

Conrad Grebel University College
University of Waterloo
PACS 302: Advocacy for Justice and Peace
Winter 2018

Class Time: Mondays 7:00-9:50pm (January 8-April 2)

Location: Room 1208, Conrad Grebel University College

Instructor: Chris Derksen Hiebert

Office Hours: I will generally be available from 5-7pm on Mondays at Conrad Grebel University College (Room 1208), and also by appointment at other times. Contact me via email to set up an appointment. I will endeavor to respond to emails and phone calls within 24 hours.

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Advocacy for Justice and Peace [in a Time of Threat and Possibility]

Course Overview and Objective

For those with a passion for peace and social justice, 2018 is a year of both enormous possibility and great challenge. In the Canadian context, Prime Minister Trudeau talks boldly of a feminist agenda, has made commitments to restoring Canada's role and reputation as a global peacekeeper, and has opened a conversation with Aboriginal leaders towards the establishment of a new, truly "post-colonial" relationship. Globally, on the one hand, we are just at the beginning of the implementation phase of historic commitments made in 2015 to eradicate extreme poverty (as part of the 2030 Agenda and its Sustainable Development Goals), and an ambitious treaty to address climate change (the Paris Agreement.) On the other hand, popular pressure against globalization and against the influx of migrants and refugees have shaken Europe, the UK, and have brought to power a government in the United States that is rolling back long standing rights and commitments, and shaking up many existing global agreements and relationships. Meanwhile, China is increasing its influence globally, while emerging economies including India, Brazil and other "BRICS" countries are flexing their political and economic muscles in new ways, shaking up the world order.

The coming years will undoubtedly energize many movements for change from all sides of the political spectrum, in Canada and internationally. Citizen-led advocacy can be a potent force for change, as we have seen in Canada and globally. On the other hand, space for citizens and civic action is shrinking in many parts of the world, including some Western countries.

The objective of this course is to deepen students' understanding of the various approaches and tactics used by citizens and civil society organizations to advocate for change, and equip them to make use of these approaches. This could be as concerned global citizens advocating for change at local, national or global levels; as members of civil society organizations working together for a cause; or as professional advocates, working for organizations that use advocacy to help advance social justice in Canada and internationally.

Learning Outcomes

- Deepen students' understandings of policy making processes in Canada, from local to national, and internationally through key global institutions and forums, such as the UN system, World Bank, G7, G20, etc.;
- Understanding the various types and tactics of public advocacy, including citizen education and campaigning, and political action for policy change and implementation, and the growing use of social media;
- Understanding "best practice" for advocacy—what have been key successes in Canada and globally in recent years, and how were they accomplished through combinations of tactics;
- Understanding Theories of Change and Action, change agendas and strategies for advocacy at all levels;
- Understanding the role of coalitions for change in Canada and globally;
- Understanding the global frameworks that will guide sustainable development, peace and climate change advocacy for the coming years (Agenda 2030, the Paris Agreement/UNFCCC process etc.) and how these frameworks are under threat considering global political trends.

I will draw on many case studies of advocacy in the sustainable development and peacebuilding spheres, and include the participation of practitioners of advocacy globally and in Canada (via skype and in person). Students will be asked to develop their own strategies, theories of change, and campaign plans towards clear outcomes. They will be able to draw on their own passions for advocacy as part of research, assignments and presentations.

Course Style and Expectations for Students

Advocacy is driven by citizen participation. Thus, active participation in all aspects of the course will be expected. Students will be provided with weekly readings, which will form the basis of learning and discussion at each class. Students will participate in discussion and debate about past and current political movements for change, will develop theories of change and action plans around issues and causes that are the focus of their own passion and interest. They will draft policy briefings, blogs and/or op eds, and review key writings on advocacy.

