



Canadian School of Peacebuilding
Course Syllabus

Speaking Up ... and Being Heard

Citizen Advocacy
IDS/PCTS-3950/3



CSOP
June 18-22, 2012

Instructors Stuart Clark, M.Sc.(Eng) Senior Policy Advisor, Canadian Foodgrains Bank
Sophia Murphy, M.Sc. Social Policy and Planning. International Civil Society Policy Advocate

Telephone 204-296-5079 (Stu), 604 849 1174 (Sophia)

Email cstuartclark80@gmail.com, sophia.iatp@gmail.com

Course Description

The purpose of the course is to enhance the capacity of students to identify, analyze and respond effectively to public policy issues as a practice of responsible citizenship. During an era when public engagement in democracy has narrowed to the occasional election, it is important to find ways to engage the setting of the rules that govern us with both breadth and depth. Social tensions in our society are increasing. Without the means to influence the policies that can increase or reduce those tensions, people may come to see a violent response as the only option. In some countries, this violence has already broken out. Citizen advocacy provides an alternative. This course will examine the various approaches to citizen advocacy, including the ways that various strategies can complement each other. The tools of issue identification, power analysis, brief writing (explaining what must change and why), advocacy strategy design, campaigning and results monitoring will be discussed. Students will participate in teams in applying these tools to real or hypothetical situations of their choosing. The instructors will draw upon their extensive experience in influencing policies related to food, the environment and international trade and food security at the national and international level.

Course Objectives

1. To provide the student with a clear understanding of how public policies are developed, implemented and changed in a democracy such as Canada in 2012 and how civil society interacts with those policies.
2. To provide the student with a range of practical tools for analyzing policies, identifying other stakeholders, researching the issues, designing and implementing an advocacy strategy and assessing results.
3. To provide the experience of applying these tools to specific public policy issues.

Course Requirements and Evaluation

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to Stuart Clark stu_clark@earthbound.mb.ca

Description	Detail	Contribution to Final Mark (%)
Literature Review	Credit students will submit a 1500 word review of the required articles under Civil Society and Democracy OR Civil Society and Advocacy . The review should be both a summary of dynamics, possible common threads, analysis of themes, etc. To be submitted on June 18th and marked by mid-course.	20%
Participation in class	Students will be expected to have read the readings and to come prepared to participate in discussion each day. In-class projects will also be part of this assessment. The nature of the course – an intense, one-week program – makes the time spent in class particularly important.	20 %
In-class quizzes (3)	Tuesday, Wednesday and Thursday will start with a 20 minute test on the previous days concepts + reading. Multiple choice or 1-2 sentence answers.	3 *5 %
Group Project	The students will prepare and present a project in small groups (3-4 students, depending on final class size).	15 %
Course Paper (due by August 20, 2012 close of business)	Students are to write a 1500-2000 word paper on one of two topics: a) Prepare an advocacy brief and associated bibliography supporting charter schools in Canada. b) Chris Hedges as said, “The creed of ‘impartiality’ and ‘objectivity’ that has infected the liberal class teaches, ultimately, the importance of not offending the status quo. The professionalism demanded in ...political discourse is code for moral disengagement.” Do you agree?	30 %

In your papers, be sure to avoid any form of plagiarism. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ ideas and sources/ details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation

STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read
------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NOTE: The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2012.

Required Reading for Credit Students

Civil Society and Democracy

1. Edwards, Michael, *Civil Society*, The Foreign Policy Institute, see <http://fpc.org.uk/fsblob/195.pdf>
2. Neera Chandhoke, Neera, *What the Hell is Civil Society?*, openDemocracy, see http://www.opendemocracy.net/democracy-open_politics/article_2375.jsp
3. Lowry, Cameron, *Civil Society Engagement in Japan* in *Civil Society Engagement in Asia: Six Country Profiles*, Asia Pacific Governance and Democracy Initiative, 2008 see http://www.eastwestcenter.org/fileadmin/resources/research/PDFs/Combined_country_reviews.pdf
4. Gaventa, John *et al*, *Building Responsive States: Citizen Action and National Policy Change*, IDS in Focus Policy Briefing. Issue 5, October 2008. See <http://www.drc-citizenship.org/system/assets/1052734585/original/1052734585-gaventa.2008-building.pdf>

