

## SOCA6320: Shaping Organisations and Communities: Advocacy and Change

Callaghan and Online  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

The role of advocacy and advocates is central in shaping inclusive, equitable and diverse communities, organisations and workplaces. Advocates work across global and local spheres, speaking up for injustice, drawing our attention to struggles, vulnerability and unfairness, and driving positive change that aims to increase the welfare of individuals, local communities and the world. But, what is advocacy? Why is advocacy important? Who advocates and who is advocated for? Do we advocate for people or for issues? And, what is good advocacy practice?

This course takes on these questions and interrogates the phenomenon, concept and practice of advocacy across a diverse range of equity themes, including Indigeneity, race, ethnicity, class and gender. It builds students' knowledge and insights into the role of advocacy in driving social and cultural change (both globally and locally), the pitfalls and dangers embedded in advocacy, and the potential for advocacy to be co-opted by other agendas. We will explore the distinction between advocacy within organisations and advocacy for groups, interrogate the line between advocacy and activism, and consider where and how advocacy can become counter to its mission and reproduce inequitable, colonial and hegemonic structures. The course has an embedded work-integrated element and, through the course, students will get the opportunity to build their own advocacy campaign and champion a cause they are passionate about, meet and learn from advocates who work in different sectors and for various causes.

### Assumed Knowledge

Undergraduate degree majoring in Social Science or related discipline, or recognised prior learning or experience from relevant fields of practice.

### Contact Hours

**Callaghan Seminar**  
Face to Face On Campus  
2 hour(s) per Week for 12 Week

**Online Online Activity**  
Online

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)  
CRICOS Provider 00109J

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2 hour(s) per Week for 12 Weeks  
Participation in Canvas discussion and self-directed learning.

**Unit Weighting** 10

**Workload** Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

## CONTACTS

**Course Coordinator** **Callaghan and Online**  
Associate Professor Hedda Askland  
[Hedda.Askland@newcastle.edu.au](mailto:Hedda.Askland@newcastle.edu.au)  
(02) 4921 7067  
Consultation: by appointment

**Teaching Staff** **Associate Professor Hedda Askland**  
[Hedda.Askland@newcastle.edu.au](mailto:Hedda.Askland@newcastle.edu.au)  
(02) 4921 7067  
Consultation: by appointment

**Dr Matthew Bunn**  
[Matthew.Bunn@newcastle.edu.au](mailto:Matthew.Bunn@newcastle.edu.au)  
Consultation: by appointment

**School Office** **School of Humanities Creative Industries and Social Sciences**  
Social Sciences Building  
Callaghan  
[HCISS@newcastle.edu.au](mailto:HCISS@newcastle.edu.au)  
+61 4985 4500

## SYLLABUS

**Course Content** Topics that will be drawn from include:

1. What is advocacy and why does it matter?
2. Working as an advocate and advocacy as practice.
3. Representation in advocacy relations.
4. Building communities of praxis.
5. Strategies and tactics.
6. Social and cultural change.

**Course Learning Outcomes** **On successful completion of this course, students will be able to:**

1. Identify and locate suitable practices of advocacy within institutions and communities.
2. Assemble strategies that drive positive institutional, organisational, social and cultural change.
3. Appraise the role of individual actors and organisations driving social change and working for collective rights and wellbeing.
4. Design an issue-centred advocacy campaign based on rigorous desktop research and interrogation of the policy field.
5. Identify risks for advocacy and potential pitfalls.
6. Analyse the field of advocacy, champions and campaigns from a critical social theory perspective.