The course will consistently consider contemporary realities by reviewing weekly developments in the Canadian and international political arenas, and look at how citizens are actively seeking to influence those agendas. In early 2018, these will include, inter alia, global processes to

develop new UN agreements (“compacts”) on refugees and migrants, the implementation of Agenda 2030 and its Sustainable Development Goals, and the re-negotiation of NAFTA. In Canada, the course coincides with the beginning of the Ontario election campaign; the National Inquiry into Missing and Murdered Indigenous Women will be much further along with the likelihood of ongoing advocacy and action as it develops; and the Canadian government will be preparing to host the June G7 Summit in Charlevoix, Quebec. So, there will be many contemporary examples to provide rich lessons and observations about the role of citizens and civil society in the political process.

Course Assignments and Grading

10%	Class Participation
15%	Journal and journal reporting (throughout)
10%	Policy Briefing Assignment (due February 12)
10%	Op Ed/Blog Assignment (due March 12)
20%	Advocacy Campaign Plan Assignment and Presentations (due March 26)
25%	Final Take Home Exam (Due April 4)

Journal Assignment:

- Each student will select 2 social justice themes/issues they will be tracking over the course of the term. At least one needs to have local/provincial implications, though your issue may transcend local to global boundaries as well. Students will keep a regular journal noting important developments, milestones, political debates and decisions, etc.
- I will not be prescriptive about the format—you can use Word, Excel (or similar) or other format to capture information
- I suggest 1-2 pages per bi-weekly report, per issue, dot-point
- Each week we will schedule 2-3 students to report back on their journal entries
- I will require your written entries every 2 weeks

Consider the following questions as you track these issues:

- W5 (who, what, where, why, when)
- What are the challenges to change/progress?
- What are the solutions that are being put forward?
- Include how you *feel* (hopeful, angry, surprised, shocked, etc.) about the information you are reviewing
- Note the sources of your information

Some examples of *possible* themes (please feel free to choose your own):

- aboriginal justice and reconciliation;
- refugees, IDPs and migrants;
- transgender rights;

- women’s rights/protection (e.g. #metoo);
- criminal justice;
- nuclear disarmament; arms trade;
- race (e.g. black lives matter);
- climate change;
- animal rights;
- economic justice;
- child labour and violence against children;
- modern slavery

Examples of Sources of Information:

- CBC Radio (The House- 9am Saturday; As it Happens; 6:30pm each weekday...); BBC; NY Times; Globe and Mail; The Guardian <https://www.theguardian.com/international>; [UN News](#): United Nation news site; The Hill Times; CPAC; [IRIN News service](#): Global humanitarian; [Relief Web](#): humanitarian emergencies; [International Civil Society Centre](#) (global CSO think tank); [Clivicus](#): global civil society network; [International Crisis Group](#): crisis and conflict think tank; [OCAP](#) (Ontario Coalition Against Poverty): Ontario poverty issues; [The Working Centre](#): local K-W poverty issues; [House of Friendship](#): local K-W poverty issues

Required Reading

Green, Duncan. *How Change Happens*. Oxford University Press, 2016.

(Note: This is an open access publication available online for free download. It is also available at the U of W bookstore.)

Course Outline and Schedule

**Note: The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class and by announcement on Waterloo LEARN.*

Week	Date	Themes	Presentations and Assignments
1	Jan 8	<ul style="list-style-type: none"> • Course Introduction and Overview • Defining Advocacy: A look at the spectrum of action and engagement that seeks policy and social change 	No Assigned readings
2	Jan 15	<ul style="list-style-type: none"> • Systems thinking • Power and change 	Required Reading: How Change Happens

