Conrad Grebel University College

University of Waterloo

PACS 302-01: Advocacy for Peace and Justice

Winter 2020

Class Time: Mondays 1:30-4:20pm

Location: Room 1300

Instructor: Chris Derksen Hiebert and Henriette Thompson

Office Hours: Mondays 12:30-1:15; 4:30-5:15pm

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# Course Description:

For those with a passion for peace and social justice, 2020 is a year of both enormous possibility and great challenge. In the Canadian context, we have just elected a minority Liberal-led government – the degree of collaboration to sustain the 43rd Parliament is yet to be seen. Many observe that the acrimonious election campaign revealed deep fissures within the Canadian federation and in Canadian society along regional, political, economic and social lines. The relationship between Indigenous people and the Crown, as well as Canada’s commitments to Official Development Assistance, among other things, will be under renewed scrutiny.

Globally, United Nations member states, non-governmental organizations (NGOs) and the private sector are four years into the implementation of the historic commitments made in 2015 to eradicate extreme poverty (as part of the 2030 Agenda and its Sustainable Development Goals). This Agenda was agreed at a high point of global cooperation, which seems like a distant memory in the face of the increasingly fractured international order. Reaching this ambitious agenda will be further challenged by growing concerns of a global recession after ten years of expansion, however.

In late 2018 and throughout 2019, the Friday global student strikes for climate and youth-led calls for immediate and real action to reach IPCC climate goals laid bare the existential crisis faced by humanity and the Earth. Meanwhile, a global backlash against the influx of migrants and refugees continues to shake Europe. A UK in the throes of Brexit, and an intensified rollback of long-standing rights and commitments by the US at its borders are shaking up many existing global agreements and relationships. Meanwhile, China is increasing its influence globally, while emerging economies including India, Brazil and Russia, among others, 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. Rights-based 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. Growing concern with the irresponsible and un/under-regulated use of social media to influence citizens’ voting preferences and patterns is leading many to call for more oversight of this virtual space.

Within this political context, the objective of this course is to deepen students’ understanding of the various approaches and tactics used by citizens, civil society organizations and movements to advocate for change, and to 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 and/or movements 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**

* Deepening students’ understandings of policy making and political change 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, non-violent civil disobedience, and political action for policy change and implementation, and the growing use of social media
* Understanding “good practice” for advocacy--key successes in Canada and globally in recent years, and how they were accomplished through combinations of tactics
* Understanding how to create system maps, 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 (2030 Agenda, the Paris Agreement/UNFCCC process, etc.) and how these frameworks are under threat considering global political trends.

We will draw on many case studies of advocacy in the sustainable development, climate crisis 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 towards clear change outcomes. They will be able to draw on their own passions for advocacy and social change as part of research, assignments and presentations.

# Course Objectives/Expectations/Requirements:

Advocacy is driven by civic 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 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 2020, these will include, *inter alia*, the implementation of the 2030 Agenda and its Sustainable Development Goals (SDGs), the Paris Accord and the 25th Anniversary of the Beijing Conference on women’s rights. In Canada, the course coincides with the beginning of a Liberal minority government and the unfolding impact of the climate crisis in the Arctic and the rest of Canada. Climate catastrophes will intensify and affect people globally. Americans face a fall 2020 election and the ongoing actions of the current Administration will continue to affect Canada and the world. There will be many contemporary examples to provide rich lessons and observations about the role of citizens and civil society in the political process.

# Required Reading Materials:

Green, Duncan. 2016. [*How Change Happens*](https://policy-practice.oxfam.org.uk/publications/how-change-happens-581366). Oxford University Press.

(Note: This is an open access publication available online for free download. It is also available in the Milton Good Library.)

Smucker, Jonathan Matthew. 2017. *Hegemony How-to: A Roadmap for Radicals*. AK Press. One copy is on reserve in the Milton Good Library; copies available for purchase at the University of Waterloo bookstore.

Web Page: This course will make use of a WATERLOO LEARN website. This site will provide general information for the course, study guides and grades for term tests. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

# Evaluations:

| Assignment | Weighting | Due Date |
| --- | --- | --- |
| Class Participation\* | 10% | Throughout |
| Journal Assignment | 10% | January 27, February 24, March 16 |
| Policy Briefing Assignment | 15% | February 10 |
| Map the System “system map” | 15% | March 6 |
| Map the System 3000-word written summary | 17% | March 23 |
| Map the System class presentation | 8% | March 23, 30 |
| Final exam | 25% | tbc |

\*Class participation refers to: the level of engagement in classroom activities; active and respectful listening and constructive criticism; evidence of careful reading and thorough preparation; making original, thoughtful and relevant contributions.

**Late submissions**: Written assignments to be electronically submitted via LEARN. Late work will have 5% of the assignment mark deducted for the first day plus 1% for each additional weekday that the assignment is late.

