



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## **UPADM-GP 269**

# **How to Change the World: Advocacy Movements and Social Innovation**

## **Spring 2021**

### **Instructor Information**

- Meredith Hahn
- Email: mh898@nyu.edu
- Office Address: None
- Office Hours: By Appointment

### **Course Information**

- Class Meeting Times: Thursdays, 4:55 – 7:25 p.m.
- Class Location: VIRTUAL

### **Course Prerequisites**

- None

### **Course Description**

How does someone go about changing the world? What does social change theory suggest are the most effective tactics to change hearts and minds? What can we learn from the past about what it means to be an effective agent of change? How have social entrepreneurs created organizations that become engines of change? How has technology, social media and trends in mainstream media changed the rules of the game?

This course will focus on social change theory and explore social movements in post-war America, including: the movement for African-American civil rights, the LGBTQ+ Movement, Environment/Climate Activism, the Women's Movement; the Conservative Movement, Corporate Social Responsibility and social change, Immigration, Healthcare, Journalism, Whistleblowing & Hacktivism, and the Free Speech movement.

## Course and Learning Objectives

Students will gain an understanding of the key philosophies, tactics and historical accomplishments of major post WWII social movements and how these tactics can be adopted and/or reimagined to power the social movements of today.

There are four objectives for this course:

1. To introduce theoretical frameworks on how to organize social change movements to drive public opinion, influence key stakeholders and shift the narrative towards their aims.
2. To introduce and familiarize students with social movements that span from post-war American history through modern day, and how each is shaped by its place in time.
3. To use these movements to illustrate the variety of tactics and strategies employed by advocates to advance social change including demonstrations, boycotts, marches, voter engagement, legislation, and the building of coalitions to create solutions to societal problems.
4. To engage students in practical exercises to apply these theories.

## Learning Assessment Table

Graded Assignment	Course Objective Covered
Class Participation (45%)	#1-4
Student Teaching (25%)	#1-3
Final Paper (30%)	#4

## Required Readings

Books to Buy:

- *Rules for Radicals*, Saul Alinsky
- *On Tyranny*, Timothy Snyder

Readings Provided by Professor (DOWNLOAD FROM NYU CLASSES)

- [Don't Think of an Elephant!: Know Your Values and Frame the Debate](#), George Lakoff
- [This Changes Everything: Occupy Wall Street and the 99% Movement](#), edited by Sarah Gelder
- [Parting the Waters](#), Taylor Branch
- [Caste: The Origins of Our Discontents](#), Isabel Wilkerson (**available online – click hyperlink**)
- [Prisoners of Politics: Breaking the Cycle of Mass Incarceration](#), Rachel Elise Barkow (**available online – click hyperlink**)
- [Victory: The Triumphant Gay Revolution](#), Linda Hirshman
- [WHEN EVERYTHING CHANGED: The Amazing Journey of American Women From 1960 to the Present](#), Gail Collins
- [Give Us Liberty, A Tea Party Manifesto](#), Dick Armey & Matt Kibbe

Films:

- *I Am Not Your Negro* [AMAZON STREAMING/FREE WITH PRIME, NETFLIX DVD ONLY]
- *13<sup>th</sup>* [NETFLIX STREAMING]

- *Earth Days* [YOUTUBE - [https://www.youtube.com/watch?v=HyTs1gH3f\\_8](https://www.youtube.com/watch?v=HyTs1gH3f_8)]
- *How to Survive a Plague* [AMAZON STREAMING ON DEMAND, HULU STREAMING, NETFLIX DVD ONLY]
- *The Case Against 8* [HBO STREAMING, AMAZON STREAMING ON DEMAND, ITUNES/GOOGLE STREAMING]
- *Equal Means Equal* [AMAZON PRIME STREAMING]
- *Get me Roger Stone* [NETFLIX STREAMING]
- *Shouting Fire: Stories from the Edge of Free Speech* [HBO STREAMING, VIMEO]

## Assessment Assignments and Evaluation

Your grade in this course is based on three components:

**Class Participation (45%)** Your active participation is important in this discussion-rich seminar. In addition to attendance, I will be looking for you to have read and thought about the readings & films, actively participate in class discussions. You will be eligible to earn up to 3 points per week for the 15 weeks of the course.

**Student Teaching (25%)** Throughout the semester, groups of students will engage with and research one of the movements studied and will teach the class a lesson. Grades for this activity will be based in part on an assessment given by the rest of the students in the class. Students must discuss their lesson plan with the instructor in advance.

