University of Oregon
School of Planning, Public Policy and Management

PPPM 101: Advocacy and Social Change
Spring 2023 (CRN: 36186)

in-person class

Instructor: Dyana Mason, PhD
Office Address: 147C Hendricks
Office Hours: Mondays 2-4
Or by appointment
https://calendly.com/dyanamason/officehours

GEs
Hiba Shocair, hshocair@uoregon.edu
Office Hours: Mondays 1:30-2:30

Debora Artemeier, deboraa@uoregon.edu
Office Hours: Tuesdays 10-11 am

Class Time: Mondays and Wednesdays, 12-1:20 CLS 250 (+ one 50 min discussion Fridays)

Overview
Over the last several years, protest movements in the United States have reached a fever pitch, with Black Lives Matter, LGBTQ and Climate Change organizers leading the way. However, advocacy organizations have been active in the American landscape since the country's founding. In fact, public policy has often changed through the action of citizen groups, nonprofit organizations, youth advocates and political leaders.

The guiding questions of this class are: How does policy change occur? How do people and organizations create changes to public policy? How can individuals "make a difference" in their communities?
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This face-to-face class will include both written assignments, and an immersive simulation of one specific issue – youth homelessness and poverty. Students will learn about the issues of youth homelessness, identify potential policy solutions, and develop recommendations for advocacy tactics.

This course is an elective course, which can satisfy PPPM major electives, General Social Science or Difference, Inequality and Agency requirements at the University of Oregon. There are no pre-requisites for this course and helps prepare students for additional PPPM

coursework if desired. It brings together our understandings of the role of the public and nonprofit sectors in advocating for public policy and social change

Learning Objectives
By completing this course, students will be able to:
- Learn about the role of nonprofit and public organizations in the public policy process.
- Understand how individuals and organizations can help inform social movements and social change.
- Practice civic engagement and advocacy.
- Be able to analyze different sources of information underlying social issues.
- Develop writing and presentation skills.

General Requirements and Information
The format of the course will be readings with lectures, activities and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Any discussions in class, including guest lectures and discussion of questions brought up by fellow students, are likely to appear on the exams. In addition, all assigned readings, videos and links are fair game for inclusion in your exams unless explicitly exempted.

Grades on late assignments will be deducted 5% per day. However, if an answer is posted to the website, no late homework assignments are accepted (no credit). If you miss a class, please arrange to get class notes from a classmate. Please note the date of the final exam and arrange your vacation plans so that you will not miss the exam.

Classroom Environment
In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Covid Contingencies
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Incomplete Policy
The University has recently updated their incomplete policy. Now, students must request an incomplete here: https://registrar.uoregon.edu/current-students/incomplete-policy. The link also includes information about the policy and eligibility for an incomplete. Once completing this form, I will be notified of the request and will either accept or deny the request in writing. If accepted, we will come to an agreement in writing about expectations for completing any missing course components.

Plagiarism and Academic Misconduct
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express

permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

Documented Disabilities
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. You can find more information at https://aec.uoregon.edu/.

Sexual Violence, Harassment and Survivor Support
I am a student-directed employee if I become aware of sexual violence or harassment. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website.

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Reponsibilities section of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

Mandatory Reporting of Child Abuse
All UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

Diversity, Inclusion and Respect Statement

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.

- promote a culture of respect throughout the University community.

- respect the privacy, property, and freedom of others.

- reject bigotry, discrimination, violence, or intimidation of any kind.

- practice personal and academic integrity and expect it from others.

- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Grade Composition

Participation	Lectures and Discussion sections	10%
Content Quizzes	One each week, each worth 1%	10%
Midterm		20%
Simulation and Reflection		
	Draft Outline	5%
	Recorded Presentation	10%
	Policy Memo	20%
	Participation in simulation	5%
Final Exam		20%

Grade Distribution

A+	100% or higher
A	94-99.9%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

Participation
Participation will account for 10% of your final grade. Participation means playing an active role in class discussions, activities, group work and exercises, Although attendance will not be a part of this participation grade, *per se*, it is hard to succeed in the class without keeping up with the material and working with your team. In the lecture sessions, your answers to the questions posed in Socrative will help track your participation and your thoughts on the material. In your discussion sections, your GE will track participation. Please see the rubric in Canvas for more details.

