

## **PAX 590: Peacebuilding and Public Policy**

Center for Justice and Peacebuilding

Eastern Mennonite University

Autumn 2011

Tuesdays 1:30-4:30, Hartzler Library (HL 121).

### **Instructor:**

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Office Hours: Tuesdays 9:30-12:30 (sign-up for a timeslot or stop by) or by appointment

### **Course Description:**

This course is designed to develop participants' understanding and skills for effectively influencing policy making processes on peacebuilding issues. We will explore policymaking within local, national, and international contexts. Moving from an exploration of 'what is policy' and its relevance to peacebuilding, we will learn basic approaches for policy analysis and policy formation. We will map the diverse actors involved in policy making and assess factors that influence their decisions. We will explore strategies to influence policy development – including public campaigning and policy dialogue – and practice key skills for effective engagement including crafting policy briefs and advocacy communication. We will experience the policymaking milieu through fieldtrips to Washington DC and in the Harrisonburg area. Course work will be geared to applying what is being learned. Participants will choose a key issue of interest to them and will critique existing policy, identify and advocate alternatives, and develop materials to support their case.

### **Course Objectives:**

1. To develop a sound understanding of the relevance of policy to peacebuilding.
2. To explore policymaking processes and identify the roles and interests of actors typically involved in these processes.
3. To understand a range of strategies for effectively influencing policy debates and to apply this understanding to develop a tailored advocacy strategy to address a specific policy concern.
4. To become more skillful in various methods of engaging in policy work.
5. To be able to critically assess the connection between the 'key asks' of a policy influencing effort and the change desired - and to assess how the framing of messages and goals influences the response of target audiences and others.
6. To develop effective policy advocacy materials, which participants can optionally refine and use in applied practice to influence a policy debates on issues that concern them.

### **Course Dates and Location:**

The course will be offered on Tuesday afternoons from 1:30 to 4:30 p.m., beginning 30 August and continuing through 13 December 2011. The whole class will have a one-day field trip to

Washington DC on either the 4<sup>th</sup> or 11<sup>th</sup> October, to be decided based on events in Washington and participants scheduling needs. There will be no class during the Mid-Semester Recess on 25 October. We will meet in the CJP classroom in Hartzler Library, HL 121.

## Course Requirements:

**Class participation** – Each participant will be expected to come to class on time, to participate fully in the discussions and exercises, and to constructively support the learning and skills development of others in the course. Each participant will need to complete all the core readings for the course as well as to read much more in-depth on the policy issue of their choice, which will include tracking that topic in the popular and specialized media over time during the course. They will need to be able to demonstrate having read all the required readings and their topic specific readings in advance of class and to occasionally present overviews, *15% of assessment*

**Policy topic identification** – Each participant will need to identify a specific policy concern that they will focus on throughout the course. This topic will be the focus of their policy review, advocacy strategy and policy brief. A one paragraph description of this policy topic is due at the second session on 6 September for feedback by the instructor.

**Policy review** – Each participant will write a policy review on their chosen topic of between 3,500-4,000 words, synthesizing the existing state of policy on this issue and identifying potential policy options and policy change goals. This essay should be fully referenced and consistent with EMU’s graduate writing standards. The essay is due on 27 September. *25% of assessment*.

**Advocacy strategy and presentation** – Each participant will prepare a presentation of a hypothetical advocacy strategy that, if successfully implemented, could plausibly influence policymaking on the issue of concern to them. Details of this assignment will be discussed in class. Each participant will make their presentation on 15 November and receive oral feedback from the instructor and other participants. They will have the option of refining their strategy before submitting the final version on 22 November. *30% of assessment*.

**Policy brief and presentation** – Each participant will develop a policy brief with the key messages and key ‘asks’ or recommendations for the policy change goal they have identified for their topic. They will be asked to make a presentation on the final day of class, December 13, and turn in their policy brief and presentation materials that day. *30% of assessment*.

