

**PubH 6634**

**Advocacy & Children's Rights**

**Spring 2009**

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**Credits:** 2 credits

**Meeting Days:** Friday

**Meeting Time:** 11:15 am-1:10 pm

**Meeting Place:**

**Instructor:** Charles Oberg

**TA:** Imee Cambronero

**Office Address:** WBOB Room 482

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**Office Hours:** By appointment

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**I. Course Description**

Course is designed to familiarize the student with the concepts of advocacy and children's rights through the lectures, small group activities, written assignments and class presentations. This includes the acquisition of specific competencies through the development of an Advocacy & Policy Portfolio.

**II. Course Prerequisites**

None

**III. Course Goals and Objectives**

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

1. Have an appreciation of the U.S. policies designed to nurture and protect children as well as the U.N. Convention on the Rights of the Child (CRC) and Millennium Goals
2. Through the development of skill building assignments, the student will design a child-based advocacy campaign that includes; assessing the environment, building coalitions and mobilizing communities, that includes a specific policy recommendation, planning a media strategy, and produce advocacy material such as fact sheets, issue briefs and written testimony.
3. Appreciate that advocacy occurs in a multitude of arenas using a variety of strategies & modalities/mediums such as literature, photography, music, etc.

#### IV. Methods of Instruction and Work Expectations

<b>1. Written: Advocacy &amp; Policy Portfolio</b>	<b>Points</b>	<b>Due Dates</b>
Letters to the Editor and Official	10 points	February 6
Issue Brief	10 points	February 20
Cost Benefit Analysis	10 points	February 27
Coalition Strategy	10 points	March 13
Political Contextual Analysis & SWOT	10 points	April 3
Media Campaign & Press Release	10 points	April 10
Fact Sheet & Brochure	10 points	April 17
Written Testimony	10 points	April 24
Memorandum (Ex. Summary)	10 points	May 1
Completed Portfolio	90 Points	May 8

#### **2. Class Advocacy presentations                    10 points (throughout semester)**

Additional details on the assignments will be discussed in class as well as placed on the course website.

#### ***Expected Effort***

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

#### ***Deadlines***

If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with your instructor in advance of the actual due date to receive full credit for the assignment.

#### V. Course Text and Readings

##### ***Texts***

1. *Children's Human Rights* (2005), Editors Mark Ensalaco and Linda Majka, Rowman & Littlefield Publishers, Inc., Lanham, Maryland
2. *A New Weave of Power, People & Politics-The Action Guide for Advocacy & Citizen Participation* (2007), Editors Lisa VeneKlasen, Valerie Miller, Debbie Budlinder & Cindy Clark, Practical Action Publishing, UK

##### ***Reports at Course Webvista Site***

3. *State of America's Children-2008, CDF*
4. *Children & the Millennium Goals (MG)*, UNICEF 2007
5. *Progress for Children (PC)*, UNICEF 2007

## VI. Course Outline/Weekly Schedule

CLASS SESSION & ASSIGNMENTS	TOPICS AND READINGS
<p>January 23</p>	<p><b>Content Topic: Course Overview &amp; Definition of Advocacy</b></p> <p>Skill Building: Prioritizing Issues</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen, Introduction, Chapter 1 &amp; 3</li> </ul>
<p>January 30</p>	<p><b>Content Topic: Defining Children’s Rights &amp; Millennial Goals</b></p> <p><i>Medium: Children’s Literature</i></p> <p>Skill Building: Letter Writing</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ensalaco—Introduction and Chapter 1 &amp; 2</li> <li>• VeneKlasen—Chapter 2, Chapter 11 (pp. 199-206) &amp; 248</li> <li>• UNICEF Millennial Goals (MG)—Chapter 1</li> <li>• UNICEF Progress for Children (PC)—Overview</li> </ul>
<p>February 6</p> <p><b>Letters Due</b></p>	<p><b>Content Topic: Provisional Rights—Basic Survival</b></p> <p><i>Medium: Photography</i></p> <p>Skill Building: Setting Vision, Goals &amp; Objectives</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 5 &amp; 6</li> <li>• UNICEF (MG)—Chapter 2; pp. 17-36</li> <li>• UNICEF (PC)—MDGs 1; pp. 4-11 &amp; 7; pp. 38-41</li> <li>• CDF pp. 1-25; 70-74</li> </ul>
<p>February 13</p>	<p><b>Content Topic: Provisional Rights—ECE &amp; School Readiness</b></p> <p><i>Medium: Music</i></p> <p>Skill Building: Framing the Issue-The Issue Brief</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapters 8 &amp; 9</li> <li>• UNICEF (MG)—Chapter 3; pp. 37-50</li> <li>• CDF—63-69</li> </ul>