Missed Class Makeup
Although I do not need any sort of explanation for missing class, please follow the below steps to make up your participation points for each lecture missed and keep up to date with course content:
1) Get notes from a classmate/review class slides and keep up with readings
2) Complete a 1 page reflection (~250-500 words) on the topic and readings and how it relates to one current example of a movement, organization or public debate on any issue interesting to you. Note, you can't pick one of the examples used in the lecture – choose another.   A few examples of what is appropriate:
    a. Find a video of an organization testifying before Congress on YouTube, and discuss what they are doing and how it related to the reading and lecture that week.
    b. Find an organization collecting petitions online, describe what on and why they are collecting petitions, and how it relates to the lecture/readings.
    c. For your example, you may also use documentaries, news articles or blog posts you find as well.
3) Upload your makeup assignments to Canvas using the makeup assignment link (note, you can upload multiple assignments to the same prompt if needed).
4) Submit by the Sunday night of the lectures you missed for full credit. (For example, if you missed Monday class, your makeup is due the following Sunday by midnight).
5) Make sure you complete the weekly quiz online and any other assignments that are due.

Note, you should complete the makeup assignment for EACH lecture missed. So, if you miss both lectures in one week, please submit a reflection covering two examples and relate it to the readings for the week. If you are unable to complete these steps and/or meeting other deadlines, please let your GE and the instructor know and we will work with you on a plan to make up the work.

Content Quizzes:

There will be one online quiz per week, administered through Canvas based on the course readings and lecture. You will receive 100% for each quiz if you complete them on time each week. There are no make-ups for missed quizzes.

Advocacy Simulation:
Students will be learning about a topic you choose in each discussion section. For example, the 9am section may choose police violence, while the 11am section may choose homelessness.

Working in teams from your discussion sections, students will 1) create a policy memo, 2) develop a recorded presentation 3) make a short presentation during an in-class simulation, 4) followed by a reflection of the experience. Overall, developing your knowledge and strategizing solutions will be worth 40% of your final grade.

As a group project, students will be graded on their ability to work successfully as a team, along with the work product. You will have a chance to peer review your teammates contribution to the final product, and the instructor reserves the right to assign different grades for team members depending on their contributions.

Midterm Exam:
There will be an online midterm exam at the midpoint of the course. Please communicate with the instructor if the scheduled time conflicts with other obligations. The midterm will count for 20% of your final grade.

Final Exam:
A online final exam will be held during the UO scheduled time for the final. Please communicate with the instructor if the scheduled time conflicts with other obligations. The final will count for 20% of your final grade.

Readings
All readings should be completed by the first lecture day of the week. For example, Week 2 readings should be completed by the first lecture of Week 2.

Assigned Readings (Required):
- Readings, podcasts, etc. can be found on Canvas as either a document in Files/Readings or a link in the module or syllabus.

Socrative
I will be using Socrative to track participation and attendance. You will be asked to type in your student ID when you login each time for questions. You can access Socrative with either a laptop, tablet or smart phone. If you do not have one of these devices, please notify me at the beginning of the term and we will work out an alternative check-in process.
   - The link to the (free) private room for this class will be https://tinyurl.com/pppm101
   - You can also download the Socrative Student mobile app for Android or IOS.
   - Room Name: PPPM101

Additional readings may be passed out in class during the term. Students are also encouraged to follow the blogs or twitter feeds of one or more nonprofit organizations. We will likely discuss current events (as they pertain to the nonprofit sector) in class.

Tentative Schedule of Lectures and Readings
All articles and cases can be found in Canvas
(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

Week 1: Introduction and the Problem of Social Problems (April 3 & 5)

The goal this week is to start to gain an understanding of some of the leading social issues of the day, and reflect on civil rights issues and movements. We will also be introducing a framework for change through advocacy, which we will use throughout the course.

