Course Syllabus for PA 5920, Fall 2020

Making Change Happen: Building an Advocacy Campaign
Humphrey School of Public Affairs
University of Minnesota

Instructor: Dr. Bonnie Keeler
E-mail/Phone: keel0041@umn.edu, 612-625-8905
Zoom room: umn.zoom.us/my/bkeeler
Make an appointment: LINK

Fall 2020 Modality: 1 credit, asynchronous online via Canvas with synchronous discussion sessions based on student/faculty schedules.

"Advocacy is the immune system of the body politic" - Aidan Ricketts

Description: Advocacy is both a process for enacting change and a theory of how change happens. This class will focus on the practical skills and applications of creating effective advocacy campaigns. We will cover essential steps in designing and planning a campaign, including articulating a theory of change, creating a strong value proposition, targeting key audiences, mobilizing members, identifying tactics, and evaluating success. Students will apply their knowledge to contemporary policy contexts and explore their own identity as an advocate.

Texts (Optional):
Beautiful Trouble: A Toolbox for Revolution, by Andrew Boyd. 2018.

Beyond Your Bubble: How to Connect Across the Political Divide by Tania Israel, 2020.

Thirteen Tactics for Realistic Radicals: from Rules for Radicals, Saul Alinsky, 1971.

*Re:Imagining Change: How to use story-based strategy to win campaigns, build movements, and change the world, by Patrick Reinsborough and Doyle Canning, 2017.

*Advocacy for social change : coalitions and the organizations that lead them Solving social problems, by Herbert J. Rubin, 2018.

*Value proposition design: how to create products and services customers want, by Osterwalder, Pigneur, Bernarda, Smith, Papadakos, 2015.

**The 50CAN Guide to Building Advocacy Campaigns by Marc Porter Magee, 2017.

Available for free as online texts via the UMN Libraries.

**Available as a free PDF download, or print copy for less than $10 on Amazon.

Additional required readings and resources will be provided on Canvas. All readings and course plans subject to modification and substitutions (with advance notice).

Course Schedule: *Subject to change* When you note discrepancies between Canvas and this syllabus, use the Canvas version.

Date TBD	Lecture/Discussion Topic	Readings/Resources
	TOPIC: What is an advocacy plan?	Read the Aspen Institute's Advocacy Progress Planner. Familiarize yourself with the key aspects of an advocacy plan. Then, select an existing advocacy plan from this folder. Review and prepare to present the plan to your peers..
	TOPIC:Theory of change and developing a strong value proposition	Theory of change and logic models Value proposition design: how to create products and services customers want
	TOPIC: Building an effective narrative	Re:Imagining Change - How to use story-based strategy to win campaigns, build movements, and change the world.
	TOPIC: The social mobilization approach, Advocacy Coalition Framework	https://www.ippapublicpolicy.org/teaching-ressource/the-advocacy-coalition-framework/7 https://www.tandfonline.com/doi/abs/10.1080/02255189.2000.9669927?journalCode=rcjd20
	TOPIC: Logical fallacies and cognitive biases - the psychology of changing minds	Beyond Your Bubble: How to connect across the political divide Community Advocacy Guide: A Psychologist Toolkit
	TOPIC: Power mapping	The 50CAN Guide - pg. 58.
	TOPIC: Tactics	Beautiful Trouble: A Toolbox for Revolution
	TOPIC: Amplification	https://science4sustainability.wordpress.com/2020/06/08/scaling-the-impact-of-sustainability-initiatives-a-typology-of-amplification-processes/ NYT When does activism become powerful?
	TOPIC: Evaluation and self care	Survival Skills for Advocates
	TOPIC: Meet an activist. People	Student presentations on change agents - what

	behind movements.	defined or motivated their actions? What tactics, strategies did they employ? What was their theory of change? What did they accomplish? Where did they fall short?
Final reflection memo		

Evaluation and Assignments:

    I.   Meet an activist presentation (20%)

    II.   Advocacy Plan (70%)

           A. Introduction to a plan (10%)

           B. Issue briefing (10%)

           C. Logic model (10%)

           D. Tactics and strategies (10%)

           E. Peer review (10%)

           F. Final submission (20%)

    III. Reflection memo (10%)

Profile an advocate: Select an activist or advocate to profile. The list that follows are some ideas, but you're welcome to select any individual (past, present). You should select an individual with a sufficient legacy or body of work to review. This is a great chance to read a memoir or biography! Read about their life and strategies and prepare a video presentation to share with your peers. What defined or motivated their actions? What tactics, strategies did they employ? What was their theory of change? What did they accomplish? Where did they fall short?

Activists and Advocates: John Lewis, Paul Wellstone, Hubert Humphrey, Stacey Abrams, Angela Davis

Select an issue: Apply your learning to a contemporary policy context. Select a piece of legislation of relevance to the 2021 MN Legislative Session, a suite of policy interventions relevant to city or municipal planning, or an issue you think deserves greater public attention. Here are a few resources to get you started:

State Innovation Exchange (SiX)
ALEC.org
Congressional Black Caucus
Center for American Progress
WE ACT 2020 Policy Agenda

Review the policy agendas for these organizations. Identify one or more issues that you would like to explore in depth for your advocacy plan (see II above). You will build your plan around

this issue. Note that it does not have to be a policy or issue that you support, but one that can serve as a model for developing a campaign.

Canvas
All of our class readings, resources and assignments are available on the course Canvas site. Find the site at canvas.umn.edu, or go to "Key Links" on MyU.umn.edu and scroll down to Canvas. For help with Canvas, go to https://z.umn.edu/CanvasHelpandSetup or click the "Canvas Help" link on our course Canvas site.

Set Your Canvas Notification Preferences

This course depends upon your ability to receive communications from your instructor about the class. It's important that you set up your Canvas "notification preferences" to choose how and when you'd like to receive messages via text, email, or both. Find easy-to-follow instructions at "How do I set my Canvas notification preferences as a student?: https://community.canvaslms.com/docs/DOC-10624-4212710344. I **strongly recommend** that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don't risk missing important class communication.

Name and Pronoun Usage

I will happily honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

Missing class and coursework extensions
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness, childcare, social unrest, family obligations, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances.

There are situations that may arise where you need to request an extension for a class assignment. If this occurs, email me with your request in advance of the due date and include a proposed timeline for completion of the assignment. I do my best to grant extensions to all reasonable requests.

Mental Health and Stress Management Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. There are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at short notice to address any concerns you have and provide further resources within the University - Humphrey Student Services, HHH 280, (612) 624-8162.

You can learn more about the broad range of confidential mental health services available on campus at: http://www.mentalhealth.umn.edu.

Disability Accommodations:
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact me early in the semester to review how the accommodations will be applied in the course.

Access to readings and materials after semester

Students may lose access to Canvas sites and course reserves at the end of the semester. If you'd like to download class material (depending on copyright) or your own work for personal use, please do so during the semester.

University and School policies

For links to University of Minnesota and Humphrey School policies, please click the "U of M Policies" link on our course Canvas site, or see https://z.umn.edu/PolicyStatements. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.