



SRAP5021

Policy, Advocacy and Activism in the Digital Age

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|--------------|--------------------------|----------------|--------------------------------------|-------|
| David Coombs | david.coombs@unsw.edu.au | by appointment | Morven Brown, 112, 209, or 221 | |

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

This course introduces you to theories and concepts of the relationship between civil society advocacy, policy and state institutions, and social change in the digital age, blending class-room, online, and experiential learning and teaching activities. You will work in groups to design and prototype an online advocacy campaign on a policy issue of your choice. The increasing importance of digital advocacy and activism for policy change, and the opportunity for higher order cognitive engagement - beyond desk based research and analysis – that technology now offers makes this course a timely contribution to the professional development of those working in policy and advocacy as well as informing those in related areas as to its role in policy change.

Course Learning Outcomes

1. Articulate the relationship between advocacy, policy practice and policy change.
2. Do in depth analysis of and define a social problem and frame the issue in policy terms.
3. Use policy and advocacy frameworks and concepts to map, analyse, and strategize stakeholder and interest group positions, their role in the policy process and outcomes, and the forums – physical and virtual – in which they are most likely to be active or engage.
4. Demonstrate a strong awareness of the complex and dynamic nature of advocacy work (negotiation, facilitation, collaboration, and campaign execution) through collaborative campaign development, including online strategy, and reflective classroom engagement.
5. Critically evaluate civil society policy advocacy campaigns in the digital online/arena through the lens of advocacy and social change theory and use of different online strategies.
6. Apply theory to a real world social policy issue by creating a basic digital campaign strategy (paper design or prototype).

Teaching Strategies

This course uses a blend of classroom, online, and experiential learning and teaching strategies and activities. The main activity is the design (and optional prototyping) of an online advocacy campaign. The class will meet in weekly seminars or engage in online activities.

There are two key ideas behind this rationale. First, the blended design permits the inclusion of a greater range of learning activities and makes best use of available face-to-face time. Second, the course is designed with a very practical focus on the awareness, development and utilisation of digital advocacy tools, so the online components complement the digital and practical foci in the course.

Assessment

Additional information about the requirements and marking criteria for assessment tasks is available on Moodle.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|------------------------------------|--------|----------------|------------------------------------|
| Campaign strategy scoping document | 40% | Not Applicable | 1, 2, 3, 5 |
| Project and report | 60% | Not Applicable | 4, 5, 6 |

Assessment Details

Assessment 1: Campaign strategy scoping document

Start date: Not Applicable

Length: 1500 words

Details:

In 1500 words you will identify a social issue of your choosing and:

- a) identify an existing digital campaign
- b) critically appraise their approach using course concepts, examining how the issue is framed, what the campaign goals are, who the target audience is, what relationships and power dynamics can be identified, and what tools are used
- c) identify space for a new digital campaign

Additional details:

There is no group component to this assignment. This is an individual assignment

Submission notes: Assessment due date TBA

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Project and report

Length: 3000 words

Details:

In 3000 words, you will design a digital campaign strategy related to the social issue that you identified and discussed in Assignment 1.

Each student will submit either a description of, or a digital campaign prototype. Each student should choose the delivery option that they are most comfortable with.

A report which explains the campaign's rationale, aims, intended audience, and intended outcomes, must accompany the strategy document. The report should draw on course content and highlight the way in which the design supports the advocacy campaign strategy.

Lecturer feedback will be provided online (written or audio) 10 working days after the final submission.

This is the final assessment for this course.

Additional details:

There is no group component to this assignment. This is an individual assignment

Submission notes: Assessment due date TBA

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|---------------------------|-----------------|--|
| Week 1: 31 May - 4 June | Seminar | What is advocacy? What is activism? What is e-activism? How do advocacy and activism influence policy change? How do we distinguish between digital advocacy and other forms of influence such as lobbying? How is it linked to community organising? |
| | Online Activity | Complete a digital skills inventory to assess your own digital skills. |
| Week 2: 7 June - 11 June | Seminar | The policy process, framing the issue, setting the agenda and campaign goals Colebatch's conceptual framework of the policy process is introduced. The concept of 'issue framing' is also explained in relation to how problems make it onto the policy agenda. The influence of the media in this process is also examined. |
| Week 3: 15 June - 18 June | Seminar | Guest lecture |
| | Online Activity | e-advocacy tools Examination of e-advocacy tools and their application. |
| Week 4: 21 June - 25 June | Seminar | Stakeholders, interest groups, insiders/outside, and networks Analysis of different actors and their roles both in relation to the advocacy campaign and the policy process. Identify stakeholders with the power to help or hinder the campaign. |
| Week 5: 28 June - 2 July | Seminar | Telling the story and making the news Crafting the story to gain control of the agenda. Analysis of dominant stories in your chosen campaign space and crafting your story. Consideration of online vs offline campaign |

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| | | strategies and tactics. |
| Week 6: 5 July - 9 July | Seminar | Use of evidence Using and presenting evidence for policy change. Evaluating social media as a source of evidence. |
| Week 7: 12 July - 16 July | Seminar | Activism, cyberactivism, slactivism, and clicktivism; awareness, mobilization and reaction How effective is digital advocacy and activism compared to offline strategies? How do we mobilize supporters? |
| Week 8: 19 July - 23 July | Seminar | Transnational Advocacy A critical examination of transnational advocacy and how local actors can be disempowered and outcomes compromised from outside. |
| Week 9: 26 July - 30 July | Seminar | Black Lives Matter / Indigenous Deaths in Custody Exploration of the intersections between protest movements against police violence in the US and Australia. |
| Week 10: 2 August - 6 August | Seminar | Saul Alinsky's Rules for Radicals Considering Saul Alinsky's ongoing influence. |

Resources

Prescribed Resources

Weekly readings are available on Leganto (accessed via Moodle)

Recommended Resources

A list of recommended resources for students is available on Moodle (via Leganto)

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's MyExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

Image credit: Port to Port

Connections: <https://www.porttoportconnections.com/blog/2018/2/28/jointhemovement-the-problems-and-promise-of-digital-activism>

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.