**Final Paper (30%)** Drawing on the social movements studied, students will identify a social problem and then submit a campaign brief outlining your ideas for the creation of a new, or reimagined, social impact campaign to address it. Your proposal must contain a rationale for why the issue should be addressed, what your proposed solution/objective is, what tactics and strategies you will use, how you will organize and who your campaign engage (partnerships, target audiences, etc.). An outline will be due on **April 1**. The final will be at least five pages (typed, double-spaced) and is due by 5pm on **May 14th** when it will be emailed as an attachment to the professor.

## Overview of the Semester

- Week 1
  - Date: January 28
  - Topic: Meet & Greet, Review course outline and schedule, discussion
- Week 2
  - Date: February 4
  - Topic: Theories & Tactics of social organizing
- Week 3
  - Date: February 11
  - Topic: Framing the Debate
- Week 4
  - Date: February 18
  - NO CLASS
- Week 5
  - Date: February 25
  - Topic: Trump Era: Polarization and Insurrection
- Week 6
  - Date: March 4
  - Topic: The Early Civil Rights Movement to Black Lives Matter (Guest Speaker)
- Week 7
  - Date: March 11
  - Topic: The Environment and Climate Activism
- Week 8
  - Date: March 18
  - Topic: The Women's Rights Movement Past & Present (Guest Speaker)
- Week 9
  - Date: March 25
  - Topic: The LGBTQ+ Movement & AIDS crisis (Guest Speaker)
- Week 10
  - Date: April 1
  - Topic: Corporate Social Responsibility & Social Entrepreneurship
  - **DUE: FINAL PAPER OUTLINE**
- Week 11
  - Date: April 8
  - Topic: Immigration & Health Care
- Week 12
  - Date: April 15
  - Topic: Journalism, Whistleblowing, Hacktivism & Free Speech
- Week 13
  - Date: April 22
  - Topic: The Conservative Movement (Guest Speaker)

- Week 14
  - Date: April 29
  - Topic: The Changing Face of Politics
- Week 15
  - Date: May 6
  - Topic: Course Shareback & Group Exercise
- Final Assignment
  - Date: May 14
  - **DUE: Paper due electronically, delivered by email by 5:00 p.m.**

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>
<b>A</b>	4.0 points
<b>A-</b>	3.7 points
<b>B+</b>	3.3 points
<b>B</b>	3.0 points
<b>B-</b>	2.7 points
<b>C+</b>	2.3 points
<b>C</b>	2.0 points
<b>C-</b>	1.7 points
<b>F</b>	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for an undergraduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for an undergraduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

- (B+) Good: Sound work for an undergraduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for an undergraduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for an undergraduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for an undergraduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for an undergraduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Detailed Course Overview

### WEEK 1: MEET & GREET, REVIEW COURSE OUTLINE AND SCHEDULE, DISCUSSION

#### Readings Due

1. None

### WEEK 2: THEORIES AND TACTICS OF SOCIAL CHANGE

#### Readings Due

1. Rules for Radicals, Saul Alinsky - Chapters “Prologue” and “The Purpose” “Word about Words” “Communication” and “Tactics”
2. This Changes Everything: Occupy Wall Street and the 99% Movement, edited by Sarah Gelder – (found on NYU Classes)

## WEEK 3: FRAMING THE DEBATE

### Readings Due

1. Don't Think of an Elephant!: Know Your Values and Frame the Debate, George Lakoff (Parts 1 and 2 found on NYU Classes>Readings)
2. [Caste: The Origins of Our Discontents](#), Isabel Wilkerson (Part Three – pages 100 - 164)

## WEEK 4: NO CLASS

## WEEK 5: TRUMP ERA: POLITICAL POLARIZATION & INSURRECTION

### Readings Due

1. On Tyranny: Twenty Lessons from the Twentieth Century – Timothy Snyder – Chapters 1, 2, 3, 6,10,17
2. [“The American Abyss”](#), The New York Times, 1/9/2021
3. [“Donald Trump Is Out. Are We Ready to Talk About How He Got In?”](#), The Atlantic, 1/19/21
4. [“What Trump and His Mob Taught the World About America”](#), The Atlantic, 1/7/2021
5. [“How Trumpism May Endure”](#), The New York Times, 1/9/2021
6. [“Social media is rotting democracy from within”](#), Vox, 1/22/2019
7. [“This Is How Authoritarians Get Defeated”](#), Mother Jones, 10/9/2020

