Activist Campaigns in Global Politics – GLA2068H

Winter 2021, Tuesdays 2pm – 4pm, Eastern Time Zone (GMT-4)

Instructor:	David Zarnett, Ph.D.
Email:	david.zarnett@utoronto.ca
Office Hours:	On Zoom or phone, by appointment.
Delivery:	Synchronous using Zoom and Quercus.
Prerequisite:	None

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Course Description

From the abolition of the slave trade and the ratification of the Universal Declaration of Human Rights to the banning of landmines and signing of treaties to combat climate change, activists, NGOs and social movements have played an important role in shaping state behaviour and making global politics more just. But with meager financial resources and no military capacity in a world dominated by powerful states, how are these non-state actors able to effect any change at all? To answer this question, this course examines the politics and practice of justice-focused activism. It draws on insights from psychology, sociology and political science about the conditions under which activism succeeds and fails. Students will examine historical and contemporary activist campaigns, and learn how to build their own. Through this course, students will develop a historical, theoretical and evidence-based understanding of how global activism works, and an appreciation of the many complexities and trade-offs involved in developing activist campaigns.

Learning Objectives

In this course, students will be given the opportunity to:

1. Develop a historically-minded and nuanced understanding of the role that activist campaigns have played in global politics;
2. Understand how activist campaigns are built and evolve over time;
3. Identify the conditions under which activist campaigns are effective or lead to unintended consequences;
4. Develop insights and practical skills useful for pursuing a career in advocacy, government relations and other policy-related professions.

Course Format

This course will be taught through Zoom.

Evaluations and Course Grade

The final course grade reflects your level of demonstrated achievement of the course Learning Objectives listed above. Evaluations provide feedback on your progress towards the final course grade. Turnitin.com will be used in this course and can be done via Quercus. You do not need to sign in to Turnitin.com separately.

Evaluations	Weight	Deadline	Submit via	Turnitin.com
Participation	20%	Ongoing	Zoom and office hours	N/A
"What's your problem?" In-class Presentation & Slide Deck	15%	In-class from week #3 to week #6	Zoom & Quercus	N/A
Campaign Strategy Report Check-in	5%	By appointment no later than February 25th, 2021	Zoom	N/A
Campaign Strategy Report #1	20%	March 4th, 2021 11:00pm, EST	Quercus	Yes
Campaign Strategy Peer-Review Report	10%	March 9th, 2021 1:00pm, EST	Quercus	Yes

Final Campaign Strategy Report	30%	April 6th, 2021 11:00pm, EST	Quercus	Yes

Evaluation Criteria

Participation (20%)
Class participation is an essential part of this course. You are expected to attend all classes having read and thought about the week's readings, and to be prepared to ask and answer questions about them in a substantive and thoughtful way. Participation via Zoom chat is strongly discouraged and will not count towards your participation grade. Additional ways to participate in this course include speaking with me outside of class times about the course content and assignments.

"What's your problem?" in-class presentation & slide deck (15%)
For this assignment, you will give a short (5 minutes max!) in-class presentation in which you describe to the class the issue or problem on which your campaign will focus. In your presentation, make sure to address the following four questions:

1. What are the fundamental features of the problem you want to focus on?
2. What is the magnitude of this problem and where does it exist?
3. Why are you concerned with this particular problem? Why did you select it to focus on and not other issues?
4. Does everyone agree that such a problem exists? What do the critics say?

In your presentation, you will be required to use slides (in .ppt or .pdf formats) in order to help your audience understand the problem you want to address. These slides must be submitted to me via Quercus **before** your presentation takes place.

Details on how to sign-up for a presentation will be provided in class.

Campaign Strategy Report Check-in (5%)
For this assignment, you can schedule a time to speak with me about your campaign ideas and to discuss any difficulties or challenges you might be facing as you put your campaign together.

Campaign Strategy Report #1 (20%)
For this assignment, you will produce an 8 page report that outlines your campaign strategy to address the specific problem you have selected. Your report should:

1. Provide a detailed overview of the problem your campaign is trying to address
2. Outline in detail your strategy for mobilizing people to care about this particular problem. Identify and discuss any challenges you might face in doing so and what steps you might take to overcome them.
3. Describe the kind of advocacy organization you want to build to strengthen your campaign and justify the design choices you have made, factoring in all possible trade-offs.
4. Describe in detail the policy solution you will advocate for, how you developed it, and why you think your proposed solution will not create more harm than good.
5. Describe your strategy for working with other organizations, including an appraisal of the pros and cons of doing so.
6. Describe your strategy for lobbying policymakers to implement your proposed policy solution.