<p>February 20</p> <p><b>Issue Brief Due</b></p>	<p><b>Content Topic: Provisional Rights—Education</b></p> <p><i>Medium: Political Satire</i></p> <p>Skill Building: Refining the Recommendation i.e., SMART analysis, critiquing/comparing &amp; Cost/Benefits</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 10 &amp; 11; pp. 196-198</li> <li>• UNICEF (PC)—2 &amp; 3; pp. 12-29</li> <li>• CDF—pp. 55-62</li> </ul>
<p>February 27</p> <p><b>SMART Critique &amp; Cost/Benefit Due</b></p>	<p><b>Content Topic: Provisional Rights—Health Care</b></p> <p><i>Medium: Literature—Nonfiction</i></p> <p>Skill Building: Identifying Constitutes, Interest Groups &amp; Coalitions</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ensalaco—Chapter 6</li> <li>• VeneKlasen—Chapter 4</li> <li>• UNICEF (PC)—MDGs 4 &amp; 5; pp. 18-29</li> <li>• CDF—pp. 27-38</li> </ul>
<p>March 6</p>	<p><b>Content Topic: Protection Rights—Disability Policies</b></p> <p><i>Medium: Protest Strategies</i></p> <p>Skill Building: Planning Coalition Strategy</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 17</li> </ul>
<p>March 13</p> <p><b>Coalition Strategy Due</b></p>	<p><b>Content Topic: Protection Rights—Child Maltreatment</b></p> <p><i>Medium: Literature—Fiction</i></p> <p>Skill Building: Understanding the Policy Process</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 7 &amp; 12</li> <li>• UNICEF(MG)—Chapter 5; pp. 71-82</li> <li>• CDF—pp. 39-45</li> </ul>
<p><b>March 20</b></p>	<p><b>Spring Break</b></p>

<p>March 27</p>	<p><b>Content Topic: Protection Rights—Trafficking of Children</b></p> <p><i>Medium: Speeches, Debate &amp; Oratory</i></p> <p>Skill Building: Political Contextual Analysis &amp; S.W.O.T. Analysis</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 11; pp. 187-195</li> <li>• Ensalaco—Chapter 4</li> <li>• UNICEF (MG) —Chapter 4; pp. 51-70</li> <li>• UNICEF (PC)—pp. 42-49</li> </ul>
<p>April 3</p> <p><b>PCA &amp; SWOT Due</b></p>	<p><b>Content Topic: Protection Rights—Youth Violence</b></p> <p><i>Medium: Dance</i></p> <p>Skill Building: Media Campaign &amp; Press Release</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ensalaco—Chapter 5</li> <li>• VeneKlasen—Chapter 13</li> <li>• CDF—pp.46-54</li> </ul>
<p>April 10</p> <p><b>Media Campaign &amp; Press Release Due</b></p>	<p><b>Content Topic: Participatory Rights—Civil Rights</b></p> <p><i>Medium: Storytelling</i></p> <p>Skill Building: Sharing your Recommendation-Fact Sheet &amp; Brochures</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• VeneKlasen—Chapter 14</li> </ul>
<p>April 17</p> <p><b>Fact Sheet &amp; Brochure Due</b></p>	<p><b>Content Topic: Participatory Rights—Juvenile Justice</b></p> <p><i>Medium: Film</i></p> <p>Skill Building: Writing Testimony</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ensalaco—Chapter 9</li> <li>• VeneKlasen—Chapter 15</li> </ul>
<p>April 24</p> <p><b>Testimony Due</b></p>	<p><b>Content Topic: Cultural Rights: Immigrant &amp; Refugee Child Health</b></p> <p><i>Medium: Cyberspace</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Esalaco—Chapter 8</li> </ul>

May 1  <b>Memo Due</b>	<b>Content Topic: Promoting Social Justice for Children</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Ensalaco—Chapter 3, 7 &amp; 10</li> <li>• UNICEF(MG)—Chapter 6; pp. 83-85</li> </ul>
May 8  <b>Portfolio Due</b>	<b>Last Day of Class: Reflections &amp; Presentations</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Ensalaco—Conclusion</li> </ul>

## VII. Evaluation and Grading

Final grade will be assessed on a 100-point scale and will be based on the following scale:

<b>A</b>	93-100%	<b>B-</b>	80-<83	<b>D+</b>	67-<70
<b>A-</b>	90-<93	<b>C+</b>	77-<80	<b>D</b>	63-<67
<b>B+</b>	87-<90	<b>C</b>	73-<77	<b>D-</b>	60-<63
<b>B</b>	83-<87	<b>C-</b>	70-<73	<b>F</b>	Below 60

The S/N option is available for this course. A grade of B- or better is required for an S.

The written assignment dates are listed in the syllabus and posted on the course calendar on webvista. If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with Dr. Oberg in advance of the actual due date to assure that you will receive full credit for the assignment.

### ***Course Evaluations***

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CourseEval. The system will send email notification to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### ***Incomplete Contracts***

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.) the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and

signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extensions for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate and incomplete contract, students should go to: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades)

***University of Minnesota Uniform Grading and Transcript Policy***

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

***Grade Option Change***

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu).

***Course Withdrawal***

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

***Incomplete Contracts***

An instructor can assign a grade of incomplete, "I," when, due to extraordinary circumstances the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the faculty member and signed by both the student and the instructor. For more information and to initiate an incomplete contract, student should go to [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

***Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies***

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, [www.osai.umn.edu](http://www.osai.umn.edu)). The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity:

<http://writing.umn.edu/tww/plagiarism/>. Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources". In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable. If you have any questions, consult the instructor.

***Disability Statement***

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).