## Course Schedule:

<p><b>Week 1:</b> <b>30 Aug</b></p>	<p><b>What is policy and why does it matter for peacebuilding? Macro-policy paradigms, policy frameworks and issue-based and conflict-specific policy responses</b></p> <p><i>Assignment:</i> Prepare 1 paragraph description of your focal policy problem for course assignments</p>
<p><b>Week 2:</b> <b>6 Sept</b></p>	<p><b>Policies, policy analysis and policy formation</b></p> <p><b>**<u>Assignment due:</u></b> Turn in policy problem description</p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>▪ John T Rourke. (2008). <i>International Politics on the World Stage</i>, 12<sup>th</sup> Edition, McGraw Hill – Chapter 1 pp18-34</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The World Bank. 2011. <i>World Development Report 2011: Conflict, Security and Development. Overview.</i>  <a href="http://wdr2011.worldbank.org/sites/default/files/WDR2011_Overview.pdf">http://wdr2011.worldbank.org/sites/default/files/WDR2011_Overview.pdf</a></li> </ul>
<b>Week 3: 13 Sept</b>	<p><b>Policy formation (continued) AND Local field trip OR guest lecturer</b></p> <p>Personal readings – begin research of the policy literature on your policy topic (with the expectation that you will have read 5-6 recent articles or reports on this topic prior to class. Be prepared to discuss what you are learning related to policy formation on this topic and to identify where the issue is currently located in the policy cycle.</p>
<b>Week 4: 20 Sept</b>	<p><b>Policymaking processes – part 1: understanding change through case studies on major policy shifts</b></p> <p>NOTE: Case studies may be adjusted based on preference of the class and readings will be adjusted accordingly.</p> <p>Readings PRIOR to class session – available on Moodle and online  <i>UN Security Council Resolution 1325</i></p> <ul style="list-style-type: none"> <li>• Ancil Adrian-Paul. 2005. ‘Making a Difference: The Women Building Peace Campaign’ in VanTongerren et al., <i>People Building Peace II</i>  <a href="http://www.peoplebuildingpeace.org/thestories/article.php?typ=theme&amp;id=134&amp;pid=31">http://www.peoplebuildingpeace.org/thestories/article.php?typ=theme&amp;id=134&amp;pid=31</a></li> </ul> <p><i>Darfur</i></p> <ul style="list-style-type: none"> <li>• Alex de Waal. 2008. “Dilemmas of multiple priorities and multiple instruments: the Darfur crisis” in Griffiths and Barnes, Eds <i>Powers of persuasion: incentives, sanctions and conditionality in peacemaking.</i> Accord Series, Conciliation Resources  <a href="http://www.c-r.org/our-work/accord/incentives/darfur_1.php">http://www.c-r.org/our-work/accord/incentives/darfur_1.php</a></li> </ul> <p><i>Northern Ireland (and Palestine / Israel)</i></p> <ul style="list-style-type: none"> <li>• David Mitchell. 2008. “Room for accommodation: incentives, sanctions and conditionality in Northern Ireland” in Griffiths and Barnes, Eds <i>Powers of persuasion: incentives, sanctions and conditionality in peacemaking.</i> Accord Series, Conciliation Resources  <a href="http://www.c-r.org/our-work/accord/incentives/northern-ireland.php">http://www.c-r.org/our-work/accord/incentives/northern-ireland.php</a></li> <li>• Michael Ancram. 2008. “The Middle East Peace Process: the case for jaw-jaw not war-war” in Griffiths and Barnes, Eds <i>Powers of persuasion: incentives, sanctions and conditionality in peacemaking.</i> Accord Series, Conciliation Resources  <a href="http://www.c-r.org/our-work/accord/incentives/middle-east.php">http://www.c-r.org/our-work/accord/incentives/middle-east.php</a></li> </ul>
<b>Week 5 27 Sept</b>	<p><b>Policymaking processes – part 2: mapping actors, institutions and interests</b></p> <p>**<u>First assignment due</u>: policy review essay (25% of grade).</p> <p><i>Readings</i>  Focus on person readings for policy critique essay</p>