Your report must be formatted as follows:
- Times New Roman or Garamond font, 12 point.
- Double-spaced, "normal" margins.
- Footnotes in any recognized scholarly style, just stay consistent.
- No bibliography is required.

Campaign Strategy Peer-Review Report (10%)
For this assignment, you will produce a report that offers feedback on one of your colleagues' proposed campaign strategy. Your goal in this report is to critically reflect on their ideas, identifying possible problems or overlooked issues, and to provide useful suggestions they can consider on how to improve their campaign. The report must be done on the provided peer-review form. Further details will be provided in class.

Campaign Strategy Final Report (30%)
For this assignment, you will produce a 12-15 page final report that outlines your campaign strategy. This final report must explicitly address the feedback you received on your first strategy report. It must also integrate insights gained from the class discussions with the guest speakers in weeks #9-11 and from additional research you have conducted.

Your report must be formatted as follows:
- Times New Roman or Garamond font, 12 point.
- Double-spaced, "normal" margins.
- Footnotes in any recognized scholarly style, just stay consistent.
- No bibliography is required.

Late Penalties
Please complete all assignments by the specified deadlines. The penalty for a late assignment is 5% per day. If you become ill and it affects your ability to do your academic work, please feel free to come speak to me directly. Late work must also be submitted to me directly via Quercus AND email. Students are strongly advised to keep draft work and hard copies of their assignments until the marked assignments have been returned and grades posted online.

Class Schedule & Required Readings
The readings will be available on the course Quercus site, through the University of Toronto Libraries website, or through the links provided below.

Session	Delivery	Topic and Key Concepts	Required Readings
Week 1 (12/01/21)	Online, Synchronous via Zoom.	**Lecture Title:** Introduction: Activist Campaigns in Global Politics in Historical Perspective	• Sam McFarland, "The Slow Creation of Humanity," *Political Psychology* Vol. 32 No. 1 (February 2011), pp. 1-20. • Aryeh Neier, *The International Human Rights Movement: A History* (Princeton, New Jersey: Princeton University Press, 2012), chapter 1. • Clifford Bob, *The Global Right Wing and the Clash of World Politics* (New York: Cambridge University Press, 2012), pp. 1-15. • Makau Mutua, "Savages, Victims and Saviors: The Metaphor of Human Rights," *Harvard International Law Journal* Vol. 42 No. 1 (Winter 2001), pp. 201-245. • Rochelle Terman, "Backlash: The Unintended Consequences of Western Human Rights Intervention,"*OpenDemocracy* (December 10, 2013).
Week 2 (19/01/21)	Online, Synchronous via Zoom.	**Lecture Title:** Diagnosing the Problem: What's the Issue?	• Diane Orentlicher, "Bearing Witness: The Art and Science of Human Rights Fact-Finding," *Harvard Human Rights Journal* Vol. 3 (1990), pp. 83-135. • Alan Kuperman "Darfur: Strategic Victimhood Strikes Again?" *Genocide Studies and Prevention: An International Journal* Vol. 4 No. 3 (2009), pp. 281-303. • Thomas Sowell, *Discrimination & Disparities* (New York: Basic Books, 2018), chapters 1 & 2 (up to page 39).