# Grading Scale:

| Assigned Letter Grades | Percentage Range | Average Calculation Values |
| --- | --- | --- |
| A+ | 90-100 | 95 |
| A | 85-89 | 89 |
| A- | 80-84 | 83 |
| B+ | 77-79 | 78 |
| B | 73-76 | 75 |
| B- | 70-72 | 72 |
| C+ | 67-69 | 68 |
| C | 63-66 | 65 |
| C- | 60-62 | 62 |
| D+ | 57-59 | 58 |
| D | 53-56 | 55 |
| D- | 50-52 | 52 |
| F+ | 42-49 | 46 |
| F | 35-41 | 38 |
| F- | 0-34 | 32 |

# Course 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 6 | * Course and Instructor Introduction and Course Overview * Present [Map the System](https://uwaterloo.ca/centre-peace-advancement/student-engagement/map-system) challenge: * Student Interests and Expectations * Understanding Worldview | No Assigned readings |
| 2 | Jan 13 | * Defining Advocacy and Change: A look at the spectrum of action and engagement that seeks political and social change * Systems thinking and systems change * Incrementalism and revolutionary change * Identity in change movement | Required Reading:  *How Change Happens:*  pp. 1-27  *Hegemony How-To*: pp. 9-49  “[Ally Bill of Responsibilities](https://www.lynngehl.com/ally-bill-of-responsibilities.html)” by Dr Lynn Gehl |
| 3 | Jan 20 | * Mapping the System: Presentation by Professor Paul Heidebrecht, PACS instructor * Understanding power * Using power analysis * The role and responsibility of the state * Law and rights as bases for advocacy | Required Reading:  *How Change Happens*:  pp. 28-46  *Hegemony How-To*:  pp. 42-46, 109-112, 155-186  Journal presentations |
| 4 | Jan 27 | * The international system(s) * Key issues and themes on the Global Change Agenda: the 2030 Agenda and the Sustainable Development Goals (SDGs); the Paris Accord on Climate Change; Populism; the “G’s” (G7, G20), etc. * Guest speaker: UWaterloo Professor James Skidmore, Germanic and Slavic Studies: on populism * Guidance on developing policy briefings * Guidance on Map the System concept “pitch” | Required Reading:  *How Change Happens*:  pp. 69-109; 135-150  *Hegemony How-To*:  pp. 21-24  Journal presentations  Journal #1 Due |
| 5 | Feb 3 | * Map the System guidance * Citizen and civil society activism * Guest Speaker: The UN System (TBC) | Required Readings  *How Change Happens:*  pp. 179-209  Journal presentations  Map the System pitches due |
| 6 | Feb 10 | Indigenous Approaches to Justice and Change  Guest Speaker: Lori Campbell, Executive Director of *Shatitsirotha*, Waterloo Indigenous Student Centre | Required Readings  *How Change Happens:*  pp. 212-232  Reading on Indigenous rights in the Canadian context (tbc)  Journal presentations |
|  | Feb 17 | READING WEEK | Ottawa Office Seminar (optional) |
| 7 | Feb 24 | * Guest Speaker: Sandee Lovas, anti-poverty community activist * Key issues and themes in the Canadian context * Developing Theories of Change and Action | Required Readings  *How Change Happens*: pp. 236-245  *Hegemony How-to*: pp. 134-138  Reports back from Ottawa  Policy briefings due  Journal #2 Due |
| 8 | Mar 2 | * Social media activism and “clicktivism”: power and limitations * Celebrity activism * Lifestyle advocacy | Assigned Readings  *Hegemony How-to:* pp. 56-61 (tactics and messaging); 187-207 (Ch 7, The Invitation We Extend)  Journal presentations |
| 9 | Mar 9 | * The power and challenges of coalitions for change * Multi-sector campaigns: harnessing business, faith actors and other movements for change * Guest speaker: Cesar Jaramillo, Executive Director, Project Ploughshares | Assigned Readings  *Hegemony How-To:*  pp. 177-186  Journal presentations |
| 10 | Mar 16 | * The power of evidence and data in influencing change | Assigned Readings  *How Change Happens*: pp. 220, 242-245  Journal presentations  Journal #3 Due |
| 11 | Mar 23 | * Students presentations, Map the System: Round 1 * Course review | Map the System Presentations |
| 12 | Mar 30 | * Students present full campaign plans: Round 2 * Course Review | Map the System Presentations |

# UWaterloo Policies

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## **Cross-listed course (requirement for all Arts courses)**

Please note that 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. Check the [Office of Academic Integrity website](https://uwaterloo.ca/academic-integrity/) for more information.

**Discipline**

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) for more information.] 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71). For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

**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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals**

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

## Accommodation for Students with Disabilities

***Note for students with disabilities:*** [AccessAbility Services](https://uwaterloo.ca/disability-services/), located in Needles Hall, Room 1401, 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 [AccessAbility Services](https://uwaterloo.ca/disability-services/) at the beginning of each academic term.

## If you are using Turnitin® in your course

***Turnitin.com and alternatives:*** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

**On Campus**

* Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
* [MATES](https://feds.ca/feds-services/uw-mates): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
* Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**

* [Good2Talk](http://www.good2talk.ca/): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
* Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
* [Here 24/7](http://www.here247.ca/): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
* [OK2BME](http://www.ok2bme.ca/): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download [UWaterloo and regional mental health resources (PDF)](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the [WatSafe app](https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

## Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron, Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory (PDF)](https://www.caut.ca/docs/default-source/professional-advice/list---territorial-acknowledgement-by-province.pdf?sfvrsn=12).

## Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

# Other sources of information for students:

Note for students with learning differences:The [AccessAbility Services (AAS)](https://uwaterloo.ca/accessability-services/) office, located in Needles Hall Room 1132, 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 ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](file:///\\cguc.uwaterloo.ca\Users\henriette\Downloads\www.adm.uwaterloo.ca\infocs), ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](file:///\\cguc.uwaterloo.ca\Users\henriette\Downloads\www.uwaterloo.ca\writing-centre)