<p><b>Week 6 – 7</b>  <b>All-day trip on either 4 or 11 October</b></p>	<p><b>Seats of power – Washington DC field trip</b>  Details of this trip to be developed and finalized.</p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Center for Lobbying in the Public Interest “Know the Legislative Process and Players”</li> <li>• Selection of background papers on the organizations / people we will be meeting</li> </ul>
<p><b>Week 8</b>  <b>18 October</b></p>	<p><b>Policy influencing processes – part 1: policy dialogue and relationship building</b></p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• <i>Democratic Dialogue Handbook for Practitioners</i>, Chapters 1.1, 1.2, 1.4 + Chapters 3.2 (Guatemala), 3.3 (Mauritania), 3.4(Nepal).  <a href="http://www.undp.org/cpr/documents/we_do/democratic%20dialogue.pdf">http://www.undp.org/cpr/documents/we_do/democratic%20dialogue.pdf</a></li> <li>• Global Business Network. “The Mont Fleur Scenarios: What Will South Africa Be Like in 2002?” <i>Deeper News</i>. Vol 7 No 1.  <a href="http://www.gbn.com/articles/pdfs/gbn_montfleur%20scenarios.pdf">http://www.gbn.com/articles/pdfs/gbn_montfleur%20scenarios.pdf</a></li> </ul>
<p><b>Week 9</b>  <b>1 Nov</b></p>	<p><b>Policy influencing – part 2: expert advocacy</b></p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Catherine Barnes. (1999.) <i>Designing an Advocacy Campaign</i>. Minority Rights Group, London.</li> <li>• Fenton Communications <i>Now Hear This: The 9 Laws of Successful Advocacy Communication</i> <a href="http://www.fenton.com/FENTON_IndustryGuide_NowHearThis.pdf">http://www.fenton.com/FENTON_IndustryGuide_NowHearThis.pdf</a></li> <li>• Selection of policy reports, to be distributed.</li> </ul>
<p><b>Week 10</b>  <b>8 Nov</b></p>	<p><b>Policy influencing – part 3: public campaigning and applying pressure</b></p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Rebecca Peters. 2005. ‘How to Influence People and Change the World’ in VanTongeren et al., <i>People Building Peace II</i></li> <li>• Don Hubert ‘Lessons from Campaigns of the 1990s Innovations in Humanitarian Advocacy’ in VanTongeren et al., <i>People Building Peace II</i></li> <li>• World Bank. 2009. <i>Coalition Building</i>. Technical Brief, Communication for Governance Accountability Program (CommGAP).</li> <li>• World Bank. 2009. <i>Changing Public Opinion</i>. Technical Brief, Communication for Governance Accountability Program (CommGAP).</li> <li>• Center for Lobbying in the Public Interest guidance notes on: <ul style="list-style-type: none"> <li>○ <i>Working in Coalitions</i></li> <li>○ <i>Public Policy Planning Checklist</i>.</li> </ul> </li> </ul>
<p><b>Week 11</b>  <b>15 Nov</b></p>	<p><b>Presenting advocacy strategies &amp; materials – peer review</b>  ** <u>Presentation</u> and peer review session</p> <p>Readings: Focus on personal readings needed to develop advocacy strategy preparation</p>

