THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	: **Bachelor of Science (Honours) in Executive Management**
Programme QF Level	: **5**
Course Title	: **Policy advocacy and community engagement**
Course Code	: **PUA4020**
Department	: **Social Sciences and Policy Studies**
Credit Points	: **3**
Contact Hours	: **39**
Pre-requisite(s)	: **Nil**
Medium of Instruction	: **English**
Course Level	: **4**

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing participants with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of participants in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course explores knowledge and skills necessary in engaging stakeholders in the community and the concept and practice of policy advocacy. Using real life cases, we introduce students to: (1) The Policy Paradox, which provides a framework for understanding political decision making and the struggles of different stakeholders over values and ideas; (2) Advocacy tools, processes, and models which enable students to understand advocacy formulation, implementation and evaluation; (3) Community engagement and empowerment, in which the emphasis is put on social policies and how to engage the community and the vulnerable population to build advocacy practices in a systematic and purposeful way; and (4) Social Media and Advocacy, which discusses how to engage social media and evaluates the media's role in driving social changes. Ultimately, we train students to be creative and logical thinkers in strategizing advocacy and to become competent communicators in writing and conversing advocacy strategies controlled and uncontrolled media, social marketing campaigns and media strategies for advocacy.

2. **Course Intended Learning Outcomes** (CILOs)
   Upon completion of this course, students will be able to:
   - $CILO_1$ identify stakeholders' different agenda and the paradoxes inherent in achieving equity, efficiency, liberty, and security;
   - $CILO_2$ analyze the conditions – social, political and economic – within which non-profit and educational organizations operate;
   - $CILO_3$ apply communication tools for policy advocacy;
   - $CILO_4$ master approaches to identifying and analyzing policy paradox in relation to regional and international practice; and
   - $CILO_5$ formulate and evaluate advocacy campaigns

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Identify stakeholders 's different agenda and the paradoxes inherent in achieving equity, efficiency, liberty, and security.	$CILO_{1-3}$	• Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.
Demonstrate knowledge and application of communication tools for policy advocacy	$CILO_{2-4}$	• Individual essay • Tutorials: Students present cases relevant to current communication management issues, topics and scenarios. • Presentations: Advocacy Campaign on issues relation to policy issues • Web and library search • Reading lecture notes and key references.
Master approaches to identifying and analyzing policy paradox in relation to regional and international practice	$CILO_{2-4}$	
Formulate and evaluate advocacy campaigns	$CILO_{2-4}$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) **Class Discussion and Participation:** Active class participation in leading and contributing to class discussion of readings and major issues/themes introduced in lectures.	20%	*CILO₁₋₄*
(b) **Practicum and Organizational Observation/Analysis:** Working in groups, students will be assigned an organization (normally Hong Kong based) whom they will conduct an in-depth examination to ascertain their engagement and advocacy strategies. Students will be required to analyze the strategic engagement strategies of their assigned organization and assess the outcomes by identified appropriate methods, metrics of assessment and mapping these with key organizational objectives in terms of advocacy outcomes and effectiveness. This is a written assignment (word limit: 3000)	50%	*CILO₁₋₄*
(c) **In-class Test:** End of semester quiz. Students will be assessed on core theoretical issues/conceptual frameworks and important literatures addressing engagement, coalition building and advocacy strategies.	30%	*CILO₁₋₄*

5. Required Text(s)

Nil

6. Recommended Readings

Arnold, G. (2011). The impact of social ties on coalition strength and effectiveness: The case of the battered women's movement in St. Louis. *Social Movement Studies*, 10(2), 131–150.

Bergan, D. E. (2009). Does grassroots lobbying work? A field experiment measuring the effects of an e-mail lobbying campaign on legislative behavior. *American Political Research*, 37, 327-352.

Gelak, D. (2008). *Lobbying and advocacy: Winning strategies, resources, recommendations, ethics and ongoing compliance for lobbyists and Washington Advocates*. Washington: Thecapitol.Net, Inc.

McNutt, J. (2011). Is social work advocacy worth the cost? Issues and barriers to an economic analysis of social work political practice. *Research on Social Work Practice*, 21(4), 397–403..

McNutt, J. G. (2006). Building evidence based advocacy in cyberspace: A social work imperative for the new millennium. *Journal of Evidence Based Practice*, 3, 91-102.

Patton, M. (2008). Advocacy impact Evaluation. *Journal of Multidisciplinary Evaluation*, 5(9), http://evaluation.wmich.edu/jmde/

Raiffa, H. (1982). *The art and science of negotiation.* Cambridge, MA: Harvard University Press.

Richan, W.C. (2006). *Lobbying for social change* (3rd ed). New York: The Haworth Press.

Rocha, C., Poe, B. & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-325.

Shaw, R. (2013). *The activist's handbook: A primer* (2nd ed). Berkeley, CA: University of California Press.

Stone, D. (2011). *Policy Paradox: The art of political decision making.* (3rd ed.). New York: Norton.

Terzieva, M., & Morabito, V. (2016). Learning from experience: The project team is key. *Business Systems Research*, 7(1), 1-15.

7. Related Web Resources

e.politics: http://epolitics.com/
Abramoff: The lobbyist's playbook (60 minutes):
http://www.cbsnews.com/video/watch/?id=7387331n
NetCentric Advocacy: http://www.network-centricadvocacy.net
Center for Civil Society Studies, The Chinese University of Hong Kong:
http://www.cuhk.edu.hk/centre/ccss/index.html
Center for the Third Sector, National Chengchi University (政治大學第三部門研究中心):
http://tw.funwish.net/nccu333/?p=47
NGO Research Center, Tsinghua University (清華大學, 清華 NGO 研究所):
http://www.ngorc.org.cn/
Tactical Technology Collective: http://www.tactictech.org

8. Related Journals

American Political Science Review
Journal of Contemporary Asia
Social Movement Studies
Social Work
The Pacific Review
Voluntas: International Journal of Voluntary and Nonprofit Organizations

9. **Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Others**

Newspaper articles, policy papers and video-clips on relevant issues.
Management Communication Quarterly
Public Relations Review
Strategic Communication Management
International Journal of Strategic Communication