**Course Materials** All the course material will be available on the course website in Canvas.

# SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	26 Feb	<p><b>Introduction to Advocacy</b></p> <p>This week will offer an introduction to the course and high-level introduction to the topic of advocacy.</p>	<p><b>Assignment 1a – Reflexive Practice</b></p> <p>CAL: in class Online: 1 Mar</p>
2	4 Mar	<p><b>Working as an advocate</b></p> <p>This week we will discuss the notion of being an advocate. We will have an 'advocacy showcase', where you will be introduced to advocates from different fields and working at different scales. We will discuss how advocacy happens across many spheres and at many levels, and explore different pathways to advocacy.</p> <p>Central to this week's reflexive learning is a discussion and consideration about what makes an advocate. We will look at the case of La Donna Harris and how advocacy often unfolds within intersectional fields. This will lead us to a discussion about how advocacy links in with social justice and notions of morality and ethics.</p> <p>This week will include important information about Assignment 2, which is due in Week 3.</p>	
3	11 Mar	<p><b>Deconstructing advocacy as practice</b></p> <p>This week we will move from looking at advocacy through the person to advocacy as a practice more broadly, and we will discuss the difference between advocacy at the level of individuals and organisations. We will first look at the history of advocacy before we interrogate how advocacy is linked to activism.</p> <p>This week will include presentations of posters.</p>	<p><b>Assignment 2 – Poster Presentation</b></p> <p>Presentation for formative feedback: CAL: in class Online: 13 March Final online submission (all students): 15 March</p>
4	18 Mar	<p><b>Constructing groups for advocacy</b></p> <p>This week we will be moving into the deeper theory behind advocacy as practice. We will interrogate the notion of representation and the construction of groups, looking specifically at representational violence as a concept and a lived reality. We will look at how groups exist as a categorical norm, explore how groups in are preconstructed, and interrogate the implications this has for advocacy and advocates.</p> <p>This week will include important information about Assignment 3 and 4.</p>	
5	25 Mar	<p><b>Are we the baddies? Hegemony, representation and advocacy</b></p> <p>Continuing the theoretical exploration, we will this week consider how advocacy campaigns can reinstate or reinforce hegemony. We will look at examples of how advocacy has either been used invertedly or deliberately to further agendas that in the long run have furthered agendas that are counter to their stated aims. The discussions this week will bring us deeply into the politics of</p>	<p><b>Assignment 3 – Case Study: Abstract</b></p> <p>Due date: 3 April</p>

		advocacy.	
6	1 Apr	<p><b>Countering hegemonic representation</b></p> <p>This week we will look at how we can counter the challenges of hegemony discussed in Week 5. We will look at how to apply critical theory and deconstructive practice as a way of countering hegemonic representations and build counter hegemonic practices.</p>	
7	8 Apr	<p><b>Knowing your field of advocacy</b></p> <p>This week we start to re-establish the link from theory back to practice. We will look at how advocacy sits within the context of policy and explore examples of planning, policy and legal frameworks that shape pathways for advocacy. We will explore notions of advocacy through the case study of NSW planning and interrogate how the framework for social impact assessment has featured as object for, and framing of, advocacy.</p>	
<b>Mid semester break 15 – 26 April</b>			
8	29 Apr	<p><b>Making change</b></p> <p>This week we will pick up on the lessons from Week 7 about social impact assessment and look specifically at the interface between environmental planning and notions of environmental and social justice. We will look at the case study of Gloucester, NSW, and the grassroot campaign that was driven against the proposal to extract, first, coal seam gas (CSG) and, second, coal, from the Gloucester Valley. This case study will show us how advocates can use the planning framework and legal contexts as a springboard for action and change. From the case study, we explore notions of community and change, and we will look at how class and capital intersect with advocacy and activism.</p>	
9	6 May	<p><b>Institutional advocacy</b></p> <p>This week we will examine advocacy within institutions and the types of advocacy that can be adopted. Institutional change – especially from within – is fraught with compromise and precarity, often requiring a very careful approach to creating advocacy campaigns. We will look specifically at the case study of higher education as a site of institutional advocacy and consider some of the different types of challenges that advocates face within institutional settings.</p> <p>This week we will release essay questions for Assignment 5 and you will receive important information about this assignment in class.</p>	
10	13 May	<p><b>Advocacy and an ethics of care</b></p> <p>Underpinning the notion of advocacy is an idea, or perhaps an ideal, of care. But what does it mean to care for someone or something? This week we will look at how normative dimensions of care form part of a cultural binarism that creates a hierarchical organisation of the world according to different valued spheres of existence. We will first interrogate the feminist response to patriarchal constructions of care through the theory of ethics of care, before we look at different empirical fields of care that brings care as the focus of advocacy away from human exceptionalism and into (1) care as social reproduction, (2) care</p>	<p><b>Assignment 4 –Case Study: Advocacy Campaign</b></p> <p>Due date: 17 May</p>

		as institutionalised asymmetry, and (3) care beyond human exceptionalism.	
11	20 May	<p><b>What do they want anyway? Exploring the construction of outcomes</b></p> <p>Advocacy often requires a general idea of what people need or want. This week brings us back to the discussion about representation to look closer at how consultation forms part of advocacy and how ideas of a 'good outcome' may not always be in line with 'common sense' ideals. We will look at how different types of outcomes may drive formal advocacy campaigns and the practical desire for outcomes. We will bring in concepts such as respect and dignity and look at how promises of happiness and wellbeing form part of advocacy. This week will demonstrate the importance of reflexive advocacy practice.</p>	
12	27 May	<p><b>Changing the future</b></p> <p>As the semester draws to a close, we will this week look at the big questions for future advocates. What will be the important spaces for advocacy in the future? Where should our focus be? What are the emerging concerns?</p>	<p><b>Assignment 1b – Reflexive Practice</b></p> <p>CAL: in class Online: 31 May</p>
13	3 Jun	No class	<p><b>Assignment 5 – Critical Essay</b></p> <p>Due date: 7 June</p>
<b>Semester 1 ends 7 June</b>			