Readings:

- Mooney, Linda A., David Knox and Caroline Schacht. (2016). Chapter 1: "Thinking About Social Problems, in *Understanding Social Problems*, Boston: Cengage.
- Choose one documentary on a social justice issue to watch. See the assignment prompt in Canvas under "Quiz Week 1" for recommendations.

Optional Readings: If you feel like you need a refresher on the American political and policy process (three branches of government, checks and balances), review:
https://www.whitehouse.gov/about-the-white-house/our-government/

Week 2: Problem Identification II: Public Policy (April 10 & 12)
What is the intersection of public policy and social issues? What is public policy? Why does policy sometimes lead to unequal or discriminatory outcomes?

Readings:

- Birkland, Thomas. (2020). "Introducing the Policy Process." In An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, Chapter 1
- Lawrence, "Introduction: Race, Inequity and the Challenge of Making Change" p. 1-9. Available at: https://www.aspeninstitute.org/wp-content/uploads/files/content/images/Roundtable%20on%20Community%20Change%20RETOC.pdf

Week 3: Campaign Strategy I: Advocacy and Action (April 17 & 19)
What is advocacy? What is civic engagement? What are the roles of individuals or nonprofit and public organizations?
- Allyson Kapin and Amy Sample Ward (2013). *Social Change Anytime Anywhere*, chapter 2 "Guiding Principles Anytime Anywhere"
- Lawrence, The RETOC: Five Steps Towards Racial Equity", p. 11-24

Week 4: Goals and Targets I: Nonprofits, Social Movements and Special Interests (April 24 & 26) *What are the roles of "outside" organizations in public policy? How do they inform the process?*

- Little, William (2016). "Social Movements and Social Change", in *Introduction to Sociology. You can access at:*

https://opentextbc.ca/introductiontosociology/chapter/chapter21-social-movements-and-social-change/

Week 5: Goals and Targets II: Policy Formulation (May 1 & 3)
How are policies formulated from ideas to legislation or regulations?
Midterm Session 1 (May 1)
Readings:

- Podcast and article: "Policy Concepts in 1000 Words: the Social Construction of Target Populations" on Paul Carney Politics and Policy https://paulcairney.wordpress.com/2016/01/08/policy-concepts-in-1000-words-the-social-construction-of-target-populations/

- (Optional) Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American political science review*, *87*(2), 334-347.

Due: Memo Outline, Upload Sunday at Midnight.

Week 6: Goals and Targets III : Policy Implementation (May 8 & 10))
Who implements public policy? How do they interpret and implement legislation?

- Pülzl, H., & Treib, O. (2007). Implementing public policy. *Handbook of public policy analysis: Theory, politics, and methods*, *125*, 89-107.

Week 7: Campaign Strategy II: Act Local: Community Organizing and Action (May 15 & 17)
A lot of advocacy happens at the local level, with people coming together to make change. What is community organizing? Who does it?

- Stout, Margaret (2019). "Pursuing Community Change Through Radically Democratic Practice," in *Reframing Nonprofit Organizations: Democracy, Inclusion and Social Change*, Angela M. Eikenberry, Roseanne M. Mirabella, Billie Sandberg, eds. Irvine, CA: Melvin & Leigh.

Week 8: Campaign Strategy III: Think Global: Transnational Advocacy (May 22 & 24)
While a lot of advocacy happens locally, there are also global movements working to create change across borders. Who are these groups? What is transnational advocacy?

Readings:

- Keck, M. E., & Sikkink, K. (2018). Transnational advocacy networks in international and regional politics. *International Social Science Journal*, *68*(227-228), 65-76.
- Explore La Via Campesina's website: www.viacampesina.org

Due: Team recording for the simulation, Uploaded Sunday by midnight

Week 9: Simulation Week (May 31)
NO CLASS Monday, May 29

Readings:
None

Due: Policy Memo, Due Sunday at midnight (from the perspective of your role in simulation)

Due: Simulation reflection, due Sunday at midnight

Week 10: So, Where do we go from here? (June 5 & 7)

Readings:

Final Exam: Online exam administered through Canvas