Week	Date	Themes	Presentations and Assignments
		<ul style="list-style-type: none"> Social Norms 	pp. 1-73
3	Jan 22	<ul style="list-style-type: none"> The role and responsibility of the state Law and rights as bases for advocacy Voluntary vs binding agreements in the international sphere 	Required Reading: How Change Happens pp. 75-111 Journal Presentations
4	Jan 29	The G7: The role of civil society and citizens in shaping and influencing the agenda Special Guest Speakers: John Ruthrauff, Director Center for Democratic Education Washington DC, USA (former head of G7/20 Working Group for US Interaction) Lyric Thompson, US NGO International Center for Research on Women	Required Reading: How Change Happens pp. 112-176 Journal Presentations Journal Due
5	Feb 5	<ul style="list-style-type: none"> Key issues and themes on the Global Change Agenda: Agenda 2030 and the SDGs; the Paris Accord on Climate Change; Right-Wing Populism; the “G’s” (G7, G20), etc. Developing Policy Briefings 	Required Readings How Change Happens pp. 177-211 Journal Presentations
6	Feb 12	Aboriginal Approaches to Justice Special Guest Speaker: Chief Myeengun Henry, Chippewa of the Thames First Nation <ul style="list-style-type: none"> Developing Op Eds and/or Blogs 	Required Readings How Change Happens pp. 212-232 Journal Presentations Journal due Policy Briefings due
	Feb 19	READING WEEK	Ottawa Office Seminar (optional)
7	Feb 26	Special Guest Speaker: Poverty in Canada/Living Wage	Required Readings How Change Happens

Week	Date	Themes	Presentations and Assignments
		Greg deGroot-Maggetti Mennonite Central Committee <ul style="list-style-type: none"> • Key Issues and themes in the Canadian Context • Developing Theories of Change and Action 	pp. 235-258 Reports back from Ottawa
8	Mar 5	<ul style="list-style-type: none"> • The power and challenges of coalitions for change • Multi-sector campaigns: harnessing business, faith actors and other movements for change 	Assigned Readings (TBC) Journal presentations Journal due
9	Mar 12	<ul style="list-style-type: none"> • Social Media Activism and “Clicktivism”: Power and Limitations • Celebrity Activism 	Assigned Readings Communications Piece Due (Traditional op ed or social media piece/blog) Journal Presentations
10	Mar 19	<ul style="list-style-type: none"> • The power of evidence and data in influencing change 	Assigned Readings Journal Presentations Journal due
11	Mar 26	<ul style="list-style-type: none"> • Students present full campaign plans: Round 1 • Course Review 	Presentation of campaign plans
12	Apr 2	<ul style="list-style-type: none"> • Students present full campaign plans: Round 2 • Course Review and Final Exam distributed 	Presentation of campaign plans

University of Waterloo Guidelines

Cross-listed course: *A cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.*

Academic Integrity: *In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.*

Discipline: *A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>*

Grievance: *A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>*

Appeals: *A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>*

Academic Integrity [website](#) (Arts)

Academic Integrity Office [website](#) (University)

Plagiarism Software ([Turnitin](#)): Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

See further information about Turnitin, see page 46.

Access Ability Services - Accommodation for Students with Disabilities - [website](#)

The University of Waterloo and Grebel share a commitment to support the participation and access to university programs, services, and facilities by persons with disabilities.

For students with disabilities: *Contact the Office of AccessAbility Services at 519-888-4567 ext. 35082 or visit Needles Hall 1132. Book an appointment to meet with an advisor to discuss the available services and supports. The Office collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the Office at the beginning of each academic term.*

Accommodation Due to Illness: *From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy.*

Documentation: *Students in on-campus course who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed UWaterloo Verification of Illness Form to support requests for accommodation due to illness. Students in Online Learning courses must also provide confirmation of the illness but submit it to the Centre for Extended Learning Office. The UWaterloo Verification of Illness Form is normally the only acceptable medical documentation and is available [online](#).*

Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion. Doctor's notes and forms created by the physician or clinic are normally not acceptable. Although not compelled to do so, instructors may accept medical documentation that contains the same information specified on the University of Waterloo (UWaterloo) Verification of Illness Form. Health Services charges a \$10 fee for completing the UWaterloo Verification of Illness Form, which is not covered by OHIP/UHIP. Fees for this service levied by off-campus practitioners are the student's responsibility.