Week 3 **(26/01/21)**	Online, Synchronous via Zoom	**Lecture Title:** Mobilizing Supporters: The Art & Science of Persuasion and Recruitment	• Robert Cialdini, "The Science of Persuasion," *Scientific American* (February 2001), pp. 76-81. • Kyla Jo Mcentire, Michele Leiby & Matthew Krain, "Human Rights Organizations as Agents of Change: An Experimental Examination of Framing and Micromobilization," *American Political Science Review* Vol. 19 No. 5 (August 2015), pp. 407-426. • Doug McAdam & Ronnelle Paulsen, "Specifying the Relationship Between Social Ties and Activism," *American Journal of Sociology* Vol. 99 No 3 (Nov 1993), pp. 640-667.
Week 4 **(02/02/21)**	Online, Synchronous via Zoom	**Lecture Title:** Building an Advocacy Organization	• Suzanne Staggenborg, "The Consequences of Professionalization and Formalization in the Pro-Choice Movement," *American Sociological Review* Vol. 53 (August 1988), pp. 585-606. • Wendy Wong, *Internal Affairs: How the Structure of NGOs Transforms Human Rights* (Ithaca, NY: Cornell University Press, 2012), chapter 3. • "Applying for Charitable Status," *COCo Legal Info-sheet* (May 2018). • "Charitable Organizations: Limitations on Political Activities," *COCo Info-sheet* (March 2009). • Review GiveWell's criteria for high-impact and effective organizations • Jared Raynor, Peter York & Shao-Chee Sim, "What Makes an Effective Advocacy Organization? A Framework for Determining Advocacy Capacity," *TCC Group* (January 2009).
Week 5 **(09/02/21)**	Online, Synchronous via Zoom	**Lecture Title:** Developing Policy Solutions	• Michelle Allendoerfer, Amanda Murdie & Ryan Welch, "The Path of the Boomerang: Human Rights Campaigns, Third-Party Pressure, and Human Rights," *International Studies Quarterly* Vol. 64 (2020), pp. 111-119. • Chantelle Richmond & Catherine Cook, "Creating Conditions for Canadian Aboriginal Health Equity: The Promise of Healthy Public Policy," *Public Health Reviews* Vol. 37 No. 2 (2016), pp. 1-16. • Oxfam, "Fighting Inequality in the Time of COVID-19: The Commitment to Reducing Inequality Index 2020." • Alan Kuperman, "Wishful Thinking Will Not Stop Genocide: Suggestions for a More Realistic Strategy," *Genocide Studies and Prevention* Vol. 4 No. 2 (August 2009), pp. 191-199. • Michael Shellenberger,"Why I Changed My Mind About Nuclear Power," *TedxBerlin*. • Daniel Stellar, "The PlayPump: What Went Wrong?", *State of the Planet* (Earth Institute, Columbia University: July 1, 2010).
Family Day & Reading Week: February 15th – 19th – NO CLASS			

Week 6 (23/02/21)	Online, Synchronous via Zoom	**Lecture Title:** Building a Coalition	• Helen Yanacopulos, "The Strategies That Bind: NGO Coalitions and Their Influence," *Global Networks* Vol. 5 No. 1 (2005), pp. 93-110. • Clifford Bob, "Overcoming Indifference: Internationalizing human rights violations in Rural Mexico," *Journal of Human Rights* (Vol. 1 No. 2 (June 2002), pp 247-261 • Charli Carpenter, Sirin Duyuglu, Alexander Montgomery & Anna Rapp, "Explaining the Advocacy Agenda: Insights from the Human Security Network," *International Organization* Vol. 68 (Spring 2014), pp. 449-470. • "Building Advocacy Coalitions for Greater Action and Accountability," *Asia-Pacific Policy Dialogue for Women's & Children's Health* (November 2012).
Week 7 (02/03/21)	Online, Synchronous via Zoom	**Lecture Title:** Lobbying Government	• Brad Simpson, "Solidarity in an Age of Globalization: The Transnational Movement for East Timor and U.S. Foreign Policy," *Peace & Change* Vol. 29 Nos. 3&4 (July 2004), pp. 453-482. • Joshua Busby, "Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief and Moral Action in International Politics," *International Studies Quarterly* Vol. 51 (2007), pp. 247-275. • "How to be an Effective Lobbyist in Canada," *EASNA* (May 2012).
Week 8 (09/03/21)	Online, Synchronous via Zoom	**Lecture Title:** Group Discussion of Campaign Strategies	• Come to class having completed and submitted your peer review of your colleague's campaign strategy, prepared to discuss your own campaign strategy and to share your thoughts with others in your group.
Week 9 (16/03/21)	Online, Synchronous via Zoom	**Lecture Title:** Guest Speaker #1 – The Together Project and Refugee Integration with Craig Smith (a founder of The Together Project)	• Review: https://togetherproject.ca/ Additional readings TBA
Week 10 (23/03/21)	Online, Synchronous via Zoom	**Lecture Title:** Guest Speaker #2: Canadians for Safe Technology and 5G with Frank Clegg (CEO, C4ST and former CEO of Microsoft Canada)	• Review Canadians For Safe Technology, 5G Appeal • Adam Burgess, *Cellular Phones, Public Fears and a Culture of Precaution* (New York: Cambridge University Press, 2004), chapter 3. • Joel Moskowitz, "We Have No Reason to Believe 5G is Safe," *Scientific American* (October 17, 2019). • David Robert Grimes, "Don't Fall Prey to Scaremongering about 5G," *Scientific American* (October 28, 2019).
Week 11 (30/03/21)	Online, Synchronous via Zoom	**Lecture Title:** Guest Speaker #3: War Child and Children in Armed Conflict with Dara McLeod (Executive Director, War Child)	• Review: https://www.warchild.ca/ Additional readings TBA

