



NYU

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

UPADM-GP 269

How to Change the World: Advocacy Movements and Social Innovation

Spring 2023

Instructor Information

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

Course Information

- Class Meeting Times: Tuesdays, 6:20 to 8:50 p.m.
- Class Location: GCASL, Room 279
- 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-WWII America, including: the movement for Black civil rights, the LGBTQ+ Movement, Environment/Climate Activism, the Women's Movement; the Conservative Movement, Corporate Social Responsibility and social entrepreneurship, 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 (35%)	#1-4
Student Teaching (35%)	#1-3
Final Paper (30%)	#4

Required Readings

Books to Buy:

- *Rules for Radicals*, Saul Alinsky

Readings Provided by Professor (DOWNLOAD FROM BRIGHTSPACE or click link to access online)

- [On Tyranny](#), Timothy Snyder (**available online – click hyperlink**)
- [Don't Think of an Elephant!: Know Your Values and Frame the Debate](#), George Lakoff (**PDF in Brightspace**)
- [Parting the Waters](#), Taylor Branch Lakoff (**PDF in Brightspace**)
- [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 Lakoff (**PDF in Brightspace**)
- [WHEN EVERYTHING CHANGED: The Amazing Journey of American Women From 1960 to the Present](#), Gail Collins Lakoff (**PDF in Brightspace**)
- [Give Us Liberty, A Tea Party Manifesto](#), Dick Armey & Matt Kibbe Lakoff (**PDF in Brightspace**)

Films:

- *I Am Not Your Negro* [AMAZON STREAMING/FREE WITH PRIME, Hulu, YouTube, NETFLIX DVD ONLY]

- *13th* [NETFLIX STREAMING]
- *Earth Days* [YOUTUBE - 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 (35%) 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 (35%) 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 6**. The final will be at no more than five pages (typed, double-spaced, footnotes can be added to a 6th page) and is due by **5pm on Friday, May 12th**, when it is **uploaded on Brightspace** ([Brightspace>Class Sessions>Week 14](#) – OR click on Final Assignments link).

Overview of the Semester

- Week 1
 - Date: January 26
 - Topic: Meet & Greet, Review course outline and schedule, discussion
- Week 2
 - Date: February 2
 - Topic: Theories & Tactics of social organizing
- Week 3
 - Date: February 9
 - Topic: Framing the Debate
- Week 4
 - Date: February 16
 - Topic: Trump Era: Polarization and Insurrection
- Week 5
 - Date: February 23
 - Topic: The Early Civil Rights Movement
- Week 6
 - Date: March 2
 - Topic: Black Lives Matter & Criminal Justice
- Week 7
 - Date: March 9
 - Topic: Environment and Climate Activism
- ~~~~~
 - Date: March 16
 - **NO CLASS: SPRING BREAK**~~~~~
- Week 8
 - Date: March 23
 - Topic: The Women's Rights Movement Past & Present
- Week 9
 - Date: March 30
 - Topic: LGBTQ+ Movement & AIDS crisis
- Week 10
 - Date: April 6
 - Topic: Corporate Social Responsibility & Social Entrepreneurship
 - **DUE: FINAL PAPER OUTLINE (submit on Brightspace>Outline for Final Paper)**
- Week 11
 - Date: April 13
 - Topic: Immigration & Healthcare
- Week 12
 - Date: April 20
 - Topic: Journalism, Whistleblowing, Hacktivism & Free Speech

- Week 13
 - Date: April 27
 - Topic: The Conservative Movement
- Week 14
 - Date: May 4
 - Topic: Field Trip OR Course Shareback & Group Exercise
- Final Assignment
 - Date: May 12
 - **DUE:** Paper due electronically by 5:00 p.m. Upload your paper (MS Word doc or PDF) in Brightspace>Class Sessions>Week 14 – click on Final Paper Submission Assignment link)

Letter Grades

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

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
F	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” (Parts 1 and 2 found on Brightspace>Readings)

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 Brightspace>Readings)
2. [Caste: The Origins of Our Discontents](#), Isabel Wilkerson (Part Three – pages 100 – 164 – see hyperlink above)

WEEK 4: 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 5: THE EARLY CIVIL RIGHTS MOVEMENT

Readings Due

1. Parting the Waters, Taylor Branch (Parts 1 and 2 found on Brightspace>Readings)

Assigned Viewing

1. DOCUMENTARY: I am not your Negro

WEEK 6: BLACK LIVES MATTER and CRIMINAL JUSTICE REFORM

Readings Due

1. [Prisoners of Politics: Breaking the Cycle of Mass Incarceration](#) (Introduction – pages 1-16 – click link)
2. [“Foreseeable Violence “& Black Lives Matter](#), The Stanford Law Review, September 2020
3. [“The New Reconstruction”](#), The Atlantic, October 2020
4. [“Rioting is beginning to turn people off to BLM”](#), USA Today, 8/31/2020
5. [“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: 13th (Netflix)

WEEK 7: THE ENVIRONMENT & CLIMATE ACTIVISM

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