## WEEK 6: THE EARLY CIVIL RIGHTS MOVEMENT TO BLACK LIVES MATTER

### Readings Due

1. Parting the Waters, Taylor Branch (Montgomery Bus Boycott chapter found on NYU Classes>Readings)
2. [Prisoners of Politics: Breaking the Cycle of Mass Incarceration](#) (Introduction – pages 1-16)
3. [“Foreseeable Violence “& Black Lives Matter](#), The Stanford Law Review, September 2020
4. [“The New Reconstruction”](#), The Atlantic, October 2020
5. [“Rioting is beginning to turn people off to BLM”](#), USA Today, 8/31/2020
6. [“I was a civil rights activist in the 1960s. But it’s hard for me to get behind Black Lives Matter.”](#), Wash Post, 8/4/2015

### Assigned Viewing

1. DOCUMENTARY: I am not your Negro
2. DOCUMENTARY: 13<sup>th</sup>

## WEEK 7: THE ENVIRONMENT & CLIMATE ACTIVISM (GUEST SPEAKER)

### Readings Due

1. [“Environmentalism Was Once a Social-Justice Movement. It can be again.”](#) The Atlantic, 12/7/2016
2. [“Inequality makes climate crisis much harder to tackle”](#), The Guardian, 1/26/2020

3. [“Who’s Really Responsible for Climate Change?”](#), Harvard Political Review, 1/2/2020
4. [“America’s richest could afford this important investment to help fight climate change, scientist says.”](#), CNBC, 9/12/2019
5. [“The Rise of U.S. Youth Climate Activism.”](#), Harvard Political Review, 10/4/2019
6. [“The Climate Denial Machine: How the Fossil Fuel Industry Blocks Climate Action”](#), The Climate Reality Project, 9/5/2019
7. [“The Challenging Politics of Climate Change”](#), The Brookings Institution, 9/23/2019
8. [“A Green New Deal and Its Political Prospects”](#), ABC, 2/14/19
9. [“When the Green New Deal Goes Global.”](#), Foreign Policy, 1/11/2020

#### Assigned Viewing

1. DOCUMENTARY: Earth Days

### WEEK 8: THE WOMEN’S RIGHTS MOVEMENT: PAST & PRESENT (GUEST SPEAKER)

#### Readings Due

1. WHEN EVERYTHING CHANGED: The Amazing Journey of American Women From 1960 to the Present (found on NYU Classes)
2. [“Feminists from 3 different generations talk #MeToo”](#), Vox, 1/31/18
3. [“Power of the Purse: Consumer Activism Emerges as the New Feminist Brand”](#), Entrepreneur.com, 3/17/2017

#### Assigned Viewing

1. DOCUMENTARY: Equal Means Equal

### WEEK 9: THE LGBTQ+ RIGHTS MOVEMENT & THE AIDS CRISIS OF THE 1980s (GUEST SPEAKER)

#### Readings Due

1. Victory: A Triumphant Gay Revolution (found on NYU Classes)
2. [“After Marriage Equality, What’s Next for the LGBT Movement?”](#), NPR, 6/28/2015
3. [“Transphobia and homophobia are inextricably linked”](#), The Economist, 7/13/2018

#### Assigned Viewing

1. DOCUMENTARY: How to Survive a Plague
2. DOCUMENTARY: The Case Against 8



## WEEK 10: CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL ENTREPRENEURSHIP (GUEST SPEAKER)

### Readings Due

1. [“A Friednzan Doctrine”](#), New York Times Magazine, 9/13/1970
2. [“The Corporate Social Contract”](#), Corporate Social Responsibility Magazine, 7/1/2011
3. [“Social Entrepreneurship: The Case for Definition”](#), Stanford Social Innovation Review, Spring 2007
4. [“Maximizing Shareholder Value: The Goal that Changed Corporate America”](#), The Washington Post, 8/26/2013
5. [“The Truth about CSR”](#), Harvard Business Review, 2/2015
6. [“Does CSR Work?”](#), The Economist, 1/17/2008
7. [“Who do Millennials Trust on Diversity: Corporations or Government?”](#), Forbes, 1/28/2017
8. [“Most Executives Believe in the Business Case for CSR. So why don't they invest more in it?”](#), Harvard Business Review, 9/12/18
9. [“‘Woke’ CEOs Don’t Actually Care About Economic Justice.”](#), The Nation, 1/29/2020
10. [“When Did Companies Become People? Excavating the Legal Evolution.”](#), NPR, 7/28/2014
11. [“The Rise of Woke Capital”](#), New York Times Opinion, 2/28/2018
12. [“Does Divestment Work”](#), New Yorker, 10/20/2015
13. [“Shopping has become a political act. Here’s how it happened.”](#) Vox, 11/7/2019