Week 12 (06/04/21)	Online, Synchronous via Zoom	**Lecture Title:** Conclusions: Lessons Learned	N/A

Course Drop Deadlines

The drop date for winter courses is March 1, 2021. MGA2 students should ensure they have enough credits to graduate, before dropping a course. If you need to drop a course, please contact the MGA Program Coordinator, Megan Ball, at mga@utoronto.ca.

Grading and Assessment

Final Grades in the course are given as letter grades. They reflect your overall performance in achieving the stated course learning objectives. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to make adjustments to your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

Turnitin.com

Normally, students will be required to submit their essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

Class Attendance

Students are expected to attend every class. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor and/or MGA Program Coordinator immediately.

Accessibility Services

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for Accessibility Services.

Academic Accommodations

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency.

All requests for an academic accommodation due to disability are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input.

Students who require consideration for missed academic work for **any non-disability related reason** (e.g., COVID, cold, flu and other illness or injury, family situation) should report their absence through the online absence declaration – **until otherwise indicated by the University**. **A Verification of Illness form is not currently required, but may become required should the public health situation change.**

If a non-disability related accommodation request is made along with an absence declaration on ACORN, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Note: In addition to your submission of the accommodation request to the MGA Program Director, your instructor expects to be informed of any deliverables you will miss beforehand.

Mental Health and Wellness

Feeling distressed? Are you in crisis? There's help. Call Good2Talk: 1-866-925-5454 (Ontario); text GOOD2TALK to 686868. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365. You can also contact My Student Support Program (MySSP) 1-844-451-9700 (North America); 001-416-380-6575 (Outside of North America) or the U of T Employee & Family Assistance Program (EFAP) 1-800-663-1142 (toll-free); 1-866-398-9505 (TTY); 604-689-1717 (collect). Visit "Feeling Distressed?" for more resources.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police*
UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 |
Centre for International Experience Safety Abroad 416-946-3929.
*24/7/365; Campus Community Police can direct your call to the right service.

Code of Behaviour on Academic Matters

Please read the University's Code of Behaviour on Academic Matters. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Academic Integrity

Case write-ups, papers, assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

Group Work and Behaviour

You are expected to treat teamwork the same way as you would in any professional organization. This includes, but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work
- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University's Code of Behaviour on Academic Matters
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to team learning

If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance. Your instructor may refer you to the MGA Program Director for further assistance.

Use of Technology

Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. Please read the University's Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Class Recordings

To facilitate learning, lecture recordings will be posted to Quercus. These recordings are intended to be used as a student study aid and are not a substitute for regular attendance. Recordings may not be reproduced, posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be downloaded to students' laptops for personal use. Students agree not to distribute lecture recordings via any distribution channels without permission from the instructor.

Students are encouraged to participate in online lectures, as you would in an in-person session. Should students wish to not be visible on video recordings, we recommend that you turn off your camera. Your voice, however, may be captured as an audio recording if you ask a question in class. If you have any concern about your voice being recorded, please speak to your instructor to determine an alternative means of participating.

Copyright, Trademark and Intellectual Property

As the University moves towards online teaching, many of your assignments will be online and may include mixed media use. Unauthorized reproduction, copying or use of online materials, e.g. video footage or text, may result in copyright infringement. The "fair use" provisions that apply to photocopies used for teaching do not apply to webpages. The Centre for Teaching Support & Innovation (CTSI) in Robarts Library can provide further guidance. You may also access copyright resources on the University of Toronto Libraries website.