~~~~~NO CLASS SPRING BREAK~~~~~

## WEEK 8: THE WOMEN’S RIGHTS MOVEMENT: PAST & PRESENT

### Readings Due

1. WHEN EVERYTHING CHANGED: The Amazing Journey of American Women From 1960 to the Present (found on Brightspace)
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 (Parts 1 and 2 found on Brightspace)
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

### 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. [“Maximizing Shareholder Value: The Goal that Changed Corporate America”](#), The Washington Post, 8/26/2013
4. [“The Truth about CSR”](#), Harvard Business Review, 2/2015
5. [“Who do Millennials Trust on Diversity: Corporations or Government?”](#), Forbes, 1/28/2017
6. [“Most Executives Believe in the Business Case for CSR. So why don’t they invest more in it?”](#), Harvard Business Review, 9/12/18
7. [“‘Woke’ CEOs Don’t Actually Care About Economic Justice.”](#), The Nation, 1/29/2020
8. [“The Rise of Woke Capital”](#), New York Times Opinion, 2/28/2018
9. [“Does Divestment Work”](#), New Yorker, 10/20/2015

### Assignment Due

1. Outline for final paper – **(submit on Brightspace>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. "[Journalism isn't dying. But it's changing WAY faster than most people understand](#)", Wash Post, 4/18/2016
2. "[Did the Pentagon Papers Matter?](#)" Columbia Journalism Review, Spring 2016
3. "[WikiLeaks and Hacktivism Culture](#)", The Nation 9/15/2010
4. "[EVEN WIKILEAKS HATERS SHOULDN'T WANT IT LABELED A 'HOSTILE INTELLIGENCE AGENCY'](#)", The Intercept, 8/25/2017
5. "[The real issue in the campus speech debate: The university is under assault](#)", Washington Post, 8/9/2017
6. "[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 Brightspace)
2. Don't Think of an Elephant!: Know Your Values and Frame the Debate, George Lakoff (What Conservatives Want - found on Brightspace>Readings)
3. "[New Koch](#)" New Yorker, 1/25/16
4. "[The Origins of the Modern American Conservative Movement](#)", Heritage Foundation, 11/21/2003
5. "[Political Correctness and Its Real Enemies](#)" NYT, 9/3/16
6. "[With Koch Brothers Academy, Conservatives Settle in for a Long War](#)", NYT, 9/7/16
7. "[Could a grown-up Tea Party save the GOP?](#)", The Week, 8/7/2018

### Assigned Viewing

1. DOCUMENTARY: Get Me Roger Stone

## WEEK 14: FIELD TRIP or COURSE SHAREBACK & GROUP EXERCISE

### Readings Due

None

### FINAL ASSIGNMENT:

1. Paper due electronically by 5:00 p.m. on May 12. Upload your paper (Word file, Google Doc or PDF) in Brightspace>Class Sessions>Week 14 – click on Final Paper Submission link)

## **Brightspace**

You will use Brightspace 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.