### Assignment Due

1. Outline for final paper

## WEEK 11: IMMIGRATION & HEALTHCARE

### Readings Due

1. [“If Liberals Won’t Enforce Borders, Fascists Will.”](#) The Atlantic, April 2019
2. [“Coverage of the migrant surge at the border shows how easily the media can be trolled by Republicans.”](#) Salon, 3/22/21
3. [“Mainstreaming Hate: The Anti-Immigrant Movement in the U.S.”](#) ADL Report, 2018
4. [“The ACA, Repeal, And the Politics of Backlash.”](#) HealthAffairs, 4/6/20
5. [“How the Health Insurance Industry \(and I\) Invented the ‘Choice’ Talking Point.”](#) The New York Times, 1/14/20
6. [“We Are Living in a Failed State. The coronavirus didn’t break America. It revealed what was already broken.”](#) The Atlantic, June 2020

### Assigned Viewing

- [Medhi on MSNBC: Interview with Representative Dan Crenshaw](#)
- [Health Beyond Healthcare: Healthcare Is About Buildings and Food | Forbes Healthcare Summit 2018](#)

## WEEK 12: JOURNALISM, WHISTLEBLOWING, HACKTIVISM & FREE SPEECH

### Readings Due

1. "[Investigative Journalism Works: The Mechanisms of Impact](#)," The Bureau of Investigative Journalism 1/23/2018 – PAGES TBD
2. "[Journalism isn't dying. But it's changing WAY faster than most people understand](#)", Wash Post, 4/18/2016
3. "[Did the Pentagon Papers Matter?](#)" Columbia Journalism Review, Spring 2016
4. "[WikiLeaks and Hacktivism Culture](#)", The Nation 9/15/2010
5. "[EVEN WIKILEAKS HATERS SHOULDN'T WANT IT LABELED A "HOSTILE INTELLIGENCE AGENCY"](#)", The Intercept, 8/25/2017
6. "[The real issue in the campus speech debate: The university is under assault](#)", Washington Post, 8/9/2017
7. "[Flip-Flopping on Free Speech](#)", New Yorker, 10/9/2017

### Assigned Viewing

1. DOCUMENTARY: [Shouting Fire: Stories from the Edge of Free Speech](#)

## WEEK 13: THE CONSERVATIVE MOVEMENT

### Readings Due

1. Give Us Liberty: A Tea Party Manifesto (found on NYU Classes)
2. Don't Think of an Elephant!: Know Your Values and Frame the Debate, George Lakoff (What Conservatives Want - found on NYU Classes>Readings)
3. "[The Provocateur](#)", NYT 4/13/12
4. "[New Koch](#)" New Yorker, 1/25/16
5. "[The Origins of the Modern American Conservative Movement](#)", Heritage Foundation, 11/21/2003
6. "[Political Correctness and Its Real Enemies](#)" NYT, 9/3/16
7. "[With Koch Brothers Academy, Conservatives Settle in for a Long War](#)", NYT, 9/7/16
8. "[Could a grown-up Tea Party save the GOP?](#)", The Week, 8/7/2018

### Assigned Viewing

1. DOCUMENTARY: Get Me Roger Stone

## WEEK 14: THE CHANGING FACE OF POLITICS (GUEST SPEAKER)

### Readings Due

1. "[Why Meaningful Diversity in Government Matters](#)", Pacific Standard, 1/27/2017
2. "[Why aren't there more black Republicans?](#)", The American Conservative, 1/18/2016
3. "[Why Liberals and Conservatives Think So Differently](#)" Psychology Today, 2/27/2018
4. "[Voters Keep Moving to the Left on Social Issues, Republicans Included](#)", NYT, 12/23/2019
5. "[As a Cuban American, I See a Story the Numbers Miss](#)", Vouge, 11/6/2020

## WEEK 15: COURSE SHAREBACK & GROUP EXERCISE

Readings Due

None

FINAL ASSIGNMENT:

1. Paper due electronically by 5:00 p.m. on May 14 when you will email your paper as an attachment (Word file, Google Doc or PDF) to the professor.

### **NYU Classes**

You will use NYU classes to download a majority of the required reading. I will also use it for announcements, resources, and to post copies of the presentations delivered in class. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

### **Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

### **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

### **NYU's Calendar Policy on Religious Holidays**

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.