<p><b>Week 12</b> <b>22 Nov</b></p>	<p><b>Skills development – part 1: crafting key messages and developing key ‘asks’</b>  <b>**Assignment due:</b> Submit advocacy strategy: 30% of grade</p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Fenton Communications <i>Over Hear: 10 Tips to Get US Coverage of Global Media Issues</i> <a href="http://www.fenton.com/FENTON_IndustryGuide_OverHere.pdf">http://www.fenton.com/FENTON_IndustryGuide_OverHere.pdf</a></li> <li>• Fenton Communications <i>Proving Your Worth: 10 Ways to Measure the Impact of Your Communications</i></li> <li>• World Bank. 2009. <i>Persuasion</i>. Technical Brief, Communication for Governance Accountability Program (CommGAP). <a href="http://siteresources.worldbank.org/EXTGOVACC/Resources/Persuasionweb.pdf">http://siteresources.worldbank.org/EXTGOVACC/Resources/Persuasionweb.pdf</a></li> </ul>
<p><b>Week 13</b> <b>29 Nov</b></p>	<p><b>Skills development – part 2: developing policy papers and policy briefs</b></p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Read 2 policy reports and the accompanying briefs among the selection made available in advance of the session.</li> <li>• Center for Lobbying in the Public Interest. <i>Finding and Using Data</i>.</li> </ul>
<p><b>Week 14</b> <b>6 Dec</b></p>	<p><b>Skills development – part 3: lobbying strategies and skills</b></p> <p>Readings PRIOR to class session – available on Moodle and online</p> <ul style="list-style-type: none"> <li>• Center for Lobbying in the Public Interest. 2008. <i>Smart and Ethical Principles and Practices for Lobbying in the Public Interest</i>. <a href="http://www.clpi.org/images/pdf/SEPP_ReportFINAL.pdf">http://www.clpi.org/images/pdf/SEPP_ReportFINAL.pdf</a></li> <li>• Meadowcroft, <i>Effective Lobbying Strategies</i></li> <li>• Center for Lobbying in the Public Interest – selection of short guidance notes on following: <ul style="list-style-type: none"> <li>○ Knowing the Legislative Process and Players</li> <li>○ Personal Visits to Representatives</li> <li>○ Writing Letters</li> <li>○ Presenting Testimony</li> <li>○ Evaluating Your Nonprofit’s Lobbyist</li> </ul> </li> </ul>
<p><b>Week 15</b></p>	<p><b>Making your policy pitch</b>  <b>**Assignment:</b> Presentation + supporting materials and policy brief: 30% of grade</p> <p>Readings: Focus on personal readings needed for advocacy strategy preparation</p>

Supplemental information for CJP graduate course syllabi:  
Approved 3/20/06; updated 8/11

**Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

**Academic Integrity Policy (AIP):**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

**Grading Scale & Feedback:**

*Grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.  
A GPA of 3.0 is the minimum requirement for graduation.

*Regarding feedback on papers/projects:* Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

**Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

**Academic Support Center & Disability Support Services:**

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

**Class Attendance:** Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

**Course Extensions and Outstanding Grades:**

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

**Writing Standards –Graduate Level (Grid Version)**

<b>Criteria</b>	<b>A excellent</b>	<b>B minimal expectations</b>	<b>C below expectations</b>	<b>Comments</b>
<b>Content</b> <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows depth of content</li> <li>- applies insight and represents original thinking</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- shows substantial information and sufficient support</li> <li>- almost always represents original thinking</li> <li>- uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- shows clarity of purpose</li> <li>- lacks depth of content and may depend on generalities or the commonplace</li> <li>- represents little original thinking</li> <li>- uses mostly quality resources</li> </ul>	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed</li> <li>- uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>- is coherent and logically developed (but not fully) developed</li> <li>- uses some awkward transitions</li> </ul>	
<b>Style</b> <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> <li>- is concise, eloquent, and rhetorically effective</li> <li>- composes varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- composes some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- displays some personality but lacks imagination and may be stilted</li> <li>- composes little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> </ul>	
<b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> <li>- composes well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- almost always composes well-constructed sentences</li> <li>- makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>- usually has well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, cited correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes credible paraphrases, usually cited correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- composes mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page</li> <li>- makes several errors in documentation style</li> </ul>	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				<b>Grade</b>

*Approved by University Faculty April 28, 2004*  
*Revised by the Writing Committee April 2008*  
*Updated March 2009*