

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level	: 5
Course Title	: Stakeholder Engagement, Coalition Building and Advocacy
Course Code	: PUA4012
Department	: Department of Asian and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
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 students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate 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 students 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 and building coalition in public 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.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Recognize that stakeholders have different agenda and the paradoxes inherent in achieving equity, efficiency, liberty, and security;
- CILO₂ Demonstrate knowledge and application of communication tools for policy advocacy;
- CILO₃ Master approaches to identifying and analyzing the stakeholders; and
- CILO₄ Formulate and evaluate a stakeholder engagement plan.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduce ways to identify stakeholders, and the impacts of social, political, economic, and global forces on social policy and practice.	CILO ₁₋₃	<ul style="list-style-type: none"> • Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references • Tutorials: Students present the chosen topics; comment on the presentations; discuss their views on chosen subject areas • Web and library search • Reading lecture notes and key references
b. Discuss advocacy tools, processes, and models which enable students to understand advocacy formulation, implementation and evaluation	CILO ₂₋₄	
c. Examine the social policy demands of the vulnerable population to build advocacy practices in a systematic and purposeful way	CILO ₃₋₄	
d. Discusses how to engage social media and evaluates the media's role in driving social changes	CILO ₂₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(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%	CILO ₁₋₄
(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.	50%	CILO ₁₋₄
(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%	CILO ₁₋₄

5. Required Text(s)

Nil

6. Recommended Readings

- Aakhus, M., & Bzdak, M. (2015). Stakeholder engagement as communication design practice. *Journal of Public Affairs*, 15(2), 188-200.
- 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. (1996). *Lobbying for social change*. 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. (1996). *The activist's handbook: A primer*. 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 adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Newspaper articles, policy papers and video-clips on relevant issues.