Civil Society and Advocacy

1. Gordon, Graham, *Advocacy Toolkit: Understanding Advocacy*, TEARFund 2002 see http://tilz.tearfund.org/webdocs/Tilz/Roots/English/Advocacy%20toolkit/Advocacy%20toolkit_E_FULL%20DOC_Parts%20A%2BB.pdf
2. Rutherford, Kenneth R., *The Evolving Arms Control Agenda - Implications of the Role of NGOs in Banning Antipersonnel Landmines*, Project MUSE, Johns Hopkins University, see <http://faculty.maxwell.syr.edu/rdenever/PPA-730-27/Rutherford.pdf>
3. Van Tuijl, Peter and Jordan, Lisa, *Political Responsibility in Transnational NGO Advocacy*, Bank Information Centre, October 1999 see <http://elmu.umm.ac.id/file.php/1/jurnal/UVW/World%2520Development/Vol28.Issue12.Dec2000/1084.pdf>
4. Solnit, David, *Seattle WTO Shutdown '99 to Occupy: Organizing to Win 12 Years Later*, a personal blog from a participant at the 'WTO Battle in Seattle' see <http://october2011.org/blogs/kevin-zeese/lessons-seattle-1999-wto-protest>

- Price, Matt, *The Revenge of the Beaver*, see <http://stonehousesummit.com/blog/revenge-beaver-matt-price>

Suggested Supplemental Reading

Public Policy Issues

- Lang, Tim, *Reshaping the Food System for Ecological Public Health*, Journal of Hunger and Environmental Nutrition, Vol 4, No 3 Dec 2009 see <http://www.tandfonline.com/doi/abs/10.1080/19320240903321227>
- Pollen, Michael. 8 October 2008. "Farmer in Chief". *New York Times Magazine*. <http://www.nytimes.com/2008/10/12/magazine/12policy-t.html?pagewanted=all>
- Murphy, Sophia, *Securing Enough to Eat*, IISD. 2005. See: http://www.iisd.org/pdf/2005/trade_securing_enough_to_eat.pdf
- Cotulla, Lorenzo et al. *The Right to Food and Access to Natural Resources*, Right to Food Studies. FAO with IIED. Rome, 2008. See http://www.fao.org/righttofood/publi09/natural_resources_en.pdf
- Huot, Marc et al, *Oilsands and Climate Change*, Pembina Institute, updated October 2011. See <http://www.pembina.org/pub/2262>
- Lemphers, Nathan, *Challenges to Exporting Canadian Oilsands Crude Overseas*, Pembina Institute, February 2012. See <http://www.pembina.org/pub/2317> .

Course Texts

- Sussman, Amanda, *The Art of the Possible: A Handbook for Political Activism*. McClelland and Stewart 2007. (available on amazon.ca)
- Gordon, Graham, *Advocacy Toolkit: Practical Action in Advocacy*, TEARFund 2002. (printed copy will be provided at the start of the course)

Topics and Reading

Session	Topic
Monday AM2	Introductions. What is public policy? Stories of successful advocacy.
Monday PM1	Advocacy in a democracy in 2012
Monday PM2	Food policy – reform or revolution?
Tuesday AM1	Formation, implementation and changes of public policy
Tuesday AM2	The nature and role of civil society
Tuesday PM1	The tools of advocacy – issue identification, setting objectives, power analysis
Tuesday PM2	Student Advocacy Team Work
Wednesday AM1	Tools for Advocacy – research and communication
Wednesday AM2	Compose an op-ed (700 words) or a video interview
Wednesday	Class evaluation of op-eds and video interviews

PM1	
Wednesday PM2	Student Advocacy Team Work
Thursday AM1	The View from the Inside – a meeting with the former Manitoba Ombudsman (tbc)
Thursday AM2	The Occupy Movement Case Study – when there are no open doors
Thursday PM1	Reformism vs Taking to the Streets – the dynamics of 'inside' and 'outside' strategies
Thursday PM2	Student Advocacy Team Work
Friday AM1	The Perils of Citizen Engagement – political parties, institutions and why they must be there
Friday AM2	Student Advocacy Case Presentations
Friday PM1	Wrap Up

Stuart Clark/Sophia Murphy

29 February 2012