## ASSESSMENTS

This course has 5 assessments. Each assessment is described in more detail in the sections below. Assessment criteria will be made available on Canvas.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Reflexive Practice	Part I: 1 March 11:59 PM Part II: 31 May 11:59 PM	Individual	10% (2x5%)	1, 3
2	Pin-up Poster Presentation	Presentation for formative feedback: - CAL: In class, Week 3 - Online: 13 March Final submission due date: - 15 March 11:59 PM	Individual	10% (final submission)  In class presentation is formative	2, 3
3	Case Study: Abstract	3 April 11:59 PM	Individual	10%	2, 4
4	Case Study: Advocacy Campaign	17 May 11:59 PM	Individual	40%	1, 4
5	Case Study: Critical Essay	7 June 11:59 PM	Individual	30%	1, 5, 6

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Reflexive Practice (5% x 2)

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	This task includes two 250 reflections as follows: <ul style="list-style-type: none"><li>- Part I: Face to face students (CAL) will write a reflection in class and online students will write a reflection as part of their learning activity on Canvas in Week 1. The assignment will set up how the students understand what advocacy is and how they see advocacy (or the potential for it) in their practice. All students will have to upload their reflections to Canvas by end of Week 1.</li><li>- Part II: This will be a retrospective reflection where students look back at their initial reflection and consider their process of learning. Face to face students (CAL) will write a reflection in class and online students will write a reflection as part of their learning activity on Canvas in Week 12. All students will have to upload their reflections to Canvas by end of Week 12.</li></ul>
<b>Weighting</b>	10% (2x5%)
<b>Length</b>	500 words (2x250 words)
<b>Due Date</b>	Part I: 1 March 11:59 PM Part II: 31 May 11:59 PM
<b>Submission Method</b>	In class or online via Turnitin in Canvas
<b>Assessment Criteria</b>	See details online in Canvas
<b>Return Method</b>	Online in Canvas
<b>Feedback Provided</b>	Formative feedback in class and summative mark on Canvas

## Assessment 2 - Pin-up Poster Presentation (10%)

<b>Assessment Type</b>	Presentation
<b>Description</b>	Students will create a poster about an advocate to be presented in class (CAL) or as part of the online learning activity for formative feedback. The final poster is to be submitted online.
<b>Weighting</b>	10%
<b>Length</b>	250-word poster
<b>Due Date</b>	Formative: CAL: Week 3, in class / Online: 13 March Summative: 15 March 11:59 PM
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	See details online in Canvas
<b>Return Method</b>	Online in Canvas
<b>Feedback Provided</b>	In class and online - formative feedback in class; feedback and summative mark on Canvas

## Assessment 3 - Case Study: Abstract (10%)

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	The abstract will outline the case study for your advocacy campaign (Assessment 4), rationale and significance.
<b>Weighting</b>	10%
<b>Length</b>	500 words
<b>Due Date</b>	3 April 11:59 PM
<b>Submission Method</b>	Turnitin
<b>Assessment Criteria</b>	See details online in Canvas
<b>Return Method</b>	Online via Turnitin in Canvas
<b>Feedback Provided</b>	Online - feedback in Turnitin, summative mark on Canvas

## Assessment 4 - Case Study: Advocacy Campaign (40%)

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	This strategic report requires you to detail the key elements of your advocacy campaign, including key stakeholders, concerns of representation, pitch, outcome, avenues for impact.
<b>Weighting</b>	40%
<b>Length</b>	2000 words
<b>Due Date</b>	17 May 11:59 PM
<b>Submission Method</b>	Online via Turnitin
<b>Assessment Criteria</b>	See details online in Canvas
<b>Return Method</b>	Online via Turnitin in Canvas
<b>Feedback Provided</b>	Online - feedback in Turnitin, summative mark on Canvas

## Assessment 5 - Case Study: Critical Essay (30%)

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	For this assignment, students choose one question from a list of essay questions, which will be made available on Canvas by Week 6, and write a critical essay in response. The questions will require the students to do independent research to identify examples and literature, and use at least one of the core theories and/or concepts covered in the course.
<b>Weighting</b>	30%
<b>Length</b>	2500 words
<b>Due Date</b>	7 June 11:59 PM
<b>Submission Method</b>	Online in Turnitin in Canvas
<b>Assessment Criteria</b>	See details online in Canvas
<b>Return Method</b>	Online via Turnitin in Canvas
<b>Feedback Provided</b>	Online - feedback in Turnitin, summative mark on Canvas

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include: Canvas announcements and email.

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).



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<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=23">https://policies.newcastle.edu.au/document/view-current.php?id=23</a></p>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures">https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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