framing and Storytelling, pp. 191-211</li> <li>• Mayer, S. (2007) 'Using Evidence in Advocacy', in: Thomas, A. and Giles M. (eds.) <i>Research Skills for Policy and Development</i>, Los Angeles: Sage, pp. 254-274</li> </ul>	<p><u>Class:</u></p> <p>Case study in review Readings and discussion Group Project workshop</p> <p>Case study analysis Group project work</p>
	<p><b>Seminars 6 – Mid-project review</b></p> <p><b>Technology: freedom and constraints</b></p> <p>You will be asked this week to complete a template online summarising your project status and risks and strategies to address these. This is in addition to your other online work this week.</p> <p>In class we will look more closely at technology including tools and issues to consider in relation to the risks of engaging in cyberspace.</p> <p><i>Required Reading:</i></p>	<p><u>Class:</u></p> <p>Case study in review Readings and discussion Group Project workshop</p> <p>Case study analysis Group project work</p> <p>Group project status report</p>

Date	Seminar Topics	Activities
	<ul style="list-style-type: none"> <li>Deibert, R., Rohozinsk, R. (2010). Liberation vs Control: The Future of Cyberspace. <i>Journal of Democracy</i>, Vol. 21, Issue 4:43-57</li> <li>Film: 10 Tactics, Directed by Tactical Technology Collective, 2009 <a href="http://youtu.be/tKqDJySN5No">http://youtu.be/tKqDJySN5No</a></li> <li>See also the companion website with tools <a href="https://www.tacticaltech.org/projects?type=8">https://www.tacticaltech.org/projects?type=8</a></li> </ul>	
	<b>Seminar 7 – Campaign Workshop</b>  <b>See module on Canvas for details</b>	<u>Class:</u> Case study in review Readings and discussion Group Project workshop  Case study analysis Group project work
	<b>Seminar 8 – Activism, cyberactivism, slactivism, and clicktivism; awareness, mobilization and reaction</b>  How effective is digital advocacy and activism vis-à-vis offline strategies? How do we mobilize supporters?  <i>Required Reading:</i> <ul style="list-style-type: none"> <li>Christensen, H.S. (2011). Political activities on the Internet: Slactivism or political participation by other means? <i>First Monday</i>, Vol. 16:2-7, <a href="http://firstmonday.org/ojs/index.php/fm/article/view/3336/2767">http://firstmonday.org/ojs/index.php/fm/article/view/3336/2767</a></li> <li>Karpf, D. (2010). Online Political Mobilization from the Advocacy Group's Perspective: Looking Beyond Clicktivism. <i>Policy &amp; Internet</i>, December 2010, Vol. 2, Issue 4, 7–41</li> <li>Wallsten, K. (2010) “Yes We Can”: How Online Viewership, Blog Discussion, Campaign Statements, and Mainstream Media Coverage Produced a Viral Video Phenomenon. <i>Journal of Information Technology &amp; Politics</i>, 7:163–181</li> </ul>	<u>Class:</u> Case study in review Readings and online discussion Group Project workshop  Case study analysis Group project work
	<b>Seminar 9 – Prototype workshop</b> This week will focus on prototype design. <i>Required Reading:</i> <ul style="list-style-type: none"> <li>None</li> </ul>	<u>Class:</u> Review of prototypes and progress  <u>Online:</u> Group project work
	<b>Seminar 10 – Field Class, Parliament on King</b>  <i>Required Reading:</i> <ul style="list-style-type: none"> <li>None</li> </ul>	<u>Class:</u> Guest speaker and discussion  <u>Online:</u> Group project

Date	Seminar Topics	Activities
Monda	Seminar 11 – Mobilization and Reaction	.